

Volusia County Schools

New Smyrna Beach Middle School



2023-24

Schoolwide Improvement Plan (SIP)

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New Smyrna Beach Middle School

1200 S MYRTLE AVE, New Smyrna Beach, FL 32168

<http://myvolusiaschools.org/school/newsmyrnabeach/pages/default.aspx>

School Board Approval

This plan was approved by the Volusia County School Board on 10/31/2023.

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be

addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), <https://www.floridacims.org>, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Department encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

I. School Information

School Mission and Vision

Provide the school's mission statement.

New Smyrna Beach Middle School faculty and staff, working in partnership with home and community enable students to learn, achieve and reach their potential.

Provide the school's vision statement.

We believe education is the shared responsibility of the student, home, school, and community.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Porter, Rebecca	Principal	The job duties in this role include supervising all instructional staff, supervising all support staff, implementation of instructional practices, implementation of School Improvement Plan action steps, assign School Leadership Team, coordinate meetings of School Leadership Team, engage with all stakeholders, and final approval of School Improvement Plan.
Carey, Amy	Assistant Principal	The job duties in this role include supervising all assigned staff, implementation of instructional practices in assigned curriculum areas, implementation of School Improvement Plan action steps, participate in all meetings of School Leadership Team, and engage with all 7th grade stakeholders.
Alves, Aaron	Assistant Principal	The job duties in this role include supervising all assigned staff, implementation of instructional practices in assigned curriculum areas, implementation of School Improvement Plan action steps, participate in all meetings of School Leadership Team, and engage with all 6th grade stakeholders.
Pough, Sherry	Assistant Principal	The job duties in this role include supervising all assigned staff, implementation of instructional practices in assigned curriculum areas, implementation of School Improvement Plan action steps, participate in all meetings of School Leadership Team, and engage with all ESE stakeholders.
Hammond, Jana	Dean	The job duties in this role include supervising all assigned staff, implementation of instructional practices in assigned curriculum areas, implementation of School Improvement Plan action steps under PBIS, participate in all meetings of School Leadership Team, and engage with all 8th grade stakeholders.
Bellantoni, Ann	Instructional Coach	<p>The job duties in this role include monitoring and mentoring all ELA instructors, implementation of instructional practices in assigned curriculum area of ELA, implementation of School Improvement Plan action steps in assigned department, and participate in some recommended meetings of School Leadership Team.</p> <p>The instructional coach may also work collaboratively with teachers to complete coaching cycles which include lesson planning, preconference's, observations, post-conferences, and analyzing student learning. Coach can be a thought partner with teachers and not evaluative, support teachers in implementing standards benchmark-based lessons through modeling and coteaching, facilitate professional learning that focuses on curriculum standards benchmarks, four walk-through look fors, and teaching practices. Coach can also support professional learning communities using PLC "PLC Meeting Note Form" to record and focus planning on the four walk-through look fors, and serve with the school leadership team.</p>

Name	Position Title	Job Duties and Responsibilities
Keeran, Erin	Teacher, K-12	The job duties in this role include monitoring and mentoring all Social Studies instructors, implementation of instructional practices in assigned curriculum area of Social Studies, implementation of School Improvement Plan action steps in assigned department, and participate in some recommended meetings of School Leadership Team.
Johnson, Katelyn	Teacher, K-12	The job duties in this role include monitoring and mentoring all Science instructors, implementation of instructional practices in assigned curriculum area of Science, implementation of School Improvement Plan action steps in assigned department, and participate in some recommended meetings of School Leadership Team.
Haught, DeAnna	Teacher, K-12	The job duties in this role include monitoring and mentoring all Math instructors, implementation of instructional practices in assigned curriculum area of Math, implementation of School Improvement Plan action steps in assigned department, and participate in some recommended meetings of School Leadership Team.
Opfer, Jessica	School Counselor	The job duties in this role include monitoring and mentoring all school counselors, implementation of school counselor programs, implementation of School Improvement Plan action steps in assigned school counselor department, and participate in some recommended meetings of School Leadership Team.
Filz, Katelyn		The job duties in this role include monitoring and mentoring all Elective instructors, implementation of instructional practices in assigned curriculum area of all electives, implementation of School Improvement Plan action steps in assigned department, and participate in some recommended meetings of School Leadership Team.

Stakeholder Involvement and SIP Development

Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholder involvement and SIP development is ongoing throughout the school year through many avenues. The school leadership team meets at the Summer School Leadership Team training to begin the SIP process. The school leadership team also meets once a month and more if necessary to review, monitor, revise, and assess the SIP. The school leadership team crafts the first draft of the SIP, revises SIP with input from other stakeholders, completes mid-year review of the SIP, and continuously monitors SIP progress throughout the school year. Teachers and school staff are introduced to the SIP during preplanning at the opening faculty meeting. During faculty meetings, PLC's, and team meetings, teachers review SIP, using large SIP posters in meeting rooms, to complete SIP professional developments on SIP, review SIP data, complete strategies in SIP, and revise the SIP to add any new

strategies necessary. Families and business partners are introduced to the SIP at the School Advisory Council meeting and parents are invited via phone call, marquee, email, and text to come to our school to review and add input on the SIP. Families and business partners are also involved reviewing the SIP during the mid-year and adding in any additional input to aid our school in meeting our goals. Students are introduced to and discuss the SIP using posters of the SIP around the school. Teachers also review the SIP in their classrooms to ensure that students understand the Focus Area goal the teacher is working towards.

SIP Monitoring

Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State’s academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP will be monitored and revised for effective implementation throughout the school year. School Administration will use walk-through and discipline data to monitor action plans steps in accomplishing the Area of Focus Goals to find effective implementation and devise a plan to aid those not effectively implementing the action steps. The School Leadership Team will review academic and discipline data, teacher feedback, and family input to review and revise the SIP. The teachers will collect and review data during faculty meetings, PLC, and team meetings to monitor our school is working towards fulfilling the Focus Area goals. Families and business partners will also monitor the SIP for effective implementation through reviews of the SIP, data, and input during the SAC meeting which are open to the public as well. School leaders will also participate in Stock take meetings throughout the year to review, monitor, and revise the SIP.

Demographic Data
Only ESSA identification and school grade history updated 3/11/2024

2023-24 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2022-23 Title I School Status	No
2022-23 Minority Rate	20%
2022-23 Economically Disadvantaged (FRL) Rate	97%
Charter School	No
RAISE School	No
ESSA Identification *updated as of 3/11/2024	TSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities (SWD)* English Language Learners (ELL)* Black/African American Students (BLK)* Hispanic Students (HSP) Multiracial Students (MUL)* White Students (WHT) Economically Disadvantaged Students (FRL)
School Grades History	2021-22: C

*2022-23 school grades will serve as an informational baseline.	2019-20: C 2018-19: C 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	80	66	100	246
One or more suspensions	0	0	0	0	0	0	25	95	79	199
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	13	6	30	49
Course failure in Math	0	0	0	0	0	0	14	6	15	35
Level 1 on statewide ELA assessment	0	0	0	0	0	0	77	92	116	285
Level 1 on statewide Math assessment	0	0	0	0	0	0	62	69	87	218
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	10	17	11	38

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	51	81	98	230

Using the table above, complete the table below with the number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	1	1	1	3
Students retained two or more times	0	0	0	0	0	0	1	0	3	4

Prior Year (2022-23) As Initially Reported (pre-populated)

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	86	108	116	310
One or more suspensions	0	0	0	0	0	0	72	69	89	230
Course failure in ELA	0	0	0	0	0	0	8	32	35	75
Course failure in Math	0	0	0	0	0	0	21	35	19	75
Level 1 on statewide ELA assessment	0	0	0	0	0	0	103	127	139	369
Level 1 on statewide Math assessment	0	0	0	0	0	0	106	111	112	329
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	15	26	37	78

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	77	109	112	298

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	1	3	4
Students retained two or more times	0	0	0	0	0	0	3	2	7	12

Prior Year (2022-23) Updated (pre-populated)

Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

The number of students by grade level that exhibited each early warning indicator:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	86	108	116	310
One or more suspensions	0	0	0	0	0	0	72	69	89	230
Course failure in ELA	0	0	0	0	0	0	8	32	35	75
Course failure in Math	0	0	0	0	0	0	21	35	19	75
Level 1 on statewide ELA assessment	0	0	0	0	0	0	103	127	139	369
Level 1 on statewide Math assessment	0	0	0	0	0	0	106	111	112	329
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	15	26	37	78

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	77	109	112	298

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	0	1	3	4
Students retained two or more times	0	0	0	0	0	0	3	2	7	12

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2023			2022			2021		
	School	District	State	School	District	State	School	District	State
ELA Achievement*	44	44	49	41	45	50	43		
ELA Learning Gains				39			39		
ELA Lowest 25th Percentile				29			25		
Math Achievement*	52	48	56	46	31	36	44		
Math Learning Gains				45			35		
Math Lowest 25th Percentile				41			26		
Science Achievement*	47	49	49	48	46	53	55		
Social Studies Achievement*	64	67	68	55	49	58	60		
Middle School Acceleration	47	62	73	65	43	49	66		
Graduation Rate					52	49			
College and Career Acceleration					65	70			
ELP Progress		31	40		69	76			

* In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See [Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings](#).

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	TSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	254
Total Components for the Federal Index	5
Percent Tested	96
Graduation Rate	

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	45
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	4
Total Points Earned for the Federal Index	409
Total Components for the Federal Index	9
Percent Tested	94
Graduation Rate	

ESSA Subgroup Data Review (pre-populated)

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	24	Yes	4	3
ELL	50			
AMI				
ASN				
BLK	25	Yes	4	1
HSP	49			
MUL	47			
PAC				
WHT	53			

2022-23 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
FRL	44			

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	26	Yes	3	2
ELL	39	Yes	1	
AMI				
ASN				
BLK	32	Yes	3	
HSP	41			
MUL	36	Yes	1	
PAC				
WHT	48			
FRL	41			

Accountability Components by Subgroup

Each “blank” cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
All Students	44			52			47	64	47			
SWD	18			28			16	34			4	
ELL	27			73							2	
AMI												
ASN												
BLK	16			24			24	36			4	
HSP	34			49			47	59	54		5	
MUL	40			48			44	61	40		5	

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2021-22	C & C Accel 2021-22	ELP Progress
PAC												
WHT	47			55			50	67	47		5	
FRL	37			46			39	57	41		5	

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2020-21	C & C Accel 2020-21	ELP Progress
All Students	41	39	29	46	45	41	48	55	65			
SWD	14	29	25	20	34	33	26	25				
ELL	20	73		45	18							
AMI												
ASN												
BLK	23	39	35	19	29	31	30	35	50			
HSP	38	50	50	35	44		38	31				
MUL	35	29	35	38	39	39	20	50				
PAC												
WHT	44	39	24	50	47	44	59	59	65			
FRL	33	37	30	40	42	37	45	48	57			

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS												
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	43	39	25	44	35	26	55	60	66			
SWD	12	22	19	18	31	24	23	31				
ELL				40	30							
AMI												
ASN	64	64		73	36							
BLK	27	38	27	20	30	23	29	31				
HSP	42	44		38	27	9	80	33	64			
MUL	36	36	22	24	14	11	45	18				
PAC												
WHT	45	38	26	48	38	30	56	68	65			
FRL	36	35	24	34	32	27	43	50	58			

Grade Level Data Review– State Assessments (pre-populated)

The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2023 - Spring	42%	44%	-2%	47%	-5%
08	2023 - Spring	34%	39%	-5%	47%	-13%
06	2023 - Spring	49%	42%	7%	47%	2%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	65%	49%	16%	54%	11%
07	2023 - Spring	45%	44%	1%	48%	-3%
08	2023 - Spring	43%	37%	6%	55%	-12%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	47%	47%	0%	44%	3%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	60%	32%	28%	50%	10%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	71%	39%	32%	48%	23%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	63%	65%	-2%	66%	-3%

III. Planning for Improvement

Data Analysis/Reflection

Answer the following reflection prompts after examining any/all relevant school data sources.

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that showed the lowest performance is the ELA 8th grade, which decreased 7% from 41% in 2021-2022 to 34% in 2022-2023.

Another data component that showed low performance includes 8th grade Science data, which displayed a decreasing trend 4% from 51% in 2021-2022 to 47% in 2022-2023 and Algebra data displaying a decreasing trend 19% from 80% in 2021-2022 to 61% in 2022-2023.

Students with disabilities in the school year 2021-2022 had 1286 referrals written compared to 1202 referrals written in the 2022-2023 school year, only decreasing referrals by 84. African American students in school year 2021-2022 had 495 referrals written compared to 349 referrals written in 2022-2023 school year only decreasing by 146 referrals. The top three referral incident titles include school rule violation, minor disruption, and insubordination.

The contributing factors to the lower performing components include multiple aspects of our school environment. 8th grade students have been academically performing low with high discipline incidents since the start of their time in middle school. 8th grade students had the highest discipline referrals in the 2022-2023 school year at 898 referrals. Last year our focus on WICOR was too broad and many teachers were not familiar with the WICOR strategies. Our training was too broad and not specific enough. This year we have implemented a new walkthrough tool that focuses on the four look-fors and we have ERPL and PLC dates set to train our faculty on the look-fors.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

The data component showing the greatest decline in performance is the Algebra data displaying a decreasing trend of 19% from 80% in 2021-2022 to 61% in 2022-2023.

The contributing factors to the lower performing components include the algebra course standard benchmarks which were given new curriculum and new assessments for the 2022-2023, leading to algebra instructors having to research and implement this new curriculum.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

The data component having the greatest gap when compared to the state average was 8th grade ELA which was 8% below the state average. The contributing factors 8th grade students are academically performing low with high discipline incidents since the start of their time in middle school. 8th grade students had the highest discipline referrals in the 2022-2023 school year at 898 referrals. Last year our

focus on WICOR was too broad and many teachers were not familiar with the WICOR strategies. Our training was too broad and not specific enough. This year we have implemented a new walkthrough tool that focuses on the four look-fors and we have ERPL/ PLC dates set to train our faculty on the look-fors.

Which data component showed the most improvement? What new actions did your school take in this area?

The data components showing the most improvement was 8th grade math which increased 20% from 23% in 2021-2022 to 43% in 2022-2023 and 6th grade math increasing by 17% from 48% in 2021-2022 to 65% in 2022-2023.

The contributing factors to the improvement in the 8th and 6th grade math data component includes 8th and 6th grade teachers being trained on small group instruction, implementing small group instruction in the classrooms, and implementing data tracking into the classroom routines.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

When reflecting on the EWS data from Part 1, our school leadership team identified being absent 10% or more days and students with a Level 1 on statewide ELA assessments as our areas of concern.

Rank your highest priorities (maximum of 5) for school improvement in the upcoming school year.

The highest priorities for the New Smyrna Beach Middle School's school improvement plan for the 2023-2024 school year include rigorous explicit standards, benchmark based instruction implemented into the classrooms, all tasks and assessments used in the classroom are aligned to the standard benchmarks, small group and collaborative instruction implemented into the classrooms, higher level standard benchmark based questions being implemented into the classrooms, and lower student discipline incidents to keep students in their classroom participating in the the standards benchmark based rigorous lessons.

Area of Focus

(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. Instructional Practice specifically relating to Benchmark-aligned Instruction

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed. One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

The ELA and Math overall FAST data indicates a crucial need in ELA, Math, and Science. State FAST Data displays ELA at 43% overall, Math at 57% overall, Science 8th grade at 48% overall, and acceleration at 52%. For the 2021-2022 school year, African American students' science achievement was 30%, ELA achievement was at 23% and math achievement was at 19% (data for the 2022-2023 school year not available at time of SIP writing). For the 2021-2022 school year student with Disabilities' science achievement was at 26%, ELA achievement was at 14% and math was at 21% (data for the 2022-2023 school year not available at time of SIP writing).

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student Practice: The measurable outcome will be ELA increasing 54% overall, Math increasing to 62% overall, and Science increasing to 54% overall. ESSA Subgroups African American students' science achievement will increase to 40%, ELA achievement will increase to 33% and math will increase to 29%. Students with Disabilities science achievement will increase to 36%, ELA achievement will increase to 24% and math achievement will increase to 31%.

Teacher Practice: The measurable outcome will also include 60% of classroom teachers by mid-year and 90% of classroom teachers by end of year will provide students with explicit standards benchmark aligned instruction and tasks as evidence in walk-throughs.

Coaching Practice: The measurable outcome will be the number of teachers receiving Tier 2-3 support will decrease by 80%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student Practice: After instruction of the standard benchmarks, an assessment is administered to provide data to chart and measure over time. Student data, including ESSA subgroup students, will be shared and compared to previous testing scores, state proficiency, and growth trends.

Teacher practice: PLCs and cross curriculum teams will meet to review academic data trends, provide support for standards benchmark based instruction and cross curriculum support in lesson plans, aid in adjusting lesson plans to meet student needs, give ideas on instruction delivery, and the creation of remediation plans detailed in meeting minutes. PLC will emphasize and focus planning on the four walk-through look fors including explicit standard benchmark instruction, standard benchmark aligned tasks, standard benchmark higher level questions, and student collaboration activities. Classroom walk-through data will be collected, shared, and analyzed with teachers during PLC and in the cross-curriculum team meetings which will be recorded in meeting minutes.

Coaching Practice: The school leadership team and instructional coach will meet to review data trends, provide support for standards benchmark based instruction, aid in adjusting lesson plans, give feedback on instruction delivery, and provide remediation support. School leadership will conduct classroom walk-throughs to ensure rigorous standards benchmark based instruction is reflected in classroom targets/tasks and use of small group collaboration in the classroom to ensure students are meeting the standard benchmarks throughout the lessons. School coaches and leaders will present professional developments to aid in creation and implementation of classroom lesson's target/ tasks aligned to the standards

benchmarks, classroom collaboration, and student data collection detailed in meeting agendas and minutes.

Person responsible for monitoring outcome:

Rebecca Porter (rlporter@volusia.k12.fl.us)

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based strategy being implemented to achieve the measurable outcome is standards benchmark-based instruction through all stakeholders of the school through professional development and implementation.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for using the strategy of standards benchmark-based instruction is that all educational stakeholders must align to high rigorous standards of instruction to increase overall student achievement in math. John Hattie's effect sizes of collective teacher efficacy is 1.57, teacher clarity .75, setting standards for self judgement .62, comprehensive instructional programs for teachers is .72, learning goals vs no learning goals .68, and teacher feedback .76. Research on standards benchmark-based instruction have been conducted by the Florida Department of Education, American Federation of Teachers, and Learning Sciences Marzano Center which recommend standards benchmark-based instruction to increase student success rate.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

PLC's will utilize a "PLC Meeting Note Form" to record and focus planning on the four walk through look-fors including explicit standard benchmark instruction, standard benchmark aligned tasks, standard benchmark based higher level questions, and student collaboration activities.

Person Responsible: Amy Carey (alcarey@volusia.k12.fl.us)

By When: August 24th, 2023

Administration, TOA, and coaches will utilize a digital walk through tool to collect data and provide feedback and support to teachers on the four look-fors including explicit standard benchmark instruction, standard benchmark aligned tasks, standard benchmark based higher level questions, and student collaboration activities.

Person Responsible: Amy Carey (alcarey@volusia.k12.fl.us)

By When: September 5th, 2023

Teachers will implement student data chats based on student performance on classroom, district and state assessments.

Person Responsible: Amy Carey (alcarey@volusia.k12.fl.us)

By When: September 5th, 2023

Early Release professional development on standard based instructional rigor and higher-level questioning on October 18th, 2023.

Person Responsible: Amy Carey (alcarey@volusia.k12.fl.us)

By When: October 18th, 2023

Early Release professional development on small group, AVID collaborative strategies, and standards-based student discussion on December 6th, 2023.

Person Responsible: Amy Carey (alcarey@volusia.k12.fl.us)

By When: December 6th, 2023

Early Release professional development on data analysis and remediation based on data from the PM 2 on January 24th, 2024.

Person Responsible: Amy Carey (alcarey@volusia.k12.fl.us)

By When: January 24th, 2024

Early Release professional development on Preparation for FAST and EOC testing, FAST and EOC testing boot camp design, and FAST and EOC testing remediation March 13th, 2024.

Person Responsible: Amy Carey (alcarey@volusia.k12.fl.us)

By When: March 13th, 2024

Coaching cycles will be used to support Tier 2 and Tier 3 teachers based on data collected on the look-fors classroom walkthrough form.

Person Responsible: Amy Carey (alcarey@volusia.k12.fl.us)

By When: May 17, 2024

#2. Positive Culture and Environment specifically relating to Other

Area of Focus Description and Rationale:

Include a rationale that explains how it was identified as a crucial need from the data reviewed.

One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

This Area of Focus aligns to Strategic Plan Goal 3. Provide a safe, healthy, and supportive environment. Our Needs Assessment and Analysis for the 2022-2023 school year shows total referrals at 2604, total out of school suspensions consequences were 322, total suspensions pending expulsion 14, total PASS consequences were 517, and total PASS students who were receiving services is 40. Data shows that the students with high levels of discipline are also students with high absenteeism. The attendance data shows students absent 10% of days enrolled at 162. Discipline referrals numbers were down for African American students, but the percentage of suspension days out of school were up 7%. The percentage of referrals written for students with disabilities did not decrease in the 2022-23 school year. The percentage of total referrals for Students with Disabilities in 2021-22 was 45% and the number was 45% 2022-2023.

Measurable Outcome:

State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Student Practice: A 30% reduction in referrals, especially with out of school suspensions. Students are aware of the expectations on campus and in classrooms. PBIS Rewards provides data so students can track the expectations met. Students decide whether to use their points in the online school store or save their points. Students requiring more intensive behavior interventions can track their progress using the teacher to student Check-In- Check-Out feature. Decrease of out of school suspension days for African Americans by 5% and referrals for students with disabilities reduced by 10%.

Teacher Practice: 80% of teachers will use the PBIS Rewards system to track students' points or lack of points rewarded for positive behaviors. Teachers will also have time in team meetings to review discipline data and determine possible student need for MTSS. Teachers will use Positive Interventions as part of their behavior plans for Tier 2 and Tier 3 students.

Coaching Practice: Teachers will receive weekly/monthly discipline data for their classroom and overall campus discipline. Coaches will use data to determine what support teachers need to implement positive reinforcements and reduce office referrals and suspensions. The measurable outcome will be that the number of teachers receiving Tier 2-3 support will decrease by 50%.

Monitoring:

Describe how this Area of Focus will be monitored for the desired outcome.

Student Practice: Students are reminded daily of the expectations on campus in morning and afternoon announcements. Frequent events are planned for students who demonstrate positive behaviors. Students monitor their points to determine eligibility. African Americans and students with disabilities will increase their percentage of PBIS points by 20% and PBIS data for these students will be shared with school staff regularly.

Teacher Practice: The TOA will monitor the PBIS Rewards system and PST/MTSS for teacher behavior referrals.

Coaching Practice: Teachers will be coached on the PLC/ MTSS to determine if a student needs Tier 2 or Tier 3 PBIS interventions.

Person responsible for monitoring outcome:

[no one identified]

Evidence-based Intervention:

Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

The evidence-based strategy will be Positive Behavior Intervention and Support.

Rationale for Evidence-based Intervention:

Explain the rationale for selecting this specific strategy.

The rationale for selecting the Positive Behavior Intervention and Support is Classroom Management has an effect size of .52. Expectations and clarity of behavior expectations is fundamental to implementing PBIS. Teacher Clarity (.75 Effect Size) and PBIS are both based on the fundamentals of transparent expectations. Feedback also has an effect size of .75. PBIS is a behavior intervention system that works best with immediate rewards for positive behavior. Teachers using PBIS as a reward for behavior is feedback.

Tier of Evidence-based Intervention

(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

PBIS training and expectations posted for all students in high frequency areas, so students understand and are reminded of the expectations of their behavior in these areas.

Person Responsible: Jana Hammond (jrhammon@volusia.k12.fl.us)

By When: August 31st, 2023

Train teachers new and refresh veteran teachers to the digital system and PBIS.

Person Responsible: Jana Hammond (jrhammon@volusia.k12.fl.us)

By When: September 1st, 2023

Train teachers new to the MTSS process for Tier 2 and Tier 3 students.

Person Responsible: Jana Hammond (jrhammon@volusia.k12.fl.us)

By When: November 1st, 2023

Continue and further expand community support for the student PBIS rewards.

Person Responsible: Jana Hammond (jrhammon@volusia.k12.fl.us)

By When: March 31st, 2024

Continuously meetings with PTSA, SAC, and community stakeholders to continue supporting the implementation of PBIS.

Person Responsible: Jana Hammond (jrhammon@volusia.k12.fl.us)

By When: March 31st, 2024

School Leadership Team, PLC, and Teams will meet regularly to discuss student discipline data and PBIS strategies for monitoring student growth.

Person Responsible: Jana Hammond (jrhammon@volusia.k12.fl.us)

By When: June 1st, 2024

Data from PBIS rewards will be pulled and shared with staff for African American and Students with Disabilities to ensure equitable distribution of points to ESSA groups.

Person Responsible: Jana Hammond (jrhammon@volusia.k12.fl.us)

By When: June 1st, 2024

CSI, TSI and ATSI Resource Review

Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The process to review the school improvement funding allocations and ensure resources are allocated properly includes a multiple step process with all stakeholders. Staff are notified of the School Advisory Council funds available and the process to request use of these funds at the beginning of the school year. All stakeholders are notified of School Advisory Council meeting dates for the entire school year in August. Staff may request a "School Advisory Council Funds Request Form" to be filled in with name, date, vendor name, items requested, cost of items, total costs, explanation about the link of the spending to the school improvement plan, and School Advisory Council approval or disapproval. Teachers must hand in the completed School Advisory Council funds request form, to be sent to all School Advisory Council members one week before the scheduled School Advisory Council meeting. Staff requesting funds must present and answer all School Advisory Council member questions about their School Advisory Council funds request. The funds requestor is then dismissed from the School Advisory Council meeting so members may discuss and hold a quorum vote. If the School Advisory Council does not approve the funds request, the teacher is told and an explanation is given for why the request was not approved. If the School Advisory Council approves the funds spending, the teacher is notified, and the request is then sent to our school bookkeeper for processing and records. The teacher will go to the school bookkeeper to properly order and spend the funds. A statement of all funds spent throughout the school year is provided by the school's bookkeeper and presented to stakeholders at every School Advisory Council meeting.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale

Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.
- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.
- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

New Smyrna Beach Middle School is not a Kindergarten through grade 5 school.

Grades 3-5: Instructional Practice specifically related to Reading/ELA

New Smyrna Beach Middle School is not a Kindergarten through grade 5 school.

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;
- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and
- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

New Smyrna Beach Middle School is not a Kindergarten through grade 5 school.

Grades 3-5 Measurable Outcomes

New Smyrna Beach Middle School is not a Kindergarten through grade 5 school.

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

New Smyrna Beach Middle School is not a Kindergarten through grade 5 school.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

New Smyrna Beach Middle School is not a Kindergarten through grade 5 school.

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

New Smyrna Beach Middle School is not a Kindergarten through grade 5 school.

Action Steps to Implement

List the action steps that will be taken to address the school’s Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership
- Literacy Coaching
- Assessment
- Professional Learning

Action Step	Person Responsible for Monitoring
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New Smyrna Beach Middle School is not a Kindergarten through grade 5 school.

Title I Requirements

Schoolwide Program Plan (SWP) Requirements

This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))

List the school’s webpage* where the SIP is made publicly available.

New Smyrna Beach Middle School is not a Title 1 school.

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school’s mission, support the needs of students and keep parents informed of their child’s progress.

List the school’s webpage* where the school’s Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

New Smyrna Beach Middle School is not a Title 1 school.

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii)

New Smyrna Beach Middle School is not a Title 1 school.

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

New Smyrna Beach Middle School is not a Title 1 school.

Optional Component(s) of the Schoolwide Program Plan

Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

New Smyrna Beach Middle School is not a Title 1 school.

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

New Smyrna Beach Middle School is not a Title 1 school.

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

New Smyrna Beach Middle School is not a Title 1 school.

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

New Smyrna Beach Middle School is not a Title 1 school.

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

New Smyrna Beach Middle School is not a Title 1 school.

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

The approved budget does not reflect any amendments submitted for this project.

1	III.B.	Area of Focus: Instructional Practice: Benchmark-aligned Instruction	\$0.00
2	III.B.	Area of Focus: Positive Culture and Environment: Other	\$0.00
Total:			\$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

No