New Smyrna Beach High School

2018-19 School Improvement Plan

New Smyrna Beach High School

1015 10TH ST, New Smyrna Beach, FL 32168

http://www.nsbhigh.com/

School Demographics

School Type and Grades Served (per MSID File)	**2018-19 Title I School**	**2018-19 Economically Disadvantaged (FRL) Rate** (As Reported on Survey 3)
High School 9-12	No	57%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	19%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	I	B	C	A*

*Informational Baseline School Grade

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Volusia County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district that has a school grade of D or F.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

Table of Contents

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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education 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.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida's Differentiated Accountability (DA) system, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

Florida's DA network is divided into four geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

At the start of each academic year, traditional schools are classified for DA support in two categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- **Not in DA** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2018-19 DA Category and Statuses for New Smyrna Beach High School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Dustin Sims](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement

If NSBHS implements social and academic supports for equitable, standards-based learning through collective efficacy, then students' at-risk factors will decrease, and academic achievement will increase.

b. Provide the school's vision statement

We Connect Students to Their Futures
Your Legacy Starts Here!

2. School Environment

a. Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

This school year, all Freshman students participated in the "Freshman Only First Day." On the first day of school, Freshman students participated in a variety of activities to familiarize themselves to the campus and faculty and staff. All teachers were encouraged to be at their doors while students were changing classes and be visible throughout the day to help. Student Government Members provided tours of the school and students were allowed time to gather in the courtyard for a "meet and greet" with all teachers on campus. A Cuda backdrop was provided for students to take selfies and popsicles were given out to create a festive atmosphere. Freshman students were provided with their schedules so their first day of school with upper classmen would be an easier transition.

In addition, the counseling department holds a "Parent Information Night" each year to ensure families questions and concerns are met.

Yearly school orientation and grade level meetings provide all students the ability to familiarize themselves to administration, procedures and school-wide initiatives for the school year.

In addition to grade level welcoming meetings, all faculty members provided uniform informational presentations to all students. Information was divided and presented on a period/daily basis to all students throughout our school.

Additionally, office hours are offered Mondays-Fridays for 30 minutes each day before lunch. This time is an opportunity to remediate or enrich classroom content with students. It also provides an additional opportunity for teachers to build relationships with students.

The Athletic Department Continues to implement weekly grade checks in an effort to increase student academic achievement among all athletes on campus.

Our Open House was an interactive format this year. Each teacher still provided classroom specific information, but parents had more of an option as to where they go during the Open House Time. Clubs and business partners were in the courtyard with displays and food. The band and dance team were there to provide entertainment and tables with counselors and the grade book manager were nearby to answer parent's questions. The open format was comfortable and allowed parents to spend times in places at their leisure.

To ensure student safety, it is mandatory for all students to wear their ID's at all times. Students who don't have an ID must check in through the front office each day for name badge. Entry/exit points have been limited and supervised/monitored by adults. Vehicle access has been limited to parent pick-up drop-off and student parking.
Backpacks are now prohibited at football games.

To continue our goals to create connections between teachers and students and increase the emotional well-being of our students, each teacher has a poster outside of their classroom with a picture, title, and a way to communicate with them (e-mail, Twitter, Remind.) A "Cuda Culture" is being reinforced: We care for one another.
We utilize PLCs/Department meetings to foster teacher discussion of students' needs, progress, plans, and to share successes and challenges. (Talk about STUDENT LEARNING) We use data to determine assistance/support needed for individual students. We build relationships and promote a sense of caring.
We do whatever it takes!

Non-negotiables have also been created and posters displayed in classrooms and around the school. These include, Bullying, Profanity, Disrespect, School Uniforms, and ID Badges. These help ensure we protect not only the safety of our students but respect for culture as well.

A new support program has been implemented for students who may not reach out for help. This is a mentorship program that pairs community members with students at risk. The two levels of support assist students returning from alternative educational environments (Phase 1) and current students who are currently on probation or are identified to need the support (Phase 2). The ultimate goal is to help and support as many students as possible get back on track towards graduation and a successful life track.

b. Describe how the school creates an environment where students feel safe and respected before, during and after school

School leadership, along with campus advisors and select teachers, provide effective monitoring of campus throughout the school day. Through this visibility, every student on campus has access to adults on campus to express any concern. Also, class meetings were held during the first week of school that outlined expectations. During these meetings, students were advised of resources available to them.

Additionally, many administrators and teachers utilize Twitter accounts to positively communicate with students. This provides students the ability to stay informed to happenings on campus and to connect with adults on the campus. The school now has a Facebook page that also helps ensure information is disseminated in a timely manner.

In addition to a full time campus deputy, we are being provided with a school guardian to help keep our campus even safer. Plans to install a guard shack are being discussed and we hope to have it in place soon.

Safety drills are held each month so students are well rehearsed in what to do should an event arise and the mandatory ID badge rule helps everyone on campus better identify who should really be on campus.

The Non-Negotiable list created by the summer leadership team has been reviewed with all students and clearly posted around the school. Adherence to the items on the list will help our students feel safe and respected throughout the day.

c. Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

The most important things we focus on at New Smyrna Beach High are Relationships, School Safety and
Student Achievement. Putting our students first and providing them with a safe place to learn each day helps minimize distractions that often disrupt instructional time in the classroom. We have established our non-negotiables so students know what clear expectations we have for their behavior.

The discipline office carefully reviews disciplinary steps with students they see. The administration team has implemented incentives for adherence to dress code.

There has been school-wide implementation regarding Dress Code, Student ID Badges, Academic Office Hours, Attendance Policy, Tardy Policy, Off Campus Lunch Privilege, Electronic Device Privilege and the 10/10 Rule, as well as the school's non-negotiable

Instructional time is a priority and protected by the principal, which is evidenced by the school infrastructure regarding student and parent accountability for absences and tardies. Additionally, focus is placed on student misconduct being handled immediately and with minimal interruption to instruction. The new tardy policy eliminates the "late room" and increases student attendance in all classes.

The leadership team meets monthly to discuss concerns teachers on campus have about the rules and procedures that have been implemented and they are tweaked when needed.

A new protocol for discipline has been established this school year. All students will be referred to the discipline office for any misconduct (with the exception of E/BD, Multi, and Modified students). The ESE administrator will handle students with behavior plans. If an ESE student will require a suspension, the ESE administrator will complete the process.

d. Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Individual counseling – counselors provide individual counseling as necessary to help students when presenting mental health related issues.

Behavioral specialist on staff to assist in ESE department.

Additional counselors provided by district in the event of a crisis.

Implementation of a digital citizenship program, encouraging students to "Pause Before You Post."

Crisis Intervention – conduct assessments and provide referral services to Halifax Behavioral Services when needed.

Homeless Liaison services – provide students with school supplies, clothing and food items. Facilitate Cudas Unhooked meetings to address at risk students.

There is meeting for new teachers each year where the counseling director presents information, including actions that should be taken for students in crisis.

Parent & Student Needs Assessment – survey parent and students to assess needs and determine

program goals and objectives.

Bullying & Harassment Staff Presentation – provide updates and recommendations to faculty & staff.

Bullying & Cyber bullying Prevention Presentations – provide students with definition of bullying, harassment and cyber bullying and provide strategies to report, overcome and prevent bullying.

Day of Silence – help organize event to provide students and opportunity to reflect on the obstacles and challenges faced by GLBT students.

Our school is taking a proactive approach to a district initiative addressing attendance. "Nudge letters" will be sent out twice each quarter. The letter will be provided to students that have missed more than 10% of the school year. The letter compares the student's absences with that of an average student's attendance.

NSBH Support Program that provides mentoring program for at-risk students. Offers two levels of support: Students returning from alternative educational environments and those who are currently on probation or are identified to need the support.

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

a. Describe the school's early warning system and provide a list of the early warning indicators used in the system

b. Provide the following data related to the school's early warning system

1. The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

c. Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2) and (b)(7)(A)(iii)(I).

1. Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?
No

1. PFEP Link
The school completes a Parental Involvement Plan (PFEP), which is available at the school site.

2. Description

The utilization of the school website, www.nsbhigh.com, gives all teachers the ability to have their own webpage. This creates access to the teacher's email, class syllabus, course content information and any additional information the teacher would like to add. Teachers were encouraged to add any additional information that would help the student be successful in their class. The website also includes detailed information regarding Activities, Academics, Standardized Testing, Guidance and Athletics.
Many administrators and teachers utilize Twitter as a means to communicate with all stakeholders. Remind is another tool many teachers use to keep students informed.
A school Facebook page has also been added this year to promote our school and the programs we have to offer.
All parents and students have VPORTAL accounts to stay informed on the student's discipline, academic and attendance information.
Quick Access to Parent Portal from www.nsbhigh.com to provide academic information to parents.
Many teachers are using Canvas, a learning management system, that allows parents to see what is happening in their students'd class.
A school newsletter is sent home quarterly which showcases events occurring at school and advertises upcoming events.
School Messenger is now used to convey important announcements. This new service allows the school to better target their audience for important announcements.
Grade level meetings are held at night to communicate important information to students and parents.
SAC involvement is encouraged during Open House and through the use of ConnectEd messages. Meetings are held monthly after work hours.
The Open House format has been changed to a interactive format. This will free parents from the rigid structure of a set bell schedule visitation. They will still have access to individual class information, but will now see teachers presenting together and informational booths in the courtyard. This is all aimed at building positive relationships with families to increase involvement.
To further the emotional well being of our students, a separate 9th grade parent meeting prior to Open House is held. This allows freshman parents an opportunity to obtain grade specific information relating to their student and fosters the building of positive relationships with parents.
Nudge letters are sent out quarterly in an effort to keep parents better informed about their student's absences.
Teachers are encouraged to contact parents when students are failing their classes.

2. Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school builds and sustains partnerships with the local community by holding such events as: Safety Fair, Health Fair, Ford Drive 4 UR School, Academy Partners, Business Partners and College and Career Expo.

The School Advisory Council welcomes new members from our community. Many of these members are

local business owners who who want to support school achievement. Many of our members are willing to reach out to business owners they know to help as well.

The Athletic department works tirelessly to establish business relationships that help support various sports teams. They do this by selling business banners that are hung around the football field, golf tournaments and other activities that athletes participate in to raise funds.

The Career Technology program has created an area in the front office that allows students to see what opportunities are available in the local community after graduation.

Additionally, the school partners with the following organizations; Southeast Volusia Chamber of Commerce, Kiwanis and Rotary. Through the Kiwanis, New Smyrna Beach High School students have the opportunity to participate in the Key Club. Through Rotary, New Smyrna Beach High School students can participate in the Interact Club.

The school website, www.nsbhigh.com, gives all teachers the ability to have their own webpage. This creates access to the teacher's email, class syllabus, course content information and any additional information the teacher would like to add.

Additionally, the Medical Academy has relationship with Bert Fish Hospital. The NSB & Edgewater Chamber of Commerce Boards are working to help connect our students to manufacturing jobs. Finally, Cudas Unhooked provides resources to students with few family resources and support.

C. Effective Leadership

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Zona, Susan	Teacher, K-12
Merrick, Timothy	Assistant Principal
Stach, Jennifer	Assistant Principal
Curry, Tina	Teacher, K-12
Gawriluk, Stephen	Teacher, K-12
Meehl, Linda	Teacher, K-12
Johns, Denise	Teacher, Career/Technical
Gellerman, Chris	Teacher, K-12
Croak, Deborah	Other
Hopkins, Eleeta	Assistant Principal
Woodard, Paul	Teacher, K-12
Johnson, Jewel	Guidance Counselor
Marshall, Wendy	Teacher, ESE
Krajewski, Matthew	Principal
El Shemi, Amanda	Other

b. Duties

1. Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school-based leadership team works together to identify school based needs and resources to determine how to best support all students and teachers. Teacher feedback, classroom observations and student data are all considered in order to determine priorities of other teams (i.e. Problem Solving Team, Early Warning System, Professional Learning Communities, School Based Leadership Team and Literacy Leadership Team). The principal communicates the vision for student achievement and works to guide the team as a whole. Each member of the School-Based Leadership Team serves as a representative of other teams, helping to serve as a liaison between the School Based Leadership Team and their respective team. For example, the Reading Coach serves as a liaison between the School Based Leadership Team and all school Reading teachers.

2. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The school improvement plan is data driven and focuses on areas of school- based need for both specific

content areas as well as specific student populations. Similarly, MTSS is a data-driven framework that seeks

to find solutions/resources matched in intensity to student need in academic and behavioral areas. The

MTSS framework follows the district's four-step problem solving process, with RtI as an integral component

of the process. As a result, the school improvement plan is based on a strategic analysis of data, and identified resources (as identified by the MTSS school based leadership team) are matched to the needs of

the students/schools. Building the SIP within the context of MTSS results in the school determining the areas

of most significant need and, as importantly, enables the school to develop a plan that can be addressed

based on existing resources.

Additionally, School Based Leadership Team meets monthly to discuss, collaborate and plan. PLC teams meet each week and departments meet once a month.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Linda McMillan	Parent
Frank Hunsberger	Parent
Mary Mosher	Teacher
Chris Narbeth	Parent
Deborah Croak	Teacher
Kathleen Chiampou	Parent
Stacy Ferner	Parent
Matthew Krajewski	Principal
Amanda El Shemi	Teacher
Nicole Arieti	Teacher
Johna Norman	Teacher
Tammy Hibel	Parent
Timothy Merrick	Education Support Employee
Katlyn Hunsberger	Student
Dawn Phelps	Parent
Hervy Eisenbach	Teacher
Lori Berfield	Teacher
Amy Norton	Parent
Sheila Turner	Parent
Jane Waggoner	Parent
Stacey Norman	Student

b. Duties

1. Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(2).

a. Evaluation of last year's school improvement plan

The school improvement plan was presented to the SAC over several meetings, including the discussions of goals and measurements throughout the year. Mr. Krajewski will advise SAC members of our progress at our next meeting.

b. Development of this school improvement plan

The School Advisory Council is actively involved in the development of the SIP. Data from assessments are shared with members of the SAC team. The SAC works as a team to problem solve and provide input for the school improvement goals. Monthly SAC meetings provide all members the opportunity to review the progress of the school improvement plan and make adjustments when necessary. They are made aware of our goal for the plan and assist in the implementation of strategies to help our school achieve the goal.

c. Preparation of the school's annual budget and plan

School improvement funds are utilized when available to support professional learning or academic needs as identified and requested. The amount of funding allocated to any given project varies

depending upon the project, the number of students that are served and the alignment to the School Improvement Plan. Funding requests are presented to members each month at SAC meetings where members make a decision (based on the goal of our SIP) to grant.

2. Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

School improvement funds are allocated based on requests submitted by faculty and staff for projects related to support school improvement goals. Each request is evaluated by the SAC and voted upon for approval.

Funds Spent 2017-2018School Year:

10/4 (Casey) -287.80 (Battle of the Books)
10/10 (Hubbard) -575.00 (ESE Conference)
10/10 (Hubbard) -171.00 (Hotel)
10/20 (Croak) -360.00 (Survey Monkey
11/15 (Hopkinspay adj.) -59.00 (from previous summer hours)
11/15 (Hopkinspay adj.) -4.67
11/15 (Hopkinspay adj.) -4.52
12/8 (Casey - Scholastic book fair) -498.19 (For Literacy Fair)
Counselors -2,500.00 (for summer hours)
Supplements -6,000.00 (for clubs)

3. Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

a. If the school is not in compliance, describe the measures being implemented to meet SAC requirements

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
El Shemi, Amanda	Other
Woodard, Paul	Teacher, K-12
Berfield, Lori	Teacher, K-12
Parris, Megan	Teacher, K-12
Croak, Deborah	Other

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable

The goal of the LLT will be to promote a school wide culture of literacy that will reinforce reading, writing, listening, and speaking in all content areas. It also addresses equity in standards and ELA shifts. Additionally, LLT members will serve as liaisons with their respective departments to promote literacy strategies in all content areas. The Literacy Coach will serve as a campus contact for literacy strategies for all teachers.

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(7)(A)(iii)(IV).

1. Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Common planning, Professional Learning Communities (PLCs) and academic coaching are critical practices to help build positive, collaborative relationships on our campus among teachers. PLC teams meet weekly to collaborate and plan for instruction. Teachers meet monthly for department meetings and faculty meetings. Nearpod licenses have been provided to all teachers on campus. This tool will allow teachers to collaborate on lesson planning and then share their lessons with other teachers, further facilitating positive relationships between teachers. Canvas is also being utilized more as an LMS. Professional development is provided frequently to assist teachers with new technology that will encourage working relationships, collaborative planning and instruction. The district has provided free accounts for Flipgrid this year as well, another tool that will enhance engagement in the classroom and foster teacher collaboration. The DLTL's help to collaborate the utilization of technology in the classroom and our Professional Learning Leader provides an additional layer of support for teachers using technology. Our school-based professional development is always relevant and allows teachers to present what they know to their peers. It also allows teachers to spend time planning instruction based on a new strategy they may have learned.

2. Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Mr. Matthew Krajewski, Principal, works with the administrative staff and department chairs at New Smyrna Beach High School to interview and support all teachers within the school. One Administrator is designated as the TIP contact to communicate and assist teachers who are 1st year teachers or who are in their 1st year in Volusia County. The "Coffee and Chat" group meets in the media center each month to acclimate new teachers to school and district policies and procedures. Each new teacher is assigned a "mentor" teacher and the DLTL provides training opportunities for teachers to gain their digital tools training hours. They also provide technical support as needed. Each Administrator works with a department of teachers as the primary contact for needs and concerns that arise throughout the school year.

3. Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Many new/beginning teachers are paired with a district PAR teacher for formal mentoring & coaching support. In addition, new teachers are paired with an administrator and "mentor" teacher who will assist with lesson planning, classroom management techniques, and any additional needs the teacher may have during his/her first year in the classroom. Department chairpersons, administrators, reading, math and academic coaches, the media specialist , the DLTL, and the teacher on assignment work with teachers to collaborate with professional development and professional learning communities to enrich the learning environment. Additionally, TIP teachers on the NSBHS campus participate in the TIP Team, which includes an on-campus teacher mentor and monthly professional development sessions provided by academic coaches.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

1. Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

All Volusia County public high school programs meet or exceed state requirements. At the secondary level, the district leads teacher teams to create curriculum maps and resources for all grade levels and content areas aligned to the Florida State Standards. Additionally, teachers throughout the school create formative and summative assessments to work as a cohesive unit to monitor student achievement. Teachers are required to post learning targets with student success criteria for every lesson. This ensures students and administration can easily see how the instruction aligns with standards.

b. Instructional Strategies

1. Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Weekly PLC meetings allow teachers to regularly review formative and summative assessment data. This data helps to guide instruction according to student achievement and needs. PLCs work together to identify those students in need of additional instruction during office hours time.

Additionally, Eduphoria assessment data is utilized by teachers as a way to evaluate student achievement and adjust instruction according to students abilities and needs.

New Smyrna Beach High School also provides students the ability to attend an 8th period. This supplemented 8th period teacher provides math laboratory instruction and credit retrieval opportunities for students on campus that are working toward completing graduation requirements.

An e-Learning lab serves as a supplement for those students who are experiencing difficulty completing necessary courses for graduation.

Odyssey Lab periods have been created for all core subject areas: Mathematics, ELA, Science & Social Studies. This provides students additional opportunities to retrieve credit for core classes and progress towards meeting graduation requirements

Office Hours are 30 minutes a day, Monday-Friday, and are provided to assist students having difficulty attaining the proficient or advanced level on course content.

Also, during the 2018 Summer, an Algebra 1 Boot-camp was provided to those students who did not meet the performance target on the FSA ALG 1 EOC. During the school year, reading and math boot camps are held for every ACT, SAT and PERT testing administration. There is also an FSA EOC Algebra boot camp offered.

USA Test Prep is available for FSA ELA, Alg 1 EOC, ACT, SAT and Biology assessments. Teachers use data form these assessments to refine and reteach concepts in the classroom.

A Science Jumpstart program was offered to incoming 9th grade students to serve as a bridge to Biology Honors course content.

The CUDA Zone will continue to be used as an additional tutoring center during office hours. Students will have one-on-one assistance as well as access to on-line programs using computers.

The CTE Facilitator works with students entering the workforce after high school, to provide them with opportunities to tour local industries, job shadow, and submit a resume for possible employment. A

room has been created to showcase these opportunities and allow students to visit and discuss
options that might work for them beyond highschool.

*2. Provide the following information for each strategy the school uses to increase the amount
and quality of learning time and help enrich and accelerate the curriculum:*

Strategy: Extended School Day

Minutes added to school year: 12,960

Office Hours are provided 30 minutes a day, Monday-Friday
An 8th period is provided for students in the Odyssey Lab for credit retrieval

Strategy Rationale

With the provided time for remediation, enrichment and instruction, students have increased time
to review content area subject matter.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Krajewski, Matthew, mkrajews@volusia.k12.fl.us

***Data that is or will be collected and how it is analyzed to determine effectiveness of the
strategy***

Course failure rates, EOC scores, graduation rates, common assessment data

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, §
1114(b)(7)(A)(iii)(V).

*1. Describe the strategies the school employs to support incoming and outgoing cohorts of
students in transition from one school level to another*

The transition between middle and high school is improved with the addition of the Freshman Only
start day. This day was designed to familiarize new students to our school, policies and procedures,
bell schedules, available clubs and organizations, graduation requirements, etc.

A College & Career Expo is held for students each year to help them focus on connections between
their high school experience and post secondary goals.

Introducing students to the school's non-negotiables makes very clear what the expectations are for
the school year. These will not change as they move from one grade to another.

Students taking the PSAT, SAT & ACT are provided onsite assistance with guidance to complete
necessary profiles and account information, with financial support as needed.

A testing website is available that keeps students aware of the tests they need to graduate and the
dates they are being given.

The Guidance Center is full of information pertinent to scholarships, courses needed to graduate and job assistance.

Grade level meetings and orientation with students and parents assist incoming students as they transition from one grade to another.

Curriculum days are held at the local middle schools to introduce Academies and CTE programs here at NSBHS.

For outgoing cohorts, business connections have been established to allow Seniors to job shadow throughout the community. Employees/owners from local businesses come in for a job fair that involves interviews and assistance with college applications and resumes.

b. College and Career Readiness

1. Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

The school offers students elective courses in art, business, technology, and career study. Many of these
courses focus on job skills and offer students internships. Students meet one-on-one with counselors to decide what courses best fit the needs of each student.

The Career and Technical Education department has set up a center on campus that showcases our academies and the various job industry certifications that can be obtained. This includes Academy of Entertainment & Sports Marketing, Agriscience Academy, Veterinary Assisting, Criminal Justice Academy, Culinary Academy,
Engineering Academy and the Medical Academy. This center truly enhances career awareness and allows students with many opportunities to visit business and job shadow.

College Goal Day is provided by guidance to inform students on college opportunities. A scholarship boot-camp involves community stakeholders and volunteers assist seniors in completing college essays and scholarship applications.

Additionally, the Guidance department offers a college financial assistance workshop to parents and students.

NSBHS has created relationships with Bert Fish Hospital, Rose Bay, Boston Whaler and local Chambers of Commerce to work to connect student's to their futures.

2. Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

The school offers five academies that integrate the curriculum between the student's CTE class and their core
classes. This enables the students to see the relevance of all of their courses and how they are beneficial to
their future. The following academies are available: Medical, Engineering, Criminal Justice, Entertainment & Sports Marketing, Agri-Science/Vet Science & Culinary.

Additionally, we offer the following CTE exams on our campus: Adobe Certified Associate (Flash/ Photoshop/Premiere Pro), Autodesk Certified User - Autodesk Inventor, Certified Horticulture Professional, Certified Medical Administrative Assistant, Certified Food Protection Manager (ServSafe), Certified Patient Care Technician, Certified Veterinary Assistant (CVA), and Microsoft

Technology Associate(MTA) - Gaming Development Fundamentals.

The school also offers elective courses in art, business, technology, and career study. Many of these courses focus on job skills and offer students internships.

The AVID program helps prepare students for college readiness and success.

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3. Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

A variety of strategies have been implemented to prepare high school students for post secondary education
and employment. Specific programs and or initiatives that are used at the school and district level:
• Dual Enrollment
• AVID
• Early College • College Expo
• Career Academies • College Tours
• High School Showcase • College Rep Visits
• Career and Technical Education Classes • Making High School Count Programs
Advanced Placement Opportunities
* Partnerships have been created with organizations such as local firefighters, police officers, Boston Whaler and Florida Hospital New Smyrna Beach to connect students to future careers
• OJT (On the Job Training)
• "Scholarship and Resume Boot-Camps" partnered with local businesses and DSC
• Integrated lesson plan with common planning
• PLC's that meet each month to support the connection between our career and technical education with our academic courses.

4. Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Data from the High School Feedback Report is available at http://data.fldoe.org/readiness/

A variety of strategies have been implemented to prepare high school students for the post secondary level. Specific programs and initiatives that are used at the school and district level are:

* Advanced Placement
• Cambridge (2019)
* Career Academies and Career and Technical Education Classes
* AVID (including the Utilization of Cornell Notes)
* College Expo
* College Tours and College Rep Visits
* High School Showcase
* The PSAT is provided to all 10th grade students. The results provide students with firsthand experience taking the SAT. It also provides feedback on strengths and weaknesses necessary for college study.
* Dual Enrollment opportunities and Pert testing. Pert testing determines dual enrollment eligibility. Students who dual enroll during high school are exposed to postsecondary education on a limited basis and giving them time to prepare for the college level environment.
* Completion of graduation requirements: Remediation and support is provided to students who need a standardized test score for a graduation requirement. Students can attend boot-camps to review

SAT, ACT, and PERT information. They can then use a variety of tests to try and earn a concordant score that will satisfy a graduation requirement.

II. Needs Assessment

The school's completion of this part may address the requirements of ESSA, P.L. No. 114-95, § 1114(b)(6).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads
Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

B. Problem Analysis Summary
This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying "why"? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

C. Strategic Goals

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

`1` = Problem Solving Step   `S123456` = Quick Key

Strategic Goals Summary

G1.

G2.

G3.   If NSBHS implements social and academic supports for equitable, standards-based learning through collective efficacy, then students' at-risk factors will decrease, and academic achievement will increase.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), targeted barriers to achieving the goal, resources available to help reduce or eliminate the barriers, and the plan for monitoring progress toward the goal.

G1. `1a`

`G100436`

Targets Supported `1b`

Indicator	Annual Target

Targeted Barriers to Achieving the Goal `3`

Resources Available to Help Reduce or Eliminate the Barriers `2`

G2. 1a

🔑 G100435

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	
Math Lowest 25% Gains	
Geometry EOC Level 3	

Targeted Barriers to Achieving the Goal 3

Resources Available to Help Reduce or Eliminate the Barriers 2

G3. If NSBHS implements social and academic supports for equitable, standards-based learning through collective efficacy, then students' at-risk factors will decrease, and academic achievement will increase. `1a`

🔍 G100253

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	56.0
Algebra I EOC Pass Rate	59.0
4-Year Grad Rate (Standard Diploma)	79.0
U.S. History EOC Pass	76.0
ELA/Reading Gains District Assessment	55.0
Math Gains District Assessment	46.0
ELA/Reading Lowest 25% Gains	41.0
Bio I EOC Pass	83.0
Math Lowest 25% Gains	36.0
Geometry EOC Level 3	55.0

Targeted Barriers to Achieving the Goal `3`

- Ineffective implementation of social and academic support for equitable standards-based learning

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Math Coach

- Common Planning Time (PLC time)

- Targeted ERPL

- Literacy Coach

- Athletic Director

- Co-Teachers

Plan to Monitor Progress Toward G3. `8`

School based leadership team will monitor SIP goal progress at the conclusion of each grading period

Person Responsible
Matthew Krajewski

Schedule
Quarterly, from 8/14/2018 to 5/30/2019

Evidence of Completion
SIP progress monitoring meeting agenda, sign-in sheets and minutes, as well as feedback from person responsible for monitoring data from social and academic supports that have been put in place.

Plan to Monitor Progress Toward G3. `8`

Attendance data review

Person Responsible
Timothy Merrick

Schedule
Quarterly, from 8/14/2018 to 5/30/2019

Evidence of Completion
Mid-term and end of quarter attendance reports

Plan to Monitor Progress Toward G3. `8`

State and District assessment results

Person Responsible
Matthew Krajewski

Schedule
On 7/27/2019

Evidence of Completion
Step Zero for 2018-2019 SIP

Plan to Monitor Progress Toward G3. `8`

Climate Survey

Person Responsible
Deborah Croak

Schedule
On 4/27/2019

Evidence of Completion
Results of student, parent and faculty survey

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B =** Barrier   **S** = Strategy

1 = Problem Solving Step   🔑 S123456 = Quick Key

G3. If NSBHS implements social and academic supports for equitable, standards-based learning through collective efficacy, then students' at-risk factors will decrease, and academic achievement will increase. `1`

🔍 G100253

G3.B1 Ineffective implementation of social and academic support for equitable standards-based learning `2`

🔍 B270140

G3.B1.S1 Implement school-wide social and academic supports for equitable standards-based learning through collective efficacy. `4`

🔍 S286020

Strategy Rationale

If New Smyrna Beach High School implements social and academic supports for equitable standards-based learning through collective efficacy, then student at-risk factors will decrease and academic achievement will increase.

Action Step 1 `5`

Implementation of Freshman only first day of School

Person Responsible

Timothy Merrick

Schedule

On 8/13/2018

Evidence of Completion

Attendance report for the Freshman only first day. Incoming Freshman students were provided an individualized beginning to their high school start. Each student was welcomed and provided grade specific information. Feedback was provided by parents and students identifying the positive experience students encountered as they began high school.

Action Step 2 `5`

Identifying Professional Learning Needs for Academics and Technology

Person Responsible

Timothy Merrick

Schedule

Monthly, from 8/13/2018 to 5/31/2019

Evidence of Completion

Survey data from teachers regarding technology needs, this will be used to plan ERPL's. Needs assessment survey by CTE facilitator for CTE teachers so she can plan events at school. Sign ins from meetings held Agendas from any training or event held Walk-throughs by CTE facilitator, Reading Coach, Math Coach and DLTL's Learning Walks by CTE facilitator, Reading Coach, Math Coach and DLTL's to observe needs or needs that have been met. PD will be offered in academic areas requested by literacy and math coaches. Technology PD will be offered throughout the year by the DLTL and PLL. This would include Canvas, Flipgrid, Nearpod and other requests as needed. Technology and academic support support for new teachers are provided through mentor teachers and Coffee and Chat meetings held monthly. New teachers will receive tech support on programs they use in the class and academic support as needed. CTE facilitator meets weekly with her department to stay on top of their needs. She follows up with training or on-site professional development form CTE faculty across the district.

Action Step 3 `5`

Continuation of the implementation of USA Test Prep

Person Responsible

Deborah Croak

Schedule

Daily, from 8/13/2018 to 5/30/2019

Evidence of Completion

Usage reports of USA Test Prep Teacher log-in reports

Action Step 4 `5`

Quarterly meetings with D/F students

Person Responsible

Jennifer Stach

Schedule

Quarterly, from 8/15/2018 to 5/30/2019

Evidence of Completion

Information sheets on students

Action Step 5 `5`

Assist department chairs in assessing and analyzing data

Person Responsible

Jennifer Stach

Schedule

Monthly, from 9/18/2018 to 12/22/2018

Evidence of Completion

Agenda Sign-ins Presentation materials Teachers will be provided assistance with
Eduphoria

Action Step 6 `5`

Improve overall student attendance

Person Responsible

Timothy Merrick

Schedule

Quarterly, from 8/14/2018 to 5/30/2019

Evidence of Completion

Attendance reports, parent feedback, and school and teacher nudge letters

Action Step 7 5

Addition of CTE room for academic and social support

Person Responsible

Denise Johns

Schedule

On 5/30/2019

Evidence of Completion

Number of students joining academies and successfully completing certification exams

Action Step 8 5

Targeted mentoring of at-risk groups

Person Responsible

Amanda El Shemi

Schedule

Biweekly, from 9/17/2018 to 5/27/2019

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Freshman only first day of school

Person Responsible

Timothy Merrick

Schedule

On 8/13/2018

Evidence of Completion

Student, parent and faculty feedback. The plan is to continue this practice for the upcoming school year.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Professional Learning Needs (technology and academic)

Person Responsible

Timothy Merrick

Schedule

Quarterly, from 8/14/2018 to 5/31/2019

Evidence of Completion

Needs assessment survey, PD surveys

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Continued use of USA Test Prep Program

Person Responsible

Deborah Croak

Schedule

Quarterly, from 8/13/2018 to 5/27/2019

Evidence of Completion

Student and faculty usage and performance data will reviewed. End of Course assessment data will reviewed to determine the impact of the program.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Quarterly meetings will all students who have D's and F's

Person Responsible

Jennifer Stach

Schedule

Quarterly, from 9/5/2018 to 5/30/2019

Evidence of Completion

Possible schedule changes planned with guidance counselor and Data AP

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Assist department chairs in assessing and analyzing data

Person Responsible

Jennifer Stach

Schedule

Monthly, from 8/14/2018 to 5/30/2019

Evidence of Completion

Agenda, sign-in, presentation materials, feedback from teachers

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Improve overall attendance rates

Person Responsible

Timothy Merrick

Schedule

Quarterly, from 8/21/2018 to 5/30/2019

Evidence of Completion

Attendance reports - midterm and end of quarter

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Implementation of CTE room for social and academic support

Person Responsible

Denise Johns

Schedule

Weekly, from 9/3/2018 to 5/30/2019

Evidence of Completion

Student feedback, enrollment in academies and performance on industry certification exams.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Mentoring of selected at-risk students

Person Responsible

Amanda El Shemi

Schedule

Biweekly, from 9/17/2018 to 5/27/2019

Evidence of Completion

Progress reports, grades, behavior contracts

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Administration will monitor at-risk data, including academics, attendance and discipline to determine the effectiveness of the social and academic support for equitable standards-based learning through collective efficacy systems that have been implemented.

Person Responsible

Matthew Krajewski

Schedule

Quarterly, from 8/14/2018 to 5/30/2019

Evidence of Completion

Classroom data, EOC's, DIA's, FSA, course completion rates, attendance data, discipline data and observations will be utilized to ensure social and academic support programs implemented are effective.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

SIP progress monitoring meeting

Person Responsible

Matthew Krajewski

Schedule

On 11/30/2018

Evidence of Completion

Classroom data, DIA's, course grade D's and F's, attendance data, discipline data and administrative observations were reviewed and discussed for effectiveness and adjusted if needed.

V. Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G3. If NSBHS implements social and academic supports for equitable, standards-based learning through collective efficacy, then students' at-risk factors will decrease, and academic achievement will increase.

G3.B1 Ineffective implementation of social and academic support for equitable standards-based learning

G3.B1.S1 Implement school-wide social and academic supports for equitable standards-based learning through collective efficacy.

PD Opportunity 1

Identifying Professional Learning Needs for Academics and Technology

Facilitator

Timothy Merrick

Participants

Faculty

Schedule

Monthly, from 8/13/2018 to 5/31/2019

VI. Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

G3. If NSBHS implements social and academic supports for equitable, standards-based learning through collective efficacy, then students' at-risk factors will decrease, and academic achievement will increase.

G3.B1 Ineffective implementation of social and academic support for equitable standards-based learning

G3.B1.S1 Implement school-wide social and academic supports for equitable standards-based learning through collective efficacy.

TA Opportunity 1

Continuation of the implementation of USA Test Prep

Facilitator

Deborah Croak

Participants

Faculty

Schedule

Daily, from 8/13/2018 to 5/30/2019

TA Opportunity 2

Assist department chairs in assessing and analyzing data

Facilitator

Gabby Hughes, Deborah Croak, Reading Coach

Participants

All faculty

Schedule

Monthly, from 9/18/2018 to 12/22/2018

VII. Budget

1	G3.B1.S1.A1	**Implementation of Freshman only first day of School**	$0.00
2	G3.B1.S1.A2	**Identifying Professional Learning Needs for Academics and Technology**	$0.00
3	G3.B1.S1.A3	**Continuation of the implementation of USA Test Prep**	$0.00
4	G3.B1.S1.A4	**Quarterly meetings with D/F students**	$0.00
5	G3.B1.S1.A5	**Assist department chairs in assessing and analyzing data**	$0.00

6	G3.B1.S1.A6	Improve overall student attendance	$0.00
7	G3.B1.S1.A7	Addition of CTE room for academic and social support	$0.00
8	G3.B1.S1.A8	Targeted mentoring of at-risk groups	$0.00
		Total:	$0.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2019					
G3.B1.S1.MA1 M422388	Freshman only first day of school	Merrick, Timothy	8/13/2018	Student, parent and faculty feedback. The plan is to continue this practice for the upcoming school year.	8/13/2018 one-time
G3.B1.S1.A1 A386918	Implementation of Freshman only first day of School	Merrick, Timothy	8/13/2018	Attendance report for the Freshman only first day. Incoming Freshman students were provided an individualized beginning to their high school start. Each student was welcomed and provided grade specific information. Feedback was provided by parents and students identifying the positive experience students encountered as they began high school.	8/13/2018 one-time
G3.B1.S1.MA2 M422387	SIP progress monitoring meeting	Krajewski, Matthew	11/30/2018	Classroom data, DIA's, course grade D's and F's, attendance data, discipline data and administrative observations were reviewed and discussed for effectiveness and adjusted if needed.	11/30/2018 one-time
G3.B1.S1.A5 A386922	Assist department chairs in assessing and analyzing data	Stach, Jennifer	9/18/2018	Agenda Sign-ins Presentation materials Teachers will be provided assistance with Eduphoria	12/22/2018 monthly
G3.MA4 M422397	Climate Survey	Croak, Deborah	2/1/2018	Results of student, parent and faculty survey	4/27/2019 one-time
G3.B1.S1.MA3 M422390	Continued use of USA Test Prep Program	Croak, Deborah	8/13/2018	Student and faculty usage and performance data will reviewed. End of Course assessment data will reviewed to determine the impact of the program.	5/27/2019 quarterly
G3.B1.S1.MA10 M422894	Mentoring of selected at-risk students	El Shemi, Amanda	9/17/2018	Progress reports, grades, behavior contracts	5/27/2019 biweekly
G3.B1.S1.A8 A387306	Targeted mentoring of at-risk groups	El Shemi, Amanda	9/17/2018		5/27/2019 biweekly
G3.MA1 M422394	School based leadership team will monitor SIP goal progress at the conclusion of each grading period	Krajewski, Matthew	8/14/2018	SIP progress monitoring meeting agenda, sign-in sheets and minutes, as well as feedback from person responsible for monitoring data from social and academic supports that have been put in place.	5/30/2019 quarterly
G3.MA2 M422395	Attendance data review	Merrick, Timothy	8/14/2018	Mid-term and end of quarter attendance reports	5/30/2019 quarterly
G3.B1.S1.MA1 M422386	Administration will monitor at-risk data, including academics, attendance and discipline to...	Krajewski, Matthew	8/14/2018	Classroom data, EOC's, DIA's, FSA, course completion rates, attendance data, discipline data and observations will be utilized to ensure social and academic support programs implemented are effective.	5/30/2019 quarterly
G3.B1.S1.MA4 M422391	Quarterly meetings will all students who have D's and F's	Stach, Jennifer	9/5/2018	Possible schedule changes planned with guidance counselor and Data AP	5/30/2019 quarterly
G3.B1.S1.MA5 M422392	Assist department chairs in assessing and analyzing data	Stach, Jennifer	8/14/2018	Agenda, sign-in, presentation materials, feedback from teachers	5/30/2019 monthly
G3.B1.S1.MA6 M422393	Improve overall attendance rates	Merrick, Timothy	8/21/2018	Attendance reports - midterm and end of quarter	5/30/2019 quarterly
G3.B1.S1.MA9 M422800	Implementation of CTE room for social and academic support	Johns, Denise	9/3/2018	Student feedback, enrollment in academies and performance on industry certification exams.	5/30/2019 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G3.B1.S1.A3 A386920	Continuation of the implementation of USA Test Prep	Croak, Deborah	8/13/2018	Usage reports of USA Test Prep Teacher log-in reports	5/30/2019 daily
G3.B1.S1.A4 A386921	Quarterly meetings with D/F students	Stach, Jennifer	8/15/2018	Information sheets on students	5/30/2019 quarterly
G3.B1.S1.A6 A386923	Improve overall student attendance	Merrick, Timothy	8/14/2018	Attendance reports, parent feedback, and school and teacher nudge letters	5/30/2019 quarterly
G3.B1.S1.A7 A387239	Addition of CTE room for academic and social support	Johns, Denise	9/3/2018	Number of students joining academies and successfully completing certification exams	5/30/2019 one-time
G3.B1.S1.MA2 M422389	Professional Learning Needs (technology and academic)	Merrick, Timothy	8/14/2018	Needs assessment survey, PD surveys	5/31/2019 quarterly
G3.B1.S1.A2 A386919	Identifying Professional Learning Needs for Academics and Technology	Merrick, Timothy	8/13/2018	Survey data from teachers regarding technology needs, this will be used to plan ERPL's. Needs assessment survey by CTE facilitator for CTE teachers so she can plan events at school. Sign ins from meetings held Agendas from any training or event held Walk-throughs by CTE facilitator, Reading Coach, Math Coach and DLTL's Learning Walks by CTE facilitator, Reading Coach, Math Coach and DLTL's to observe needs or needs that have been met. PD will be offered in academic areas requested by literacy and math coaches. Technology PD will be offered throughout the year by the DLTL and PLL. This would include Canvas, Flipgrid, Nearpod and other requests as needed. Technology and academic support support for new teachers are provided through mentor teachers and Coffee and Chat meetings held monthly. New teachers will receive tech support on programs they use in the class and academic support as needed. CTE facilitator meets weekly with her department to stay on top of their needs. She follows up with training or on-site professional development form CTE faculty across the district.	5/31/2019 monthly
G3.MA3 M422396	State and District assessment results	Krajewski, Matthew	8/14/2018	Step Zero for 2018-2019 SIP	7/27/2019 one-time