**Volusia County Schools**

New Smyrna Beach High School

**2021-22 Schoolwide Improvement Plan**

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**New Smyrna Beach High School**

1015 10TH ST, New Smyrna Beach, FL 32168

<http://www.nsbhigh.com/>

**Demographics**

**Principal: Timothy Merrick** Start Date for this Principal: 7/30/2020

|  |  |
| --- | --- |
| **2019-20 Status**(per MSID File) | Active |
| **School Type and Grades Served**(per MSID File) | High School 9-12 |
| **Primary Service Type**(per MSID File) | K-12 General Education |
| **2018-19 Title I School** | No |
| **2018-19 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3) | *[Data Not Available]* |
|  | Asian Students |
|  | Black/African American Students |
| **2018-19 ESSA Subgroups Represented** | Economically Disadvantaged Students |
| (subgroups with 10 or more students) | Hispanic Students |
| (subgroups in orange are below the federal threshold) | Multiracial Students |
|  | Students With Disabilities |
|  | White Students |
|  | 2018-19: B (57%) |
|  | 2017-18: B (58%) |
| **School Grades History** | 2016-17: B (54%) |
|  | 2015-16: C (52%) |
| **2019-20 School Improvement (SI) Information\*** |
| **SI Region** | Northeast |
| **Regional Executive Director** | Dustin Sims |
| **Turnaround Option/Cycle** | N/A |
| **Year** |  |
| **Support Tier** |  |
| **ESSA Status** | N/A |

|  |
| --- |
| \* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here. |

**School Board Approval**

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

**SIP Authority**

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at [www.floridacims.org.](https://www.floridacims.org/)

**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 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: School Information**

# School Mission and Vision

**Provide the school's mission statement.**

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

# Provide the school's vision statement.

Together, We Are Stronger Barracuda Strong

# School Leadership Team

**Membership**

Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

**Name**

**Title**

**Job Duties and Responsibilities**

Merrick, Principal Timothy

As principal, Mr. Merrick oversees the daily activities and operations within our school. As the face of our school he ensures the school environment is safe for all students and staff members.

Croak,

Deborah Other

Testing Coordinator

Mrs. Croak is the Testing Coordinator, SAC Chair and member of the School Leadership Team. She is responsible for all standardized testing, including the FSA ELA, FSA ELA Retakes, EOCs, PERT, In-School SAT, PSAT, and the ACT NCR.

Zona, Susan

Other Cambridge Coordinator

Coordinates Cambridge program, which includes course progression, student achievement monitoring, budgeting, and testing. Ms. Zona sponsors the Junior class and is a member of the school's Leadership Team She is also SAC Chair.

Cromer, Assistant Kristina Principal

Assistant Principal focused on Curriculum, Professional Learning Communities, AP Program, Cambridge-AICE Program, Professional Learning and Instructional Coaching.

Meehl, Linda

Teacher, K-12

Ms. Meehl is the Department Chair for the ELA department. She teaches AP English Lit and English II Honors

Everidge, Erin

Instructional Coach

Ms. Everidge is an on-site professional developer who teaches educators how to use proven instructional methods. This includes analyzing assessment data, coaching cycles, and working closely with the Curriculum AP. In addition, she is the school's ESOL contact and PST Chair.

Heath, Raquel

Guidance Counselor

Ms. Heath is the Senior Class Counselor. She is responsible for ensuring seniors meet all graduation requirements. In addition to her counseling responsibilities, she assists with the school's Showdolls dance team and graduation each year.

|  |  |  |
| --- | --- | --- |
| **Name** | **Title** | **Job Duties and Responsibilities** |
| Johnson, Jewel | Guidance Counselor | Ms. Johnson is the Director of the Counseling Department. She supports the development and implementation of school counseling programs based upon the identified needs of the students at NSBHS. In addition, she serves as the Counselor for all students in the AICE program. |

Hughes, Gabriele

Instructional Coach

As the Math Coach, Ms. Hughes provides professional learning and support for teachers in implementing effective mathematics instruction and curriculum.

Woodard, Teacher, Paul K-12

Social Studies Grade Chair who teaches AICE International History, AP Human Geography and World History.

White, Jenna

Teacher, K-12

Ms. White teaches Biology I and Biology I Honors. She is also teaches the SGA class and sponsors the Junior Prom Committee.

Flanagan,

Jessica Teacher,

Flanagan K-12

Ms. Flanagan teaches AVID classes and sponsors the Senior Class Steering Committee.

Hopkins, Eleeta

Assistant Principal

Ms. Hopkins assists Mr. Merrick in carrying out the administrative responsibilities of the exceptional student education (ESE) program of the school center and when appropriate, assume the role of the Principal in the absence of the Principal. She coordinates the ESE program services of our school and serves as a curriculum leader relating to ESE programs.

Stach, Assistant Jennifer Principal

Ms. Stach assists Mr. Merrick in carrying out the administrative responsibilities of our school and assumes the

role of the Principal in the absence of the Mr. Merrick. She oversees the Counseling Department and develops the Master Schedule.

Fuhr, Geraldine

Other TOA - Discipline

Ms. Fuhr is the TOA in Student Services. She is responsible for all student discipline matters.

**Name**

**Title**

**Job Duties and Responsibilities**

Ms. Fuhr also coaches basketball and sponsors Cudas for Kindness.

Eschen, Assistant Brian Principal

Mr. Eschen oversees school-based safety and security, addresses school’s daily discipline incidents and consequences, assists Athletic Director with administrative needs, coordinate school staff’s facilities needs, and provides feedback to teachers as an Instructional Leader.

# Demographic Information

**Principal start date**

Thursday 7/30/2020, Timothy Merrick

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

**Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective.** *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

# Total number of teacher positions allocated to the school

110

# Total number of students enrolled at the school

1,953

# Identify the number of instructional staff who left the school during the 2020-21 school year.

15

# Identify the number of instructional staff who joined the school during the 2021-22 school year.

14

**Demographic Data**

**Early Warning Systems**

**2021-22**

**The number of students by grade level that exhibit each early warning indicator listed:**

**Indicator**

**Grade Level**

**K 1 2 3 4 5 6 7 8 9 10 11**

**12**

**Total**

Number of students enrolled 0 0 0 0 0 0 0 0 0 568 521 382 467 1938

Attendance below 90 percent 0 0 0 0 0 0 0 0 0 171 133 105 166 575

One or more suspensions 0 0 0 0 0 0 0 0 0 96 70 40 41 247

Course failure in ELA 0 0 0 0 0 0 0 0 0 74 66 48 63 251

Course failure in Math 0 0 0 0 0 0 0 0 0 70 61 53 85 269

Level 1 on 2019 statewide FSA ELA assessment

0 0 0 0 0 0 0 0 0 153 112 74 105

444

Level 1 on 2019 statewide FSA Math assessment

0 0 0 0 0 0 0 0 0 153 69 49 49 320

Number of students with a substantial reading deficiency

0 0 0 0 0 0 0 0 0 0

0

0

0

**The number of students with two or more early warning indicators:**

**Indicator**

**Grade Level**

**K 1 2 3 4 5 6 7 8 9**

**10 11 12**

**Total**

Students with two or more indicators 0 0 0 0 0 0 0 0 0 155 124 87 126 492

**The number of students identified as retainees:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Indicator** | **K** | **1** | **2** | **3** | **4** | **Grade Level****5 6 7 8 9** | **10** | **11** | **12** | **Total** |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 51 | 51 | 10 15 | 127 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 28 | 26 | 10 22 | 86 |

**Date this data was collected or last updated**

Wednesday 8/4/2021

# 2020-21 - As Reported

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

**Indicator**

**Grade Level**

**K 1 2 3 4 5 6 7 8 9 10 11**

**12**

**Total**

Number of students enrolled 0 0 0 0 0 0 0 0 0 506 426 442 366 1740

Attendance below 90 percent 0 0 0 0 0 0 0 0 0 79 69 30 33 211

One or more suspensions 0 0 0 0 0 0 0 0 0 90 73 60 35 258

Course failure in ELA 0 0 0 0 0 0 0 0 0 27 43 27 13 110

Course failure in Math 0 0 0 0 0 0 0 0 0 23 45 20 24 112

Level 1 on 2019 statewide ELA

assessment 0 0 0 0 0 0 0 0 0 105 112 74 49 340

Level 1 on 2019 statewide Math

assessment 0 0 0 0 0 0 0 0 0 82 71 41 35 229

**Indicator**

**Grade Level**

**Total**

**The number of students with two or more early warning indicators:**

**Indicator**

**Grade Level**

**K 1 2 3 4 5 6 7 8 9**

**10 11 12**

**Total**

Students with two or more indicators 0 0 0 0 0 0 0 0 0 109 124 63 47 343

**The number of students identified as retainees:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |  |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 39 | 21 | 1 | 95 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 35 | 21 | 9 | 80 |

# 2020-21 - Updated

**Indicator**

**Grade Level**

**Total**

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

**Indicator**

**Grade Level**

**K 1 2 3 4 5 6 7 8 9 10 11**

**12**

**Total**

Number of students enrolled 0 0 0 0 0 0 0 0 0 506 426 442 366 1740

Attendance below 90 percent 0 0 0 0 0 0 0 0 0 79 69 30 33 211

One or more suspensions 0 0 0 0 0 0 0 0 0 90 73 60 35 258

Course failure in ELA 0 0 0 0 0 0 0 0 0 27 43 27 13 110

Course failure in Math 0 0 0 0 0 0 0 0 0 23 45 20 24 112

Level 1 on 2019 statewide ELA 0 0 0 0 0 0 0 0 0 105 112 74 49 340 assessment

Level 1 on 2019 statewide Math 0 0 0 0 0 0 0 0 0 82 71 41 35 229 assessment

**The number of students with two or more early warning indicators:**

**Indicator**

**Grade Level**

**K 1 2 3 4 5 6 7 8 9**

**10 11 12**

**Total**

Students with two or more indicators 0 0 0 0 0 0 0 0 0 109 124 63 47 343

**The number of students identified as retainees:**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |  |
| Retained Students: Current Year | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 34 | 39 | 21 | 1 | 95 |
| Students retained two or more times | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 15 | 35 | 21 | 9 | 80 |

**Part II: Needs Assessment/Analysis**

**School Data Review**

Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

**Grade Level Data Review - State Assessments**

**NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.**

|  |
| --- |
| **ELA** |
| **Grade** | **Year** | **School** | **District** | **School- District****Comparison** | **State** | **School- State****Comparison** |
| 09 | 2021 |  |  |  |  |  |
|  | 2019 | 47% | 51% | -4% | 55% | -8% |
| Cohort Comparison |  |  |
| 10 | 2021 |  |  |  |  |  |
|  | 2019 | 55% | 50% | 5% | 53% | 2% |
| Cohort Comparison | -47% |  |

|  |
| --- |
| **MATH** |
| **Grade** | **Year** | **School** | **District** | **School- District****Comparison** | **State** | **School- State****Comparison** |

|  |
| --- |
| **SCIENCE** |
| **Grade** | **Year** | **School** | **District** | **School- District****Comparison** | **State** | **School- State****Comparison** |

|  |
| --- |
| **BIOLOGY EOC** |
| **Year** | **School** | **District** | **School****Minus District** | **State** | **School****Minus State** |
| 2021 |  |  |  |  |  |
| 2019 | 84% | 72% | 12% | 67% | 17% |
| **CIVICS EOC** |
| **Year** | **School** | **District** | **School Minus****District** | **State** | **School Minus****State** |
| 2021 |  |  |  |  |  |
| 2019 |  |  |  |  |  |
| **HISTORY EOC** |
| **Year** | **School** | **District** | **School Minus****District** | **State** | **School Minus****State** |
| 2021 |  |  |  |  |  |
| 2019 | 75% | 63% | 12% | 70% | 5% |

|  |
| --- |
| **ALGEBRA EOC** |
| **Year** | **School** | **District** | **School Minus****District** | **State** | **School Minus****State** |
| 2021 |  |  |  |  |  |
| 2019 | 43% | 54% | -11% | 61% | -18% |
| **GEOMETRY EOC** |
| **Year** | **School** | **District** | **School Minus****District** | **State** | **School Minus****State** |
| 2021 |  |  |  |  |  |
| 2019 | 54% | 55% | -1% | 57% | -3% |

# Grade Level Data Review - Progress Monitoring Assessments

**Provide the progress monitoring tool(s) by grade level used to compile the below data.**

DIA = District Interim Assessment VLT = Volusia Literacy Test

9th: English Language Arts: DIA 1 - 3; VLT 1,2 Mathematics: Algebra DIA 1 - 6; Geometry DIA 1 - 3,5

Biology: DIA 1 - 7

10th: English Language Arts: DIA 1 - 3; VLT 1,2 Mathematics: Algebra DIA 1 - 6; Geometry DIA 1 - 3,5

Biology: DIA 1 - 7

11th: English Language Arts: VLT 1,2

Mathematics: Algebra DIA 1 - 6; Geometry DIA 1 - 3,5

Biology: DIA 1 - 7

US History: DIA 1 - 8

12th: English Language Arts: VLT 1,2 Mathematics: DIA

Proficiency

|  |  |
| --- | --- |
| **Grade 9** |  |
| Number/% Fall | Winter | Spring |
| All Students 819/40 | 849/51 | 441/38 |
| EconomicallyEnglish 415/33 | 437/42 | 225/28 |
| Language Arts Students With 93/11 | 98/21 | 51/8 |
| EnglishLanguage 4/0 | 6/33 | 4/0 |
| Learners |  |  |
| Number/% Fall | Winter | Spring |
| All Students 475/4 | 606/11 | 467/6 |
| Economically 294/2 | 337/7 | 268/4 |
| Students With 96/0 | 91/4 | 75/0 |
| EnglishLanguage 2/0 | 5/0 | 4/0 |
| Learners |  |  |
| Number/% Fall | Winter | Spring |
| All Students 468/91 | 299/86 | 302/94 |
| Economically 171/87 | 109/85 | 110/93 |
| Students With 9/67 | 5/20 | 5/100 |
| EnglishLanguage 3/67 | 2/50 | 2/0 |
| Learners |  |  |
| Number/% Fall | Winter | Spring |

Disadvantaged Disabilities

Proficiency

Mathematics

Disadvantaged Disabilities

Proficiency

Biology

Disadvantaged Disabilities

US History

Proficiency All Students Economically

Disadvantaged

Students With Disabilities English Language Learners

Proficiency

|  |  |  |
| --- | --- | --- |
| **Grade 10** |  |  |
| Number/% Fall | Winter | Spring |
| All Students 608/31 | 316/39 | 587/52 |
| EconomicallyEnglish 335/26 | 179/35 | 313/48 |
| Language Arts Students With 106/12 | 56/11 | 103/28 |
| EnglishLanguage 8/13 | 4/0 | 7/43 |
| Learners |  |  |
| Number/% Fall | Winter | Spring |
| All Students 88/3 | 166/10 | 77/3 |
| Economically 45/4 | 83/10 | 38/3 |
| Students With 16/0 | 29/7 | 11/0 |
| EnglishLanguage 2/0 | 3/0 | 1/0 |
| Learners |  |  |
| Number/% Fall | Winter | Spring |
| All Students 570/58 | 366/50 | 347/66 |
| Economically 370/56 | 236/47 | 219/64 |
| Students With 144/42 | 91/31 | 83/46 |
| EnglishLanguage 8/38 | 5/40 | 5/40 |
| Learners |  |  |
| Number/% Fall | Winter | Spring |
| All Students 24/46 | 38/21 | 15/27 |
| Economically 17/41 | 25/24 | 8/38 |
| Students With 1/0 | 3/0 | 3/0 |

Disadvantaged Disabilities

Proficiency

Mathematics

Disadvantaged Disabilities

Proficiency

Biology

Disadvantaged Disabilities

Proficiency

US History

Disadvantaged

Disabilities English Language Learners

Proficiency

|  |  |  |
| --- | --- | --- |
| **Grade 11** |  |  |
| Number/% Fall | Winter | Spring |
| All Students 242/56 | 231/58 | 6/50 |
| EconomicallyEnglish 120/55 | 114/52 | 2/50 |
| Language Arts Students With 29/34 | 30/17 | 1/0 |

Disadvantaged

Disabilities English Language Learners

|  |  |  |
| --- | --- | --- |
| Number/% Fall | Winter | Spring |
| Students 53/0 | 91/2 | 50/2 |
| conomically 33/0 57/0 32/0 sadvantaged |
| udents With 21/0 31/0 16/0 |

Mathematics

All E

Di

St

Proficiency

Disabilities English Language Learners

|  |  |  |
| --- | --- | --- |
| Number/% Fall | Winter | Spring |
| Students 40/50 | 29/52 | 22/32 |
| conomically 31/45 22/59 16/31 isadvantaged |
| tudents With 3/0 2/50 |

Biology

All E D S

Proficiency

Disabilities English Language Learners

Proficiency

|  |  |  |
| --- | --- | --- |
| Number/% Fall | Winter | Spring |
| All Students 422/54 | 682/43 | 328/36 |
| Economically 221/47 | 356/33 | 173/29 |
| Students With 61/18 | 106/16 | 46/15 |
| English Language Learners | 1/0 |  |

US History

Disadvantaged Disabilities

Proficiency

|  |  |
| --- | --- |
| **Grade 12** |  |
| Number/% Fall | Winter | Spring |
| All Students 75/52 | 92/49 | 1/0 |
| EconomicallyEnglish 42/50 | 51/41 | 1/0 |
| Language Arts Students With 17/29 | 24/50 | 1/0 |
| EnglishLanguage 1/0 | 1/0 |  |
| Learners |  |  |
| Number/% Fall | Winter | Spring |
| All Students 35/0 | 60/0 | 30/0 |
| Economically 23/0 | 38/0 | 20/0 |
| Students With 16/0 | 35/0 | 15/0 |

Disadvantaged Disabilities

Proficiency

Mathematics

Disadvantaged

Disabilities English Language Learners

Proficiency

Biology

All E D S

Disabilities

English Language Learners

Proficiency

US History

All E D S

Disabilities

English Language Learners

|  |  |  |
| --- | --- | --- |
| Number/% Fall | Winter | Spring |
| Students 12/35 | 8/13 | 7/43 |
| conomically 12/25 8/13 7/43 isadvantaged |
| tudents With 10/30 6/0 5/20 |

|  |  |  |
| --- | --- | --- |
| Number/% Fall | Winter | Spring |
| Students 19/79 | 32/66 | 14/50 |
| conomically 13/69 21/71 10/40 isadvantaged |
| tudents With 1/0 2/0 |

# Subgroup Data Review

|  |
| --- |
| **2021 SCHOOL GRADE 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** |

|  |
| --- |
| **2019 SCHOOL GRADE 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****2017-18** | **C & C Accel****2017-18** |
| SWD | 19 | 42 | 41 | 24 | 59 | 47 | 63 | 46 |  | 61 | 7 |
| ASN | 55 | 36 |  |  |  |  |  |  |  |  |  |
| BLK | 23 | 30 | 31 | 29 | 55 | 50 | 60 | 44 |  | 77 | 25 |
| HSP | 39 | 45 | 25 | 32 | 42 |  | 80 | 61 |  | 75 | 67 |
| MUL | 57 | 62 |  | 69 | 36 |  | 100 | 90 |  | 81 | 44 |
| WHT | 55 | 50 | 45 | 52 | 55 | 33 | 86 | 80 |  | 75 | 54 |
| FRL | 42 | 43 | 41 | 43 | 50 | 36 | 77 | 70 |  | 68 | 40 |
| **2018 SCHOOL GRADE 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****2016-17** | **C & C Accel****2016-17** |
| SWD | 19 | 31 | 28 | 27 | 57 |  | 40 | 50 |  | 62 | 22 |
| BLK | 16 | 34 | 31 | 31 | 52 |  | 48 | 32 |  | 78 | 28 |
| HSP | 45 | 38 | 27 | 37 | 53 |  | 67 | 84 |  | 81 | 47 |
| MUL | 65 | 55 |  | 35 | 44 | 40 | 82 | 60 |  | 84 | 50 |
| WHT | 57 | 52 | 47 | 56 | 58 | 41 | 84 | 74 |  | 78 | 60 |
| FRL | 46 | 46 | 41 | 46 | 53 | 39 | 73 | 65 |  | 70 | 47 |

**ESSA Data Review**

This data has been updated for the 2018-19 school year as of 7/16/2019.

|  |
| --- |
| **ESSA Federal Index** |
| ESSA Category (TS&I or CS&I) | N/A |
| OVERALL Federal Index – All Students | 57 |
| OVERALL Federal Index Below 41% All Students | NO |
| Total Number of Subgroups Missing the Target | 0 |
| Progress of English Language Learners in Achieving English Language Proficiency |  |
| Total Points Earned for the Federal Index | 566 |
| Total Components for the Federal Index | 10 |
| Percent Tested | 97% |
| **Subgroup Data** |
| **Students With Disabilities** |
| Federal Index - Students With Disabilities | 41 |
| Students With Disabilities Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Students With Disabilities Subgroup Below 32% | 0 |
| **English Language Learners** |
| Federal Index - English Language Learners |  |

|  |
| --- |
| **English Language Learners** |
| English Language Learners Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years English Language Learners Subgroup Below 32% | 0 |
| **Asian Students** |
| Federal Index - Asian Students | 46 |
| Asian Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Asian Students Subgroup Below 32% | 0 |
| **Black/African American Students** |
| Federal Index - Black/African American Students | 42 |
| Black/African American Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Black/African American Students Subgroup Below 32% | 0 |
| **Hispanic Students** |
| Federal Index - Hispanic Students | 52 |
| Hispanic Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Hispanic Students Subgroup Below 32% | 0 |
| **Multiracial Students** |
| Federal Index - Multiracial Students | 67 |
| Multiracial Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Multiracial Students Subgroup Below 32% | 0 |
| **Native American Students** |
| Federal Index - Native American Students |  |
| Native American Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Native American Students Subgroup Below 32% | 0 |
| **Pacific Islander Students** |
| Federal Index - Pacific Islander Students |  |
| Pacific Islander Students Subgroup Below 41% in the Current Year? | N/A |
| Number of Consecutive Years Pacific Islander Students Subgroup Below 32% | 0 |
| **White Students** |
| Federal Index - White Students | 59 |
| White Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years White Students Subgroup Below 32% | 0 |

|  |
| --- |
| **Economically Disadvantaged Students** |
| Federal Index - Economically Disadvantaged Students | 51 |
| Economically Disadvantaged Students Subgroup Below 41% in the Current Year? | NO |
| Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32% | 0 |

# Analysis

**Data Analysis**

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

# What trends emerge across grade levels, subgroups and core content areas?

STATE DATA ELA:

ELA Overall Achievement increased from 51% in 2018/2019 to 53% in 2020/2021

9th grade Overall ELA Achievement increased from 47% in 2018/2019 to 56% in 2020/ 2021

10th grade Overall ELA Achievement decreased from 55% in 2018/2019 to 48% in 2020/ 2021

ELA Learning Gains increased from 48% in 2018/2019 to 52% in 2020/2022 LG of Lowest 25% decreased from 41% in 2018/2019 to 40% in 2020/2021

Math:

Math Overall Achievement decreased from 49% in 2018/2019 to 35% in 2020/2021 Algebra Overall Achievement decreased from 44% in 2018/2019 to 22% in 2020/2021 Geometry Overall Achievement decreased from 54% in 2018/2019 to 44% in 2020/2021 Math Learning Gains deceased from 53% in 2018/2019 to 35% in 2020/2022

LG of Lowest 25% decreased from 36% in 2018/2019 to 29% in 2020/2021 Science:

Science Overall Achievement decreased from 84% in 2018/2019 to 82% in 2020/2021 Social Studies

Social Studies Overall Achievement decreased from 76% in 2018/2019 to 69% in 2020/ 2021.

The Graduation Rate increased from 76% in 2018/2019 to 93% in 2020/2021 Acceleration Success decreased from 52% in 2018/2019 to 47% in 2020/2021 ESSA Subgroups:

AA: Math Achievement decreased from 31% to 17%, ELA Achievement increased from 23% to 27%, but LQ decreased from 55% to 41%.

SWD: Math Achievement decreased from 29% to 21%, ELA Achievement increased from 36% to 38%, but LQ decreased from 62% to 40%.

**What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?**

After analyzing our progress monitoring and state assessment data, our greatest need for improvement lies in several areas.

* 10th Grade Overall ELA Achievement
* Overall Algebra Achievement
* Math Learning Gains
* ESSA subgroups AA and SWD both had significant decreases Math achievement

**What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?**

* 1. Contributing Factor: Low Student Attendance (39.9% of students were chronically absent)

Action: Increase teacher training on the PST process, improve communication between teacher and families

* 1. Contributing Factor: Limited PLC time

Action: Allow common planning for EOC tested courses

* 1. Contributing Factor: Multiple teachers (6 teachers) for Alg 1 limiting their ability to meet as a PLC.

Action: Reduce the number of teachers (2 teachers) teaching Alg 1 so they can meet as a PLC to discuss progress monitoring assessment results that drive instruction.

* 1. Contributing Factor: COVID Gap

Action: In-school remediation (office hours)

Action: Offer resources to students not currently in an Algebra course to assist with EOC test prep.

Action: Offer resources available on school website for EOC tested courses Action: Encourage teacher use of Khan Academy

Action: Teacher consistency in the use of Canvas Action: Promote and encourage 1:1 device Action: Teacher daily use of Delta Math

**What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?**

Graduation rate

9th ELA overall achievement

**What were the contributing factors to this improvement? What new actions did your school take in this area?**

Graduation Rate - Cuda Connectors, increased home visits with social worker, grad assurance team monitored and verified withdraw codes, increased modalities for students to retrieve and/or remediate credits

9th ELA achievement - Highly effective Intensive Reading teacher, accurate review and placement of students in Intensive Reading courses, teacher retention in the 9th grade ELA classrooms, effective support facilitation with evidence of team teaching

# What strategies will need to be implemented in order to accelerate learning?

1. Common planning for EOC courses
2. Increase opportunities for teachers to engage in professional development targeted towards the areas that have the greatest need.
3. Engage in deliberate data discussions using progress monitoring data.
4. School wide use of Khan Academy. Frequent monitoring to ensure resource is being used effectively.
5. Collective Teacher Efficacy Strategies

**Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.**

1. Teacher Clarity - review strategies for increasing clarity with students; introduce STOIC acronym to teach classroom expectations
2. Cross-Curricular PLC-led professional development - effective student engagement strategies will be shared to faculty by faculty
3. Data Dive and Plan of Action - interpreting data and reviewing lowest quartile progress, teacher will identify lowest quartile students on their rosters and brainstorm collaborative strategies to increase student achievement (Khan Academy).
4. Lowest quartile check-in prior to state assessments
5. Cooperative Learning

**Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.**

1. Increase training and implementation of effective technology use to meet the needs of all stakeholders
2. Prioritize common planning for all EOC courses
3. Continue to use the District Learning Walk data
4. Increase opportunities for in-house learning walks to build teacher efficacy

**Part III: Planning for Improvement**

**Areas of Focus:**

**#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups**

**Area of Focus Description and Rationale:**

**Measureable Outcome:**

**Monitoring:**

**Person responsible for monitoring outcome:**

**Evidence- based Strategy:**

**Rationale for Evidence- based Strategy:**

Although the state will not be providing an ESSA report card this year, the two ESSA subgroups we are choosing to work on were the two that fell the closest to the 41% benchmark in 2018/2019. As we looked at our 2020/2021 data for these two subgroups, it was clear that both subgroups had significant drops in overall math achievement, as well as drops in learning gains and lower quartile.

Our goal is to increase overall math achievement for our SWD and AA subgroups, specifically targeting our learning gains and lower quartile in each group.

Increase overall SWD Math achievement from 21% to 50% Increase SWD Math LG from 32% to 50%

Increase SWD Math Lower Quartile from 27% to 50%

Increase overall AA Math achievement from 17% to 50% Increase AA Math LG from 33% to 55%

Increase AA Math LQ from 27% to 50%

PD (Teacher Clarity) attendance Progress monitoring data (DIA) Coaching cycle

Walkthroughs/District Learning Walks Data review in PLC and common planning

Implementation of math resources (Delta Math, Algebra Nation) Using Support Facilitation Model

Kristina Cromer (klcromer@volusia.k12.fl.us)

We will be using Teacher Clarity as the evidenced based strategy for the Area of Focus.

Teacher Clarity has an effect size of 0.75 (Hattie, 2009). The average is .40, which is equal to one year of learning. At 0.75, the impact on students will likely be significantly greater than the average if teacher clarity is implemented with fidelity. John Hattie describes teacher clarity and excellent teachers as those who:

* have appropriately high expectations
* share their criteria's of success with students
* ensures there is a constructive alignment between the lesson, task and assignment
* ensures the delivery of the lesson is relevant, accurate, and comprehensible to students
* provides welcome feedback about where to move to next

# Action Steps to Implement

Share the data with faculty that led to choosing this Area of Focus and the measurable outcomes we hope to reach for each area selected.

# Person Responsible

Gabriele Hughes (ghughes@volusia.k12.fl.us)

Provide teachers with related data pertaining to selected Area of Focus, including the students who fall into the SWD and AA subgroup for overall math achievement, LG and LQ. Teachers should know who those students are in their classes.

**Person** Gabriele Hughes (ghughes@volusia.k12.fl.us)

**Responsible**

Provide ongoing Teacher Clarity PD during ERPLs and TDD

# Person Responsible

Erin Everidge (eaeverid@volusia.k12.fl.us)

Teachers will continue to work during common planning and PLCs to align standard/ benchmark, lesson, and the task. Teachers should "do the work, to know the work" so they have work samples that illustrate desired outcomes for their students.

**Person** Kristina Cromer (klcromer@volusia.k12.fl.us)

**Responsible**

Teacher teams will continue to engage in ongoing teacher clarity work during PLCs and common planning to discuss "Where are we going? Where are we now? How do we move forward? What did we learn today? Who benefitted and who did not?"

# Person Responsible

Kristina Cromer (klcromer@volusia.k12.fl.us)

PLCs should focus on identifying learning targets/intentions, discuss ideas for new instruction, review student work, determine students who may need additional support to be successful and then seek and provide resources.

**Person** Gabriele Hughes (ghughes@volusia.k12.fl.us)

**Responsible**

**#2. Instructional Practice specifically relating to Professional Learning**

**Area of Focus Description and Rationale:**

**Measureable Outcome:**

**Monitoring:**

**Person responsible for monitoring outcome:**

**Evidence- based Strategy:**

**Rationale for Evidence- based Strategy:**

This area aligns to Strategic Plan Goals # 1: Engage all students in high levels of learning EVERY day; and #2: Recruit, Retain, and develop high- quality staff. As a result of our needs assessment and analysis, we agree there are inconsistencies among departments’ achievement levels and student participation and engagement. Science achievement scores far exceeded our Math achievement scores. What instructional practices is that department using successfully to achieve that result? Professional learning that includes successful best practices in each department will provide teachers with the tools they need to support our students in critical need areas.

Increase overall student achievement in ELA from 53% to 65% Increase overall student achievement in Math from 35% to 65%

Ensure teachers attend PD Visit PLC

Classroom walk throughs

Review of progress monitoring data Data chats

Coaching cycles

Kristina Cromer (klcromer@volusia.k12.fl.us)

Our evidence-based strategy is building collective teacher efficacy. This will be accomplished through the implementation of school-wide ELA Expectations (Literacy in the content areas), WICOR (AVID strategy), and effective collaborative strategies to increase student voice and engagement.

Collective teacher efficacy has the effect size of 1.57 (Hattie, 2009). The average effect size is 0.4, which is equal to approximately one year of learning. Hattie's research states, "Collective teacher efficacy is the collective belief that staff of the school/faculty in their ability to positively affect students. Collective teacher efficacy has been found to be strongly, positively correlated with student achievement. A school staff that believes it can collectively accomplish great things is vital for the health of a school and if they believe they can make a positive difference then they very likely will."

# Action Steps to Implement

Share with staff the needs assessment data that led to Area of Focus choice for the SIP.

# Person Responsible

Erin Everidge (eaeverid@volusia.k12.fl.us)

Provide teachers with ELA and Math student test achievement levels for their classes.

**Person** Kristina Cromer (klcromer@volusia.k12.fl.us)

**Responsible**

Provide on-going professional development on Cooperative Learning for Students and Teachers during ERPLs and TDD.

# Person Responsible

Erin Everidge (eaeverid@volusia.k12.fl.us)

Provide opportunities for teachers to observe best practices of other classrooms on campus to enhance the learning of the students in their classroom.

**Person** Erin Everidge (eaeverid@volusia.k12.fl.us)

**Responsible**

Continue with PLC and common planning discussion of data obtained from learning walks and classroom visits. Teachers can use the data to enhance student learning in their own classrooms.

# Person Responsible

Kristina Cromer (klcromer@volusia.k12.fl.us)

# Additional Schoolwide Improvement Priorities

Using the [SafeSchoolsforAlex.org](https://www.safeschoolsforalex.org/fl-school-safety-dashboard/), compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

**After comparing our school’s SESIR incident and discipline data to other schools across Volusia County and schools across the state of Florida, we have identified drug/public order incidents (alcohol and tobacco) as an area of concern. It is ranked as very high. In fact, New Smyrna Beach High School ranks #1 in use of alcohol and tobacco in Volusia County for the 2019-2020 school year. Tobacco appears to be the most dominate problem. Our school plans to reduce these incidents by implementing the following:**

**The school will:**

* + **Provide a Canvas course on the effects of tobacco - the offender will view while in P.A.S.S. - Make a Stewart Marchman Act referral for substance abuse and refer the student to the mental health professionals on campus**
	+ **Implement a restorative practice plan to deter the behavior**

**Teachers and Administrators will:**

* + **Stand at their doors and/or in the courtyard to monitor students at the beginning and end of school as well as during class changes. - Report any suspicious behavior seen in classrooms, restrooms, and/or during transition to student services. - Encourage students to live a healthy life and to make healthy choices especially since they are living during the pandemic of COVID-19.**

**Our goal is to decrease all suspensions on campus and tobacco incidents through increased monitoring, staff presence, and counseling. Increased data disaggregation through monthly discipline and threat assessment meetings will assist our school, thus creating a positive school climate for all.**

**Part IV: Positive Culture & Environment**

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity.

Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

**Describe how the school addresses building a positive school culture and environment.**

Everyone on campus has a part in building a positive school culture and environment. It's important that students and teachers are happy and excited to come on to campus each day. The culture at NSBHS will only be as strong as the interaction between the people that work here. Our principal understands that what teachers believe and how they act are impacted by the message they receive, not just from him, but the District as well. That's why he encourages open communication and exchange of ideas. From day one, he has shared his vision that "Together, We are Stronger". A vision statement that has grown to include our school mascot, "Barracuda Strong". This shared sense of belonging gives teachers and staff the sense that they are not working alone, they are part of a team.

The SIP plan, developed by the school leadership team, is shared with the faculty. The plan outlines what we will be doing as a school to raise achievement and prepare our students to graduate. Outlining the school's area of focus, goals and strategies that need to be implemented to achieve those goals help teachers better understand the shared goals and vision for our school.

Our school has been built in the heart of New Smyrna Beach and is a true community school. Most of our students have grown up together attending many of the same schools. Many of our teachers have graduated from New Smyrna Beach High School. Even our principal, Mr.

Merrick, is a NSBH graduate. This has only made the culture and environment of our school even better. Our school personality has a warmth and familiarity that other schools don't have. We are always working at creating and keeping a positive school culture and climate. Attitudes of students and teachers can changes quickly as evidenced in the last few years. The Covid pandemic has heavily impacted schools. Students were impacted by partial or full school closures and are still impacted today by partial closures or quarantine measures. We don't yet know the full impact remote learning had on academic achievement, but we do know that the pandemic affected more than just student learning. We will be making a concerted effort this year to ensure our students have predictability and routine in their school year. With so much uncertainty over the last few years, we will make sure the school environment is one they can count on each day. Many of our students will be coming back to us from on-line learning of Volusia Live Learning. They may be hesitant to get involved and not as excited to back in

school. We will be encouraging teachers to use SEL strategies so they can feel value being back in school.

Additional ways positive school culture and environment are addressed:

1. Parental Involvement - Open House, orientation, SAC, volunteering opportunities, Business Partner, informational workshops and meetings by Counseling department
2. Professional Development - In addition to 4 PD provided by the district, we were allowed to select 4 in-school PD that were specifically designed to tie into our SIP
3. We have rituals and traditions for students and teachers- Our SGA always plan events for students for Homecoming week and other times during the year. They are filled with fun activities that everyone on campus looks forward to. We also celebrate Teachers, Paraprofessionals, Administrators, Bus Drivers etc. All of these activities strengthen our culture and environment.
4. Student Services works hard to maintain consistent discipline policies, celebrating good behavior. School norms are always stressed and behaviors modeled by teachers, support staff and administration. We also have a set of consistent school norms, like to 10/10 rule. Students know they can't leave class 10 minutes after or before bell rings for each class.
5. Fostering strong teacher/student relationships (SEL strategies)
6. Common planning - common planning for EOC tested courses
7. Continued support for PLCs and data chats
8. Students are held to high academic expectations with access to academic supports
9. The school's policies and facilities helps students and teachers feel emotionally and physically safe
10. Staff members are held to high professional standards and model the behaviors they want to see in students

**Identify the stakeholders and their role in promoting a positive culture and environment at the school.**

We have always placed an emphasis on rules and traditions at NSBHS. Cuda's Unhooked, founded in 2009, is a

non-profit that provides necessary support to at-risk and homeless students dedicated to becoming educated, independent, contributors of society. Founded by an alumni, this is a prime example of community stakeholders impacting the culture of our school.

The Legacy Walk is a favorite tradition held at the end of the year for Seniors. The band escorts seniors for their last walk through the school's hallways as the underclassmen and teachers cheer them on.

Each year, our Counseling department hosts a Senior Bootcamp event that invites community business partners and retired NSBHS retired teachers back to assist students with college applications. We have even had a School Board member attend the event. It's a wonderful event that allows our community stakeholders an opportunity to impact not just our school

culture, but possibly a student's entry into the college of their choice.

Open House is held each year and is another way our community stakeholders can visit our school and interact with parents and students.

Our SAC is a diverse group of parents, students, and community stakeholders. Monthly meetings allow for an exchange of ideas and discussion related to SIP goals and various ways we can achieve them.

Our Counseling department and our teachers work to develop strong positive relationships, which encourages social and emotional learning for our students. Discipline data is monitored routinely and SEL strategies are always reinforced with teachers.

Our Medical Academy works with local Fire Departments and Advent Health to provide our students with valuable on the job experiences to enhance the learning process.

Our principal used the stocktake process to drive meaningful discussion within leadership groups. This has been particularly helpful for the SIP Leadership Team. We were able to easily identify our areas of focus and our goals. We then had great discussions on what we imagined teaching would look like to achieve those goals, what tools would the teacher need, what professional development would they need and how we would ensure that the teacher was using effective data on a regular basis.

In an effort to foster a positive culture and climate among teachers and staff, Mr. Merrick, our principal, set the tone with a phrase he calls "Courageous Patience." He emphasizes and encourages teachers to follow the behaviors found in high trust leaders. Character (demonstrate respect, create transparency), Competence (deliver results, be accountable), Character and Competence (listen first, keep commitments) He tries to exemplify these behaviors and encourages teachers to do the same. Students need to see examples of the behaviors needed to maintain a positive culture and environment at NSBHS.

Our SGA is made up of a diverse group of students who do a lot to promote a positive environment at our school. From dances to parades for our student body, to appreciation gifts to faculty and staff, our SGA serve as a positive role model for all students on campus.

NSB has a variety of clubs for students to choose from. Each add to the wonderful environment and culture that can be found here.

We have a strong relationship with our Business Partners. Each year, hundreds of thousands of dollars in scholarships are awarded to to our graduating seniors, thanks to their generous contributions. In addition, The Anglers Yacht Club provides the NSBHS Teacher of the Year with a $1000 award. The generosity of our community only enhances the positive culture and environment here.

Our teachers also play a crucial role in making sure we have a positive culture and environment. They are constantly engaged in professional development opportunities that will enhance their instructional practice and promote learning in their classrooms.

Many faculty members are involved in opportunities to build relationships with their students. This includes "Adopt a Cuda", where teachers adopt an athlete to mentor. Teachers also participated in the "Cuda Connector" program where they adopted a high risk student mid- year. Both programs helped to build positive relationships and provided a safe and supportive learning environment.

**Part V: Budget**

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| --- | --- | --- | --- |
| **1** | **III.A.** | **Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups** | **$0.00** |
| **2** | **III.A.** | **Areas of Focus: Instructional Practice: Professional Learning** | **$0.00** |
| **Total:** | **$0.00** |