

SIP ASSURANCES

New Smyrna Beach High School

I do hereby certify that all facts, figures, and representations in this school improvement plan are true, accurate, and consistent with all applicable statutes, regulations, and procedures required by state and federal agencies. Additionally, I do hereby certify the school will implement with fidelity the actions outlined in Section IV.

Beverly Kish

School Advisory Council Chair Printed Name

Beverly A. Kish

School Advisory Council Chair Signature

Dr. Carol A. Kelley

Principal Printed Name

Carol A. Kelley

Principal Signature

Dr. Mary Patt Kennedy

Area Superintendent Printed Name

Dr. Mary Patt Kennedy

Area Superintendent Signature

**STRATEGIC PLAN
FOR
SCHOOL IMPROVEMENT**

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REPORT OF THE 2008-2009 SCHOOL IMPROVEMENT PLAN

School Advisory Council Meeting Schedule

DATE OF SAC MEETING	LOCATION OF SAC MEETING	TIME OF SAC MEETING
September 08	Media Center	6:00 p.m.
October 13	Media Center	6:00 p.m.
November 03	Media Center	6:00 p.m.
December 08	Media Center	6:00 p.m.
January 12	Auditorium	6:00 p.m.
February 9	Media Center	6:00 p.m.
March 9	Media Center	6:00 p.m.
April 20	Media Center	6:00 p.m.
May 11	Media Center	6:00 p.m.
June 8	Media Center	6:00 p.m.

Goal Status Report

2008-2009 School Improvement Plan

Goal 1: Academic Goal: Continue to raise the academic achievement of students at New Smyrna Beach High School

met partially met carried forward amended/deleted other

*Adequate progress for this objective has been achieved: Yes No

*Comments:

All objectives were met or partially met. New Smyrna Beach High School received a school grade of "B". Academic achievement continued to demonstrate increases in Reading and Writing scores increased from 79% meeting high standards to 82%. The percent of students meeting high standards in FCAT Math remained the same as last year at 73% and Science scores fell by 1%. Students with disabilities scoring a 3 or higher on FCAT Reading fell 2% from last year and FCAT Math fell 1%. ACT scores were above district mean scores, and were above state mean scores with the exception of Math scores falling 0.1 below the state mean scores. SAT Critical Reading and Writing mean scores were a few points below the district mean score. The percent of students passing Advanced Placement exams with a 3 or higher increased from 44.65% in May 2008 to 58.56% in May 2009.

Goal 2: Continue Smaller Learning Communities [SLC] development and organization redefining academies and specific pathways within the SLC

met partially met carried forward amended/deleted other

*Adequate progress for this objective has been achieved: Yes No

*

Comments: All objectives were met or partially met. Small Learning Communities [SLC] continued to be implemented. Teachers met twice per month to develop effective strategies. Disaggregated data by SLC is not currently available to determine a specific SLC Grade Point Average [GPA], although the cumulative GPA for the school met the goal. All SLCs increased participation of students and business professionals on SLC Advisory Boards. All groups met at least once.

Goal 3: Continue to create a Climate of High Expectations, Affirmation, and Respect.

met partially met carried forward amended/deleted other

*Adequate progress for this objective has been achieved: Yes No

*

Comments: Two of the three objectives were met or partially met. Student Leadership Cadre representing all clubs, athletics, and SLCs met a minimum of 4 times per year to address student concerns and issues of school climate. Some of the ideas and suggestions were included in the 2009-2010 School Improvement Plan. The portfolio application for the 5 STAR award for parent and community involvement was successfully submitted for the first time in several years. Objective 3.03, a reduction in referrals was not met. This will be an area of focus during the 2009-2010 school year.

In Volusia County Schools, adequate progress for the overall school improvement plan is determined by the area superintendent, in conjunction with the principal, within the context of state accountability, and district and school goals.

New Smyrna Beach High School **has made adequate progress toward meeting the objectives within its 2008-2009 school** Yes No **improvement plan.**

School Improvement Funds

FY: 2008 - 2009

Carryover from 2007-2008: \$ 5,460.80
 2007-2008 Allocation: \$ 9,707.00
 2007-2008 Recalculation: \$ 9,707.00

School: New Smyrna Beach High School

Total Allocation: \$15076.80

D ATE OF REQUEST	DESCRIPTION OF REQUEST	CORRELATION TO SIP OBJECTIVE NUMBER	REQUESTED BY	AMOUNT REQUESTED	AMOUNT FUNDED	REMAINING BALANCE
10/13/08	Buses for Senior Boards	1	AP Curriculum	2,000.00	2,688.58	
10/13/08	Substitutes/Stipends for Teacher Training	1	Principal	2,000.00	1,256.15	
10/13/08	Dues and Fees- HSSSE [High School Survey of Engagement]	3	Department Chairs	3,500.00	0	
10/13/08	“Be There” Program Materials	3	Principal	500.00	0	
10/13/08	Postage	3	Principal	2,000.00	2,000.00	
10/13/08	Unallocated	1	Principal	507.00	0	
					5,944.73	9,132.07

ENDING BALANCE:

THE 2009-2010 SCHOOL IMPROVEMENT PLAN

Part I. School Profile

A. School/Community Characteristics

Through High School redesign the school has demonstrated continuous growth and positive progress. The state awarded New Smyrna Beach High School a grade of 'B' for 2008-2009. New Smyrna Beach High School is a comprehensive high school serving a diverse population of approximately 2,000 students in grades nine through twelve. New Smyrna Beach High School draws students from the communities of New Smyrna Beach, Edgewater, Oak Hill, Samsula, and unincorporated areas of the south beach and outlying rural areas.

New Smyrna Beach High School opened a new facility for the 2006-07 school year. With a state-of-the-art facility, equipment, and technology, the faculty and staff are extremely proud of the excellent educational opportunities available to the students in Southeast Volusia. The school has been recognized for its outstanding programs and student achievements by receiving the 1998 Florida School Recognition Award and the 2000 National Blue Ribbon School of Excellence. New Smyrna Beach High School has also been selected in 2005 as one of the "25 Most Promising High Schools in Florida," as a recipient of the 2003-2005 National Smaller Learning Communities Award, as a member in the National Successful Practices Network, and as a participant in the 2006-07 K-12 Conference and Innovation Fair. In addition, the school was selected by William Daggett as a Model School. In 2008 New Smyrna Beach High School was awarded a \$50,000 grant from State Farm in conjunction with the Ford Foundation to build a Habitat for Humanity home. New Smyrna Beach High School students continue to demonstrate excellence in a wide variety of arenas from local to state to national competitions. A Dell Scholar, Student and Teacher artists, state awards for FFA and HOSA, State Weightlifting Champion, Volusia County Weightlifting Coach of the Year, Volusia County Teacher of the Year, Bright Futures Beginning Teacher of the Year, and the Volusia County Reading Teacher of the Year all call New Smyrna Beach High School home.

New Smyrna Beach High School has developed a high level of commitment to *increase the level of academic achievement of every student and closing the achievement gap in math, reading and science*. The first objective was to *restructure New Smyrna Beach High School into wall-to-wall 9-12 career focused smaller learning communities*. Five years ago the school was reorganized into 5 Smaller Learning Communities (SLC), each one defined by a career focus. Teacher teams have been formed to teach and work with students in each of the SLCs. The five SLCs are: Biotechnology, Digital Communications & Marketing, Engineering & Design, Medical Academy, and Public Services. The Public Service SLC has two additional strands: The Teaching and Coaching Academy and The School of Performing and Fine Arts. Studies have shown that career pathways and academies paired with rigorous and relevant instruction in all courses hold the best promise for closing the achievement gap. All Volusia County high schools are on a traditional 7-period school day. At NSBHS, a 30-minute Academic Intervention time during homeroom continues to be a part of the schedule twice weekly with a Sprit Day on Fridays. To further establish the opportunity to personalize education and create a respectful, affirming climate, this school year began with a one day suspended curriculum. The theme was "Fish Fever: Being a part of the CUDA Reef". Teachers had the opportunity to become better acquainted with their new students, while at the same time providing information about school processes, services and personnel to our students.

New Smyrna Beach High School prides itself on its high commitment in all areas. We are proud of the variety and caliber of programs we are able to offer at NSBHS. This tradition of excellence would not be possible without the commitment of our award winning faculty, the efforts of our students and the support of our parents and community.

B. School Advisory Membership Letter

SCHOOL ADVISORY COUNCIL MEMBERSHIP

The following elected or appointed individuals serve on the 2009-2010 School Advisory Council (SAC) at *New Smyrna Beach High School*. The people on this list represent the diverse ethnic, racial, and economic community served by this school. At least fifty-one percent (51%) of the SAC are parents and community members **not employed by the District of Volusia County**. At least one member represents support personnel who are employed at this school site. Students are members where appropriate.

ELECTED MEMBERS

Names	Representative Group	Length of Term
Beck, Irene	Teacher	1
Bogan, Mary	Community	2
Campbell, Sarah	Community	2
Clark, Jessie	Community / VCS employee	2
Curry, Tina	Teacher	2
Danskine, Steven DAC	Parent	2
Devine, Loretta	Teacher	2
Garrison, Lisha **	Support Staff / VCS employee	2
Gellermann, Chris	Teacher	2
Heifner, Jeanne	Teacher	2
Hughes, Gabriele	Teacher	2
Ingram, Kimberly	Parent	1
Kendrick, Sydney	Student	1
Kish, Beverly*	Community	1
Lemmons, Joe	Community	2
Lufi, Imran	Student	1
McDuffie, Deanna	Community / VCS employee	1
Owens, Tammy	Parent	1
Peterson, Mary M	Teacher	2
Phillips, Suzanne	Parent	2
SGA President	Student	1
Sloan, Susan	Parent	2
Tager, Kathleen	Parent / VCS employee	2
Vincent, Alicia	Parent	2
Westberry, Jan	Community/Business Partner	2

APPOINTED MEMBERS

Names	Representative Group	Length of Term
Kelley, Carol	Administration / VCS employee	1
Shores, Kim	Parent	1

* SAC Chairperson

** Support Staff Representative

C. School-based Leadership Team Members

(This team is responsible for the day to day implementation.)

NAME	TITLE/POSITION
Dr. Carol A. Kelley	Principal
Teresa Marcks	Curriculum Assistant Principal
Dr. Todd Sparger	Data Assistant Principal
Mary Barringer	ESE Assistant Principal
Linda Meehl	Language Arts Department Chair
Jose Rivera	Guidance Director
Isabel McLaughlin	Science Department Chair
Elizabeth Bosse	Math Department Chair
Samantha Murray	Digital Media SLC Chair
Diane Reeves	Reading Department Chair
Debbie Samuels	Reading Coach
Jeanne Heifner	Medical SLC Chair

D. Statement of Compliance

SCHOOL ADVISORY COUNCIL

	YES	NO
At least 51% of the SAC are parent / community members not employed by the District of Volusia County.	X	
The SAC is representative of the ethnic diversity of our school community.	X	
The SAC is representative of the racial diversity of our school community.	X	
The SAC is representative of the economic diversity of our school community.	X	
At least one member represents support personnel who are employed at this site.	X	

E. Notice of Public Input

DATE	TIME
AUGUST 24	6:00 P.M.
SEPTEMBER 4 – 10	7:00 A.M. – 3:30 P.M.
SEPTEMBER 8	4:00 P.M. – 6:00 P.M.

F. Stakeholder' Involvement

Option 1: Climate Survey Completed. See Appendixes for Climate Survey Results

Option 2: Climate Survey NOT Completed. Documentation of stakeholders' involvement listed below.

- ◆ 4 Student Leadership meetings
- ◆ 5 STAR notebook – initial application
- ◆ Additional SAC meeting – June 9, 2009

Part II. Mission Statement and Belief Statements

Vision Statement of Volusia County Schools

Through the individual commitment of all, our students will graduate with the knowledge, skills, and values necessary to be successful contributors to our democratic society.

(Approved 4/14/92)

School Mission

New Smyrna Beach High School

Mission

Working together with parents, school personnel and community members, New Smyrna Beach High School students will graduate with the knowledge, skills, and values to be successful contributors to society.
(Adopted 4/24/02)

School Belief Statements

Beliefs

- ◆ All students can learn; therefore, student learning is the chief priority.
- ◆ Students should produce quality work at all levels of learning.
- ◆ Students, parents, teachers, administrators, and the community share the responsibility for encouraging students to become confident, self-directed, life-long learners.
- ◆ All students are unique and valued individuals who should be provided with a variety of instructional approaches that actively engage them in the learning process.
- ◆ Varied student assessments should be used to demonstrate achievement of desired learning expectations.
- ◆ A safe, caring, and physically comfortable environment is necessary for the learning and well being of all individuals.

Motto

CUDA PRIDE: Nothing Less Than Your Personal Best!

Part III. Student Achievement

Achievement Growth Analysis: High School Model

Volusia County Schools
Consistent with District Strategic Plan Goals

School: New Smyrna Beach High School

Growth Area Ratio: # 11 Yes Growth Areas / # 27 Possible Growth Areas= .407

MEASURE 1: SCHOOL GRADE PERFORMANCE FACTORS*

	School Grade	% High Stand Writing	% High Stand Reading	% High Stand Math	% High Stand Science	% L Gains Read	% L Gains Math	% LQ Read	% LQ Math
2009	B (504)	85	50	73	50	51	75	42	68
2008	A (526)	79	49	73	51	55	81	50	78
2007	B (517)	80	48	70	49	59	76	56	69
2006	C (370)	81	45	71	NA	52	74	47	N/A
Growth	No	Yes	Yes	No	No	No	No	No	No

****Beginning in 2008 a school with at least 40% of the lowest 25% of its students achieving learning gains will not have its school grade reduced if there is at least a 1% improvement over the previous year.

All Curriculum Groups FCAT Data

MEASURE 2: READING ACHIEVEMENT

*9th Grade	2008	2009	Growth	*10th Grade	2008	2009	Growth
Level One	22	19	Yes	Level One	33	36	No
Level 3 & above	49	51	Yes	Level 3 & above	36	35	No

*Percentages used for report

MEASURE 3: MATHEMATICS ACHIEVEMENT

*9th Grade	2008	2009	Growth	*10th Grade	2008	2009	Growth
Level One	13	9	Yes	Level One	10	14	No
Level 3 & above	61	67	Yes	Level 3 & above	70	64	No

*Percentages used for report

MEASURE 4: WRITING ACHIEVEMENT: 10TH GRADE

	2008	2009	Growth		2008	2009	Growth
3.5 and above	73	78	Yes	Mean Prompt Score	3.8	3.9	Yes
4.0 and above	54	61	Yes				

MEASURE 5: SCIENCE ACHIEVEMENT: 11TH GRADE

	2007	2008	2009	Growth
3 and above	46	49	43	No
Mean Scale Score	312	318	313	No
Physical/Chemical	6/13	8/14	7/13	No
Earth and Space Sciences	7/12	7/12	7/12	No
Life and Environmental	7/12	7/14	8/14	Yes
Scientific Thinking	8/14	8/11	7/12	No

MEASURE 6: RETAKE PERCENT PASSING FOR BONUS POINTS

	2006-07	2007-08	2008-09	Growth
Bonus Points (at least 50 Percent of 11 and 12 graders taking retakes must pass)	10 Bonus Points Received	10 Bonus Points Received	10 Bonus Points Received	Yes

MEASURE 7: GRADUATION AND DROPOUT RATE

Using FLDOE Current Method	2005-06	2006-07	2007-08	2008-09	Growth
Graduation Rate	85.0	86.2	82.3	TBD	TBD
Dropout Rate	0.7	0.9	1.28	TBD	TBD

New Component #1: HS Accountability: Graduation/Drop-Out Rate

Using NGA 4 Year Cohort Method	2007-08	2008-09	Growth
Graduation Rate	164 of 200 Points	TBD	TBD

New Component #4: HS Accountability: Graduation Rate for At-Risk Students

At-Risk Graduation Rate: Subset of Overall Cohort	2007-08	2008-09	Growth
Graduation Rate	72 of 100 Points	TBD	TBD

MEASURE 8: PARTICIPATION AND PERFORMANCE OF ADVANCED STUDENTS

A) AP PARTICIPATION

	05-06	06-07	07-08	08-09	Growth
Total Exams	566	558	318	292	No
Number of Students	287	290	217	204	No
Performance % 3 or Higher		38.17	44.65	58.56	Yes
% Enrolled in AP Courses who took the exam		85	87	TBD	TBD

B) NEW COMPONENT #2A/B HIGH SCHOOL ACCOUNTABILITY

Acceleration	2007-08	2007-08	2008-09	Growth
# 2A Participation	ALL 9-12 graders that took an accelerated exam/course during the academic year/ all 11th-12th graders	84 of 200 Points	TBD	TBD
#2B Performance	# of Successful Completions in accelerated coursework by a student/ All 9th-12th graders that took an accelerated exam/course during the academic year	80 of 100 Points	TBD	TBD

MEASURE 9: POST SECONDARY READINESS FACTORS

A) SAT RESULTS

	2005-06	2006-07	2007-08	2008-09	Growth
Critical Reading	512 @ 48%	513 @ 54%	504 @ 51%	496 @ 41%	No
Mathematics	499 @ 48%	503 @ 54%	487 @ 51%	493 @ 41%	Yes
Writing	486 @ 46%	499 @ 54%	492 @ 51%	473 @ 41%	No

*@% signifies percentage of senior class taking the sat

B) ACT RESULTS

	2005-06	2006-07	2007-08	2008-09	Growth
TOTAL TESTED	123	153	195	197	N/A
English	20.0	20.8	19.1	19.5	Yes
Mathematics	20.4	20.7	19.5	19.6	Yes
Reading	21.6	22.4	20.9	20.7	No
Science	20.7	21.1	19.7	19.6	No
Composite	20.8	21.4	20.0	20.0	No

C) NEW COMPONENT #3: HIGH SCHOOL ACCOUNTABILITY: POSTSECONDARY READINESS

Readiness	2007-08	2008-09	Growth
Performance on Reading	75 of 100	TBD	TBD
Performance on Math	58 of 100	TBD	TBD

MEASURE 10: NEW COMPONENT #5: HIGH SCHOOL ACCOUNTABILITY: GROWTH/DECLINE IN COMPONENTS

Growth or Decline in Components	2007-08	2008-09	Growth
Points Earned	Data Unavailable	TBD	TBD

MEASURE 11: CLOSING THE ACHIEVEMENT GAP: FCAT DEMOGRAPHICS

Grade 9	2006-07	2007-08	2008-09	Growth	2006-07	2007-08	2008-09	Growth
	Reading: 3 and Higher				Math: 3 and Higher			
White	45	52	53	Yes	58	64	68	Yes
African-American	18	3	31	Yes	28	16	44	Yes
Hispanic	25	33	33	No	33	64	67	Yes
Students with Disabilities	13	19	17	No	20	29	28	No
Economically Disadvantaged	33	38	45	Yes	44	50	61	Yes
ELL	*	*	*	*	*	*	*	*

Grade 10	2006-07	2007-08	2008-09	Growth	2006-07	2007-08	2008-09	Growth
	Reading: 3 and Higher				Math: 3 and Higher			
White	41	38	37	No	73	72	67	No
African-American	19	12	3	No	37	50	21	No
Hispanic	*	17	27	Yes	*	50	64	Yes
Students with Disabilities	13	9	4	No	42	38	26	No
Economically Disadvantaged	30	25	26	Yes	61	60	54	No
ELL	*	*	*	*	*	*	*	*

*too few students to report

SCHOOL DEMOGRAPHIC PROFILE

Enrollment: 1815	Minority %: 13.9%	ESE %: 17.4%	ELL %: 0.4%	Gifted %: 2.3%
Economically Disadvantaged %: 34.9%	Stability %: 90.9%	Attendance %: 91.80%	Absent > 20 days: 21.0%	
% Administratively Assigned to Grade 9: NA			Gr. 9 Retention %: 13.8%	Suspension Rate: 21.9%

Number of students enrolled in the grades tested:		2008-2009 School Grade:		Volusia NEW SMYRNA BEACH HIGH SCHOOL 3839	
Read: 1017 Math: 1015		B		NO	
Click here to see Number of students in each group					

Group	Reading		Math		65% scoring at or above grade level in Reading?		68% scoring at or above grade level in Math?		Improved performance in Writing by 1%?		Increased Graduation Rate by 1%?		Percent of Students below grade level in Reading		Safe Harbor Reading		Percent of Students below grade level in Math		Safe Harbor Math		This section shows the improvement for each group used to determine AYP via safe harbor (Part b ¹).					
	Tested 95% of the students?		Tested 95% of the students?		Y/N		Y/N		Y/N		Y/N		Y/N		Y/N		Y/N		Y/N		This section shows the percent of students "on track" to be proficient used to determine AYP via the growth model.					
	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	2008	2009	% of students on track to be proficient in reading	% of students on track to be proficient in math	Growth model reading	Growth model math	
TOTAL ¹	98	98	Y	Y	44	N	66	N	88	89	Y	81	76	N	57	56	N	34	34	N	44	44	N	68	N	
WHITE	97	97	Y	Y	46	N	68	Y	89	89	N	83	78	N	55	54	N	31	32	NA	46	46	N	70	NA	
BLACK	99	99	Y	Y	NA	NA	NA	NA	83	87	Y	56	60	Y			NA									
HISPANIC			NA	NA	NA	NA	NA	NA			NA			NA			NA									
ASIAN			NA	NA	NA	NA	NA	NA			NA			NA			NA									
AMERICAN INDIAN			NA	NA	NA	NA	NA	NA			NA			NA			NA									
ECONOMICALLY DISADVANTAGED	97	97	Y	Y	37	N	58	N	86	87	Y	65	59	N	66	63	N	44	42	N	38	38	N	62	N	
ENGLISH LANGUAGE LEARNERS			NA	NA	NA	NA	NA	NA			NA			NA			NA									
STUDENTS WITH DISABILITIES	97	97	Y	Y	16	N	32	N	61	70	Y	28	41	Y	81	84	N	62	68	N	17	17	N	33	N	

KEY: Economically Disadvantaged - Eligible for free or reduced price lunch
ELL - English Language Learners
SWD - Students with Disabilities

¹ Under Florida's AYP plan, schools with a grade of D or F cannot be designated as making AYP.

² The "part" designations used in this table correspond to the three main paragraphs in the Federal regulations for Adequate Yearly Progress (AYP) under the No Child Left Behind Act of 2002. The regulations, effective January 2, 2004, were published in the Federal Register, Vol. 67, No. 231, on December 2, 2003. Sections 200.13-200.21 describe the indicators to be collected and how to determine AYP.

³ The school-wide data for writing and graduation rate are used in Part a. Any group not meeting the reading or mathematics targets under Part a is reviewed in Part b-Safe Harbor. When the writing percent proficient is >90 or the graduation rate is >85, increases are not required.

⁴ If the total number of students in a school is greater than ten, adequate yearly progress for the school will be determined; however, a minimum of 30 students and represents more than 15% of the school's tested population or 100 students is required for each group within a school.

Note: All percentages are rounded to the nearest whole number. The Y and N designations indicate if there was a 1% increase.

Note: In order to maintain the anonymity and privacy of students, proficiency data is not displayed for values <=5% and >=95%

Percent Tested and Proficiency Levels (Part a and c²): A school or school district makes AYP if 95% of each group is tested, if each group meets the proficiency targets in reading and mathematics, and if the school-wide writing percent proficient and graduation rate increases.

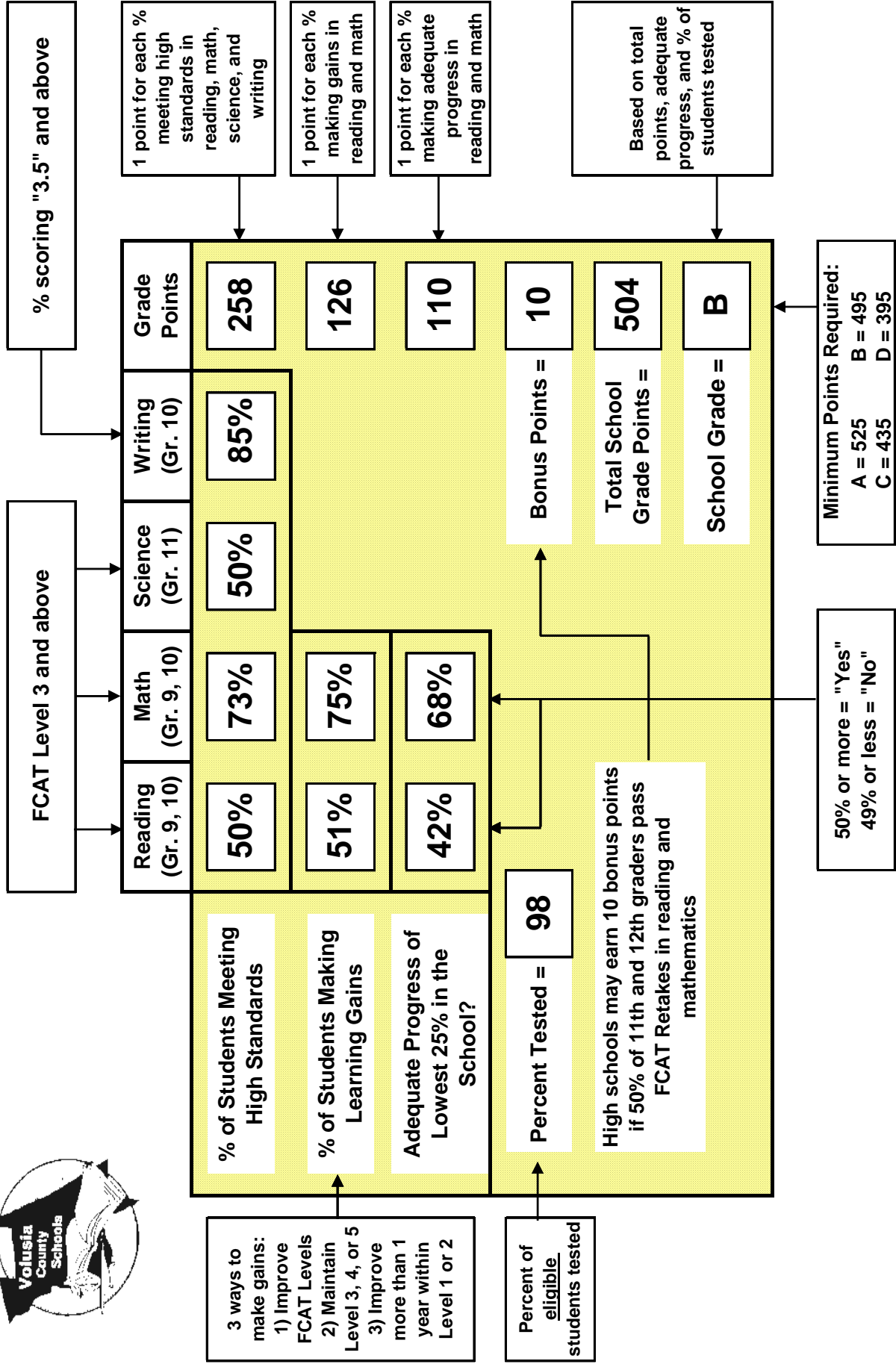
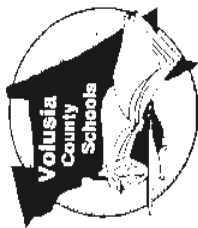
Safe Harbor (Part b³): If any group in Part a does not meet the proficiency target, the percentage of students in that group who are below the proficiency target in reading or mathematics should be reduced by at least 10%. Any subgroup is eligible for Safe Harbor as long as the school meets participation criteria for all subgroups and the subgroup meets the participation, writing, and graduation requirement.

Growth Model: If any group does not meet the proficiency and safe harbor requirements, the percentage of students in that group who are on track to be proficient within three years should be 65% for reading and 68% for math. Any subgroup is eligible for the Growth Model as long as the school meets participation criteria for all subgroups and the subgroup meets the participation, writing, and graduation requirement.

Data provided by the Florida Department of Education, June 2009. Subject to review and verification by local school district staff.

2008-2009 School Accountability Report:

New Smyrna Beach High School



Part IV. Action Plan

GOAL 1: ACADEMIC GOAL: CONTINUE TO RAISE THE ACADEMIC ACHIEVEMENT OF STUDENTS AT NEW SMYRNA BEACH HIGH SCHOOL

OBJECTIVE 1 On the 2010 FCAT all New Smyrna Beach High School 9th and 10th grade students will meet state AYP goals of 72% in Reading and 74% in Math performing at high levels.

NEW CONTINUING

Check all the components addressed in this objective

Check	Redesign Component Addressed:
<input checked="" type="checkbox"/>	• High Expectations with Rigor and Relevance
<input checked="" type="checkbox"/>	• Grade-Level Transition
<input checked="" type="checkbox"/>	• Sustained and Supported Staff Development
<input checked="" type="checkbox"/>	• Supported Student / Teacher Relationships

Check	State Statutory Requirements
<input checked="" type="checkbox"/>	• Dropout Prevention 1003.53.8(b)
<input checked="" type="checkbox"/>	• Public Postsecondary Education Readiness 1008.37(4)

CORRELATION TO THE DISTRICT STRATEGIC PLAN

District Strategic Plan Area(s) of Focus:

Academic Excellence Access & Equity
 Involved Family & Community Safe & Orderly Environment

High Performing Instructional Staff
 Effective Operations

District Strategic Plan Goal Number(s): 1, 2, 3, 4, 5, 6

STRATEGIES /ACTIVITIES	STAFF DEVELOPMENT COMPONENT	IMPLEMENTATION PLAN	PERSON(S) RESPONSIBLE	RESOURCE ALLOCATION	BY WHEN? (SPECIFIC DATES)
Freshmen Plus	<ul style="list-style-type: none"> School based PLC training Literacy strategies in the content area workshops District workshops and 	<ul style="list-style-type: none"> Continue Freshmen Plus PLC to include 2 core teachers, 4 guidance counselors, 4 ESE teachers Replace World History for identified 9th grade students with a Career Research/Critical Thinking class 	Principal Data AP Curriculum AP Teachers Guidance Counselors Reading Coach	<ul style="list-style-type: none"> Teacher plan time Class time Writing Prompts Student Samples Substitute funds 	July 2009

		trainings	<ul style="list-style-type: none"> Schedule students by SLC into Career Research class Weekly after school PLC training and meetings to discuss student grades, progress and needs in core classes Quarterly staff development and data analysis training /evaluation 	<ul style="list-style-type: none"> Schedule students by SLC into Career Research class Weekly after school PLC training and meetings to discuss student grades, progress and needs in core classes Quarterly staff development and data analysis training /evaluation 	June 2010	
Sophomore Success	<ul style="list-style-type: none"> Literacy strategies and vocabulary development in the content area workshops District workshops and trainings 	<ul style="list-style-type: none"> Implement Sophomore Success [SSP] PLC to include 1 core teacher, 1 guidance counselor, 3 ESE teachers and 3 Academic Intervention [AI/HR]teachers Schedule former Freshmen Plus [FP] students into Academic Intervention/Homeroom [AI/HR] with a FP teacher from last year Reading strategies, intervention and support implementation during AI/HR Weekly progress reports Weekly after school PLC training and meetings to discuss student grades, progress and needs in core classes Bi-Quarterly meetings with teacher to track / encourage behavioral and academic progress Quarterly staff development and data analysis training /evaluation Acceleration strategies for credit retrieval include Twice weekly, students whose baseline data indicated need for remediation in Reading or Math strands will receive academic intervention with a core teacher Intervention grouping will be reevaluated after each progress monitoring 	<ul style="list-style-type: none"> District funds Time Master Schedule Substitute funds Instructional materials 	Principal Curriculum AP Reading Coach Identified Teachers Data AP Guidance Counselor	August 2009 June 2010	
Academic Intervention/Homeroom				<ul style="list-style-type: none"> Time Master Schedule Substitute funds Instructional materials 	Principal Curriculum AP Data AP Department Chairs Identified Teachers	October 2009 January 2010 March 2010

<p>Professional Learning Communities – Initial and Advanced</p>	<ul style="list-style-type: none"> • School based PLC training • FCAT lessons learned • Vocabulary reading strategies • Writing strategies • Standards based grading / 15 grade book fixes • Volusia Proficiency Model training 	<p>ADVANCED:</p> <ul style="list-style-type: none"> • Continue the science PLC meeting weekly after school • Utilize a science symposium for 11th grade students not currently enrolled in a science class • Continue to develop and implement formative / summative assessments to monitor student progress • Continue to develop and implement Volusia Proficiency Model [VPM] standards based grading • Utilize a practice science FCAT test for 11th grade students • Incorporate 4 labs per quarter in all science courses • Continue Winter/Spring/Summer Schools for credit acceleration in biology, implement for Physical Science both built from standards based grading <p>INITIAL:</p> <ul style="list-style-type: none"> • Create a social studies PLC meeting weekly after school • Develop and implement formative / summative assessments to monitor student progress • Implement reading and writing strategies • Create and implement Winter/Spring/Summer Schools for credit acceleration in World History and American History, built from standards based grading model • Develop and implement VPM standards based grading practices 	<p>Science Teachers District Science Specialist Department Chair Principal Curriculum AP</p> <p>Social Studies Teachers District Social Studies Specialist Department Chair Principal Curriculum AP Data AP</p>	<ul style="list-style-type: none"> • Teacher plan time • Substitute funds • Practice tests 	<p>June 2009</p>
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Volusia Proficiency Model	VPM training for staff	Standards based grading • 15 fixes for Broken Grades book study	Principal Curriculum AP Lead Teachers	Funds for books • Time	January 2010
Literacy Committee	LLCCC training	Implementation of school-wide literacy strategy use of LLCCC model across the disciplines • Form Literacy Committee representing every discipline to provide literacy support and activities to all teachers	Principal Curriculum AP Reading Coach Media Specialist Language Arts Department Chair Language Arts Teachers	Time • Post-it notes • Highlighters • Content specific reading material	September 2009

OBJECTIVE 2 Participation in Advanced coursework: Performance on Advanced Placement (AP) exams and enrollment in advanced coursework [Dual Enrollment and AP classes] will increase by 5 - 10% from 2009.

District Strategic Plan Area(s) of Focus:

Academic Excellence
 Involved Family & Community

Access & Equity
 Safe & Orderly Environment

High Performing Instructional Staff
 Effective Operations

District Strategic Plan Goal Number(s): 1, 2, 3, 4, 5, 6

STRATEGIES /ACTIVITIES	STAFF DEVELOPMENT COMPONENT	IMPLEMENTATION PLAN	PERSON(S) RESPONSIBLE	RESOURCE ALLOCATION	BY WHEN? (SPECIFIC DATES)
Increase number of AP course options	College Board training	<ul style="list-style-type: none"> Addition of four courses Open additional AP course for freshmen 	Principal Curriculum AP Identified Teachers	<ul style="list-style-type: none"> Additional textbooks Staffing/Teachers 	August 2009 August 2009
Increase number of students enrolled in AP classes		<ul style="list-style-type: none"> Informational parent/student meeting 	Principal Guidance Director		July 2009 January 2010
Increase percentage of students earning a 3 or high on AP exams	Professional development – reteaching every standard to proficiency	<ul style="list-style-type: none"> Tutorials A Repair Kit for Grading: 15 Fixes For Broken Grading book study for teachers Reteaching and retesting Grading to support learning Utilization of test bank questions from old exams for retest use in 	AP Lead Teacher Principal Curriculum AP		June 2010

Increase number of students enrolled in advanced college level courses (Dual Enrolled)	Dual enrollment opportunities for students for guidance counselors and teachers	classroom	Guidance Director Guidance Counselors PTSA President SAC Chair Curriculum AP	<ul style="list-style-type: none"> Time PTSA 	September 2009 January 2010 May 2010
	<ul style="list-style-type: none"> Informational parent meeting PTSA furnished brochures Presentation at SAC meeting Parent Link 				

OBJECTIVE 3 THE PERCENTAGE OF ESE STUDENTS BELOW THE PROFICIENCY TARGET WILL DECREASE BY 12% IN READING AND MATH.

NEW CONTINUING

Check all the components addressed in this objective

Check	Redesign Component Addressed:
<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> High Expectations with Rigor and Relevance
<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Grade-Level Transition
<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Sustained and Supported Staff Development
<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Supported Student / Teacher Relationships

Check	State Statutory Requirements
<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Dropout Prevention 1003.53.8(b)
<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Public Postsecondary Education Readiness 1008.37(4)

CORRELATION TO THE DISTRICT STRATEGIC PLAN

District Strategic Plan Area(s) of Focus:

Academic Excellence
 Involved Family & Community
 Access & Equity
 Safe & Orderly Environment

High Performing Instructional Staff
 Effective Operations

District Strategic Plan Goal Number(s): 1, 2, 3, 4, 5, 6

STRATEGIES /ACTIVITIES	STAFF DEVELOPMENT COMPONENT	IMPLEMENTATION PLAN	PERSON(S) RESPONSIBLE	RESOURCE ALLOCATION	BY WHEN? (SPECIFIC DATES)
Implement an intensified Academic Support Team for ESE standard diploma students		<ul style="list-style-type: none"> Co-Teachers and Support Facilitation teachers will be trained in reteaching strategies using them with identified students 	Principal Curriculum AP ESE AP		
Training in test taking strategies		<ul style="list-style-type: none"> Workshops provided for students 			

Create a computer reading lab for ESE Special Diploma student use		by ESE district support personnel Workshops provided for teachers by ESE district support personnel		
		<ul style="list-style-type: none"> Identify room, computers and equip with necessary furniture and supplies Achieve 3000 Daily scheduled implementation 	Principal ESE AP Facilities AP Reading Coach ESE Teachers	August 2009
Academic Intervention/Homeroom		<ul style="list-style-type: none"> Twice weekly, students whose baseline data indicated need for remediation in Reading or Math strands will receive academic intervention with an Academic Support Team teacher Intervention grouping will be reevaluated after each progress monitoring 	Principal Curriculum AP Data AP ESE AP Department Chairs Identified Teachers	October 2009 January 2010 March 2010

What needs assessment tools did you use to identify these objectives?

Results on FCAT, SAT, AP Tests
Promotion/retention rates, GPAs, Adequate Yearly Progress Data, Teacher Observations

Evaluation:

Results from 2010 FCAT, Advanced Placement and SAT exams, enrollment comparison data and AYP data will be used to evaluate objectives 1.01 through 1.03 at the end of the 2009-10 school year to determine if the objectives have been achieved

Adequate Progress:

The school has made adequate progress if two of the three objectives have been met or partially met.

“Partially Met” is defined as making positive progress toward the goal of an increase in test scores, but not fully achieving the benchmark.

Objective 1.1

All AYP subgroups will demonstrate a 3% increase in percent of high standard in the FCAT Reading, Math and Science tests, and a 3% increase in percent of students making learning gains in Reading and Math

Objective 1.2

Performance on AP exams and enrollment in advanced coursework [Dual Enrollment and AP classes] will increase between 1 – 3%.

Objective 1.3

The percentage of ESE students scoring below the FCAT proficiency target will decrease by 2 – 5%..

GOAL 2: CONTINUE SMALLER LEARNING COMMUNITITES [SLC] AND THE FURTHER IMPLEMENTATION OF STANDARDS BASED INSTRUCTION.AND ASSESSMENT [PROFICIENCY MODEL].

OBJECTIVE 1 INCREASE THE PROFICIENCY OF STUDENTS ON CTE COURSE STANDARDS AS EVIDENCED BY AN INCREASE ON SCORES OF INDUSTRY STANDARD EXAMS BY 1 – 3%.

NEW CONTINUING

Check all the components addressed in this objective

Check	Redesign Component Addressed:
<input checked="" type="checkbox"/>	• High Expectations with Rigor and Relevance
<input checked="" type="checkbox"/>	• Grade-Level Transition
<input checked="" type="checkbox"/>	• Sustained and Supported Staff Development
<input checked="" type="checkbox"/>	• Supported Student / Teacher Relationships

Check	State Statutory Requirements
<input checked="" type="checkbox"/>	• Dropout Prevention 1003.53.8(b)
<input checked="" type="checkbox"/>	• Public Postsecondary Education Readiness 1008.37(4)

CORRELATION TO THE DISTRICT STRATEGIC PLAN

District Strategic Plan Area(s) of Focus:

Academic Excellence Access & Equity
 Involved Family & Community Safe & Orderly Environment

High Performing Instructional Staff
 Effective Operations

District Strategic Plan Goal Number(s): 1, 2, 4, 5, 12, 19

STRATEGIES /ACTIVITIES	STAFF DEVELOPMENT COMPONENT	IMPLEMENTATION PLAN	PERSON(S) RESPONSIBLE	RESOURCE ALLOCATION	BY WHEN? (SPECIFIC DATES)
Implementation of standards based curriculum and assessment	Summer Training District CTE training	• CTEL coordinate CTE teachers and core teachers	CTE Teachers CTEL	• Curriculum maps and state standards	January 2010 June 2010
Implementation of cross-curricular units	Summer Training	• CTEL provides leadership and facilitation of implementation	CTEL CTE and Core Teachers	• SLC Funds • Planning time	January 2010 June 2010
Monitor implementation of standards based curriculum	District CTE training	• CTEL meets with CTE teachers regularly • Observation of CTE teachers by designated administrator with feedback on implementation	CTEL Principal Assistant Principals	• Substitute Fund	January 2010 June 2010

Monitor preparation for proficiency on CTE standards and development of formative assessments and reteaching	District CTE training Literacy Strategies	progress Assessment File required for every CTE teacher linked to each standard	CTEL Principal Assistant Principals	NA	Quarterly
Increase scores on industry standard exams	District CTE training Literacy strategies	School based monitoring of preparation of students for exam	CTEL Principal Assistant Principals	Substitute Funds Cost of exams	June 2009

OBJECTIVE 2 INCREASE INVOLVEMENT OF THE BUSINESS COMMUNITY WITH SLC DEVELOPMENT, INSTRUCTION AND ACTIVITIES BY 5%.

District Strategic Plan Area(s) of Focus:

Academic Excellence

Access & Equity

High Performing Instructional Staff

Involved Family & Community

Safe & Orderly Environment

Effective Operations

District Strategic Plan Goal Number(s): 1, 2, 4, 5, 12, 19

STRATEGIES /ACTIVITIES	STAFF DEVELOPMENT COMPONENT	IMPLEMENTATION PLAN	PERSON(S) RESPONSIBLE	RESOURCE ALLOCATION	BY WHEN? (SPECIFIC DATES)
Establishment of a CTE advisory board	<ul style="list-style-type: none"> Communication skills staff development Business Partner training 	<ul style="list-style-type: none"> Joint advisory board initial meeting Invite participation on individual boards Board to meet a minimum of 3 time per year 	CTEL CTE Teachers Business Partner coordinator		November 2009 June 2010
Showcase of CTE programs to community		<ul style="list-style-type: none"> Invite identified business community members to school showcasing CTE programs Create brochures showcasing all CTE programs Create informational video of CTE programs Demonstration of CTE programs to incoming freshmen and their families 	CTEL CTE Teachers Business Partner coordinator	Time Funding for brochures Lunch by Culinary Digital Video Recording Discs	January 2010 January 2010 June 2010

Evaluation: Compare this year’s participation to last year’s participation as evidenced by meeting minutes, agendas, sign-in sheets, teacher and student made products.

Adequate Progress:

The school has made adequate progress if both objectives have been met or partially met

“Partially Met” is defined as making positive progress toward the goal, but not fully achieving the benchmark.

- 2.1 Increase proficiency of students on CTE course standards as evidenced by a 1 – 1.5% increase of scores on Industry Standard Exams
- 2.2 Increase involvement of the Business Community with SLC Development, instructions and activities by 1 – 3%.

GOAL 3: CONTINUE TO CREATE A CLIMATE OF HIGH EXPECTATIONS, AFFIRMATION, AND RESPECT

OBJECTIVE 1 The percentage of students receiving referrals to the discipline office during the 2009-2010 school year and the total number of referrals will decrease by 10% [458] or- from 4,583 to 4,125.

NEW CONTINUING

Check all the components addressed in this objective

Check	Redesign Component Addressed:
<input checked="" type="checkbox"/>	• High Expectations with Rigor and Relevance
<input checked="" type="checkbox"/>	• Grade-Level Transition
<input checked="" type="checkbox"/>	• Sustained and Supported Staff Development
<input checked="" type="checkbox"/>	• Supported Student / Teacher Relationships

Check	State Statutory Requirements
<input checked="" type="checkbox"/>	• Dropout Prevention 1003.53.8(b)
<input checked="" type="checkbox"/>	• Public Postsecondary Education Readiness 1008.37(4)

CORRELATION TO THE DISTRICT STRATEGIC PLAN

District Strategic Plan Area(s) of Focus:

- Academic Excellence
- Involved Family & Community
- Access & Equity
- Safe & Orderly Environment
- High Performing Instructional Staff
- Effective Operations

District Strategic Plan Goal Number(s): 4, 5, 6, 11, 14, 15, 19

STRATEGIES /ACTIVITIES	STAFF DEVELOPMENT COMPONENT	IMPLEMENTATION PLAN	PERSON(S) RESPONSIBLE	RESOURCE ALLOCATION	BY WHEN? (SPECIFIC DATES)
Combine PLC and SLC leadership teams to create and implement a program which increases student/teacher knowledge and participation in creating a positive school climate	Fish Fever	<ul style="list-style-type: none"> Implement a 1 day suspended curriculum “Welcome to the Reef” Community building sessions by SLC led by FFA student leaders Campus tour for freshmen by community led by Student Government leaders Global teachers will mentor 1 retained in-grade student 	Principal Curriculum AP Teacher Team FFA Student Leaders SGA Student Leaders	<ul style="list-style-type: none"> Summer Planning Sessions Time SIP funds for resources 	August 2009
Increase support for community mentors	VIPs training	<ul style="list-style-type: none"> Designate a room for mentors to meet with their students Host a kick-off brunch Provide resources to volunteer coordinators for organization and implementation 	Principal Volunteer Coordinators Guidance Director	<ul style="list-style-type: none"> SIP Funds Community members as mentors 	October 2009
Decrease the number of students receiving 6 or more referrals a year	<ul style="list-style-type: none"> Behavior management workshops Social/Personal Skills training in-service 	<ul style="list-style-type: none"> Cuda Current – teaching students behavioral expectations Freshmen Plus social/behavioral skills training Sophomore Success Identified teachers will mentor 1 retained in-grade student 	Principal Student Services APs Guidance Counselors Teachers	<ul style="list-style-type: none"> SIP Funds for staff development 	June 2009
Create a collegial workplace environment where all staff members support each other	Clinical Education	<ul style="list-style-type: none"> Provide an avenue for teachers to work together and share what’s working Provide a “teacher buddy” for each new teacher to the school. Recognize teachers who utilize “best practices” and achieve student results Chillax Team to provide opportunities for teachers to know and support each other 	Principal Assistant Principals Chillax Team Teacher Leadership Cadre	<ul style="list-style-type: none"> Time Funds from Internal Account 	June 2009

OBJECTIVE 2 Students will indicate through a climate survey a 2% increase in positive response as compared to 2 years ago on a formal survey [HSSSE]

District Strategic Plan Area(s) of Focus:

Academic Excellence

Access & Equity

High Performing Instructional Staff

Involved Family & Community

Safe & Orderly Environment

Effective Operations

District Strategic Plan Goal Number(s): 4, 5, 6, 11, 14, 15, 19

STRATEGIES /ACTIVITIES	STAFF DEVELOPMENT COMPONENT	IMPLEMENTATION PLAN	PERSON(S) RESPONSIBLE	RESOURCE ALLOCATION	BY WHEN? (SPECIFIC DATES)
Continue the Student Leadership Cadre to develop a climate of respect and affirmation	Student Motivation	<ul style="list-style-type: none"> Identify student leadership as representatives from each club, sport, and class to a Student Leadership Cadre Identify and train student ambassadors to use at school and community functions Meet at least once quarterly to identify areas and topics of student concerns and strategies to address their concerns Implement incentives for academic achievement Distribute NSBHS class t-shirts to all students Help create and implement Spirit Day activities 	Principal SLC Leaders Teachers SGA Sponsor	<ul style="list-style-type: none"> Meeting time SIP funds for student activities or refreshments Faculty meeting 	August 2009 November 2009 June 2009
Welcome to the Reef activities for incoming freshmen	Transition	<ul style="list-style-type: none"> Community building sessions by SLC led by FFA student leaders Campus tour for freshmen by community led by Student Government leaders 1st Day Suspended Curriculum 	FFA Sponsor FFA Student Leaders SGA Sponsor SGA Student Leaders Curriculum Assistant Principal	<ul style="list-style-type: none"> SIP funds for student activities Planning and training time 	August 2009
Spirit Days		<ul style="list-style-type: none"> Institute Friday Homeroom as Spirit Day Class activities and competitions 	Principal Student Leadership Homeroom Teachers	<ul style="list-style-type: none"> SIP funds for student activities Planning and training 	June 2010

		will initiated and implemented during Spirit Day <ul style="list-style-type: none"> • SGA leaders will monitor and tally results • Student created informational and motivational movies and videos on topics like: bullying, goal setting, test prep, college readiness, etc 	Digital Media Academy teachers and students	time
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What needs assessment tools did you use to identify these objectives?

- Discipline Data
- Student Leadership Team Survey

Evaluation:
Goal 3 and objective 3.1 will be evaluated at the end of the 2009-10 school year to see if they have been achieved

- 3.1 Office discipline referrals will decrease by 5 – 7% [229 – 275]
- 3.2 Survey instruments will indicate a 1% increase in overall satisfactory climate rating

Adequate Progress:
The school has made adequate progress if the goal and objective has been met or partially met. “Partially Met” is defined as: Office discipline referrals will decrease by 5 – 7% [229 – 275] and survey instruments will indicate a 1% increase in overall satisfactory climate rating

Part V. Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

Principal: Provides a common vision for the use of data-based decision making by promoting the Volusia Proficiency Model (VPM). Ensures that teachers are implementing the VCS problem solving/RtI model (i.e., Problem Identification, Analysis of Problem, Intervention Implementation and Response to Intervention) for those students who do not respond effectively to core instruction. For those students who do not respond positively to interventions beyond core, ensure that the school's Problem Solving Team (PST) is accessed as needed. Ensures adequate professional development is scheduled for the faculty. The School Psychologists will be providing the training in order to address consensus issues and build skills and understanding. The Principal supports the school's team in the completion of resource mapping (academic and behavioral) in order to enhance implementation of PS/RtI. The Principal communicates with parents through school newsletters, relevant meetings, and the sharing of the parent link of the VCS Problem Solving Team website (www.volusia.k12.fl.us/pst) in order to address the purpose of PS/RtI in meeting student needs and to address frequently asked parental questions. In addition, parents are provided information about PS/RtI at PST meetings.

RtI LEADERSHIP TEAM: At New Smyrna Beach High School the composition of the RtI team is multi-layered to meet the varying needs of students. The Leadership Team is comprised of the leaders of the various teams. Content Department Chairs (PLC) and SLC leaders meet monthly with Dr. Kelley, the data and curriculum assistant principals to review data trends, staff development needs and plan to meet those needs. Also included are the Reading Coach, Freshmen Plus and Sophomore Success Leaders as well as the ESE Academic Teach chairman. Referrals from this group will go to the Problem Solving Team.

School Psychologist: Assists school in interpreting individual, class-wide, grade-level and school-wide data in order to develop appropriate targeted interventions linked to the academic or emotional/behavioral problem. Ensure that on-going progress monitoring is in place in the area of intervention to determine the student's response to intervention.

School Social Worker: Assists schools in identifying interventions and assists parents with accessing community agencies to support the child's academic, emotional, behavioral and social success.

School Counselors: Assists schools in identifying students at risk for academic, social-emotional, and behavioral concerns. Helps team to identify specific trends in mental health and behavioral concerns among groups of students.

RtI TEAMS

The Leadership team represents the following groups:

- Professional Learning Communities (PLCs) in science, social studies, math, and reading meet weekly to assess student learning; to create formative and summative assessments; determine and implement re-teaching strategies and common standard assessments .
- Small Learning Communities (SLCs) are comprised of Core, ESE and Career Technical Education (CTE) teachers. All students are assigned to a SLC. The teachers within the SLC meet formally a minimum two times per month and informally once per week to discuss and plan for the needs of the students within their SLC.
- Freshmen Plus teams are comprised of core teachers, ESE teachers, guidance counselors, the Reading Coach, and administration. This team is focused on standard diploma, lower quartile FCAT Reading 9th grade students. this team participates in student data collection, integrates core instructional activities/materials into Tier 3 instruction, and collaborates with other core teachers to promote student success in other academic classes. And generate progress on standardized testing such as FCAT.
- Sophomore Success is a follow-up program for those students who had been in Freshmen Plus the prior year to continue support in Reading and Math that meets weekly.
- ESE Academic Support Team will use assessments and individual information to tailor instruction for students in Special Diploma classes, to provide support for ESE regular diploma students based on identified needs
- Literacy Committee to promote critical reading throughout all subject areas particularly in courses traditionally seen as performance based course.
- Problem Solving Team (PST) meets regularly to assist student, parents and teachers to find solutions for academic and behavioral concerns. The PST is comprised of, but not limited to: the school psychologist, school social worker, guidance counselor, teacher, student, parent, behavior specialist, PST lead teacher, Principal, Assistant Principals, Speech / Language teacher, and other specialists as needed

Instructional Coach - Reading: The Reading Coach develops, leads, and evaluates school core content standards/ programs; identifies and analyzes existing literature on scientifically based curriculum/behavior assessment and intervention approaches. The Reading Coach identifies systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assists with whole school screening programs that provide early intervening services for children to be considered “at risk;” assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provides support for assessment and implementation monitoring.

Describe how the school-based RtI Leadership Team functions (e.g. meeting processes and roles/functions).

The Leadership Team will focus meetings around one question: How do we develop and maintain a problem-solving system to bring out the best in our schools, our teachers, and in our students?

SLC and Freshmen Plus teams meet bi-weekly, Department Chairs, SLC leaders and administration meet monthly, and the PLCs meet weekly to engage in the following activities: Review formative assessment data and link to instructional decisions; review progress monitoring, formative and summative data at the grade level and classroom level to identify students who are meeting/exceeding benchmarks, at moderate risk or at high risk for not meeting benchmarks. The school’s RtI Leadership Team functions as a natural extension of the school’s Problem Solving Team (PST). The school’s PST includes RtI as an explicit step of problem solving and addresses individual as well as class, grade-level and school- wide issues. The PST is embedded in the infrastructure of the school. Core members of the PST are the principal, assistant principal, curriculum specialist(s), school psychologist, school counselor, school social worker, and ad hoc teachers. In addition, since parent collaboration is essential for the success of PS/RtI implementation, parent input will be actively sought to enhance student outcomes.

The school’s leadership team will focus PS/RtI meetings around two PLC essential questions:

- 1)“How will we respond when they don’t learn” and
- 2)“How will we respond when they already know it?”

The team meets regularly (determine how frequently) to engage in the following activities:

Review universal screening data and link to instructional decisions; review progress monitoring data at the grade level and the classroom level to identify students who are either meeting/exceeding expectations or those who are risk for not meeting benchmarks.

- 1) For those students who are at risk, tiered level supports are in place to address the deficits and to ensure grade-level proficiency as appropriate.
- 2) For those students who are exceeding expectations, enrichment activities are in place to ensure acceleration of learning.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan.

The RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team provided data on: Tier 1, 2, and 3 targets; academic and social/emotional areas that needed to be addressed; helped set clear expectations for instruction (Rigor, Relevance, Relationship); facilitated the development of a systemic approach to teaching (DuFour Essential Questions: What is it we expect students to learn; How will we know when they have learned it; How will we respond when they don’t learn; and How will we respond when they already know it?) and aligned processes and procedures.

The PS/RtI Leadership Team met with the School Advisory Council (SAC) and principal to help develop the SIP. The team presented tiered data on areas of greatest need/concern within academic, social/emotional and behavioral arenas. Expectations for instruction have been clearly communicated (including Rigor, Relevance, Relationships, curriculum maps, benchmarks for standards, etc.)

RtI Implementation

Describe the data management system used to summarize tiered data.

Baseline data: Florida Assessments for Instruction in Reading (FAIR), Volusia County/State Assessments for Math and Science, District Writing Prompts Scantron, Achievement Series, use of released FCAT Reading data administered in English classes to determine needs across the curriculum groups

Progress Monitoring: FCAT Simulation, Common Formative and Summative Assessments

Midyear: Florida Assessments for Instruction in Reading (FAIR), District Writing Prompts, Scantron

End of year: FAIR, FCAT, Scantron, PMRN

Frequency of Data Days: The various RtI Teams will meet a minimum of twice per quarter.

Describe the plan to train staff on RtI.

- Professional development will be provided to staff through faculty meetings, department meetings and individual teacher and parent consultations in order to scale up understanding of PS/RtI.
- School-wide training will be provided by members of the School Psychological Services Department.
- Department meetings are driven by grade level data in order to enhance teachers' understanding of the effect of quality curriculum, instruction, assessment and intervention on student outcomes.
- Specific training is being offered on intervention design, data collection, development of hypotheses and goal statements by the School Psychological Services Department and will be accessible by either faculty meetings, grade level meetings, school-based leadership meetings, data meetings, or via on-line training
- Training modules for teachers are provided on the PST website (www.volusia.k12.fl.us/pst) for each step of Problem Solving (including RtI).
- Volusia Proficiency Model PS/RtI training is available for district-wide access through Safari Montage (in process)
- School staff has access to webinars on PS/RtI which are linked to the district's PST website.
- Job-embedded learning through academic and behavioral data analysis and progress monitoring will enhance the acquisition of PS/RtI.

Part VI. School Wide Florida's Continuous Improvement Model

Describe the continuous school improvement model at your school. Please describe the following:

PLAN

Data Disaggregation 2008-2009 FCAT Data

What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?

Strengths: Tenth grade students are meeting state standards in writing with 85% scoring 3.5 or higher. The number of 9th grade students scoring level 1 in reading and math has decreased. Eleventh grade students increased the number of strands met in Life and Environmental Science cluster.

Weaknesses: The number of tenth grade reading and math students, including economically disadvantaged students, students with disabilities and students within racial subgroups, scoring level one increased and the number of students scoring level 3 or above decreased. The scores of 9th and 10th grade students with disabilities decreased in reading and math. While continuing to score above state and district averages, science scores are at a three year low. Students within

Instructional Calendar Development

What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?

The Curriculum Maps of Volusia County with the IFCs embedded, were created in July 2009. The Curriculum Maps are reviewed annually by a team of district staff and teachers to determine current Sunshine State Standards. The 2009 FCAT results were utilized to develop the curriculum maps. Teachers will be responsible for determining the instructional focus of whole group lessons, and small group/differentiated instruction.

Benchmarks were selected as indicated by students' strengths and weaknesses, which were measured by progress on class work assignments, assessments, and data results.

The duration of instruction for each Benchmark was determined by the amount of time allotted in the curriculum map to ensure that students are exposed to all Benchmarks prior to FCAT testing. Within the amount of time allotted in the curriculum map, teachers will provide instruction on each Benchmark, allow the students an opportunity to practice, assess the students' knowledge, and then re-teach the Benchmark as indicated by student progress, either in a whole group or small group setting.

Administration will implement a continuous cycle of making classroom visitations, evaluating lesson plans, monitoring teacher assessment data, and conducting meetings with teachers to ensure that the curriculum map is being utilized and implemented effectively. Coaches will also be assigned to teachers who are demonstrating signs of struggling with curriculum map implementation.

Teachers who are struggling with implementing the curriculum map will be provided additional opportunities to attend professional development sessions, have a mentor assigned to them, and participate in the process of observing other teachers who are successful. The department chairperson will provide additional assistance to the teacher. The teacher will participate in Professional Learning Communities, and utilize the support of their colleagues during team meetings.

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?

Reading: Reference/Research was the least proficient strand and will be given priority focus.

Writing: Persuasive writing was the least proficient prompt and will be given priority focus.

Mathematics: The least proficient strand in 9th grade was number sense and the least proficient strand in 10th grade was geometry. Both will be given priority focus as appropriate.

Science: Physical / Chemical was the least proficient strand and will be given priority focus.

What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?

Once FCAT scores were released, the administration determined student learning gains by teacher and adjusted the master schedule to prevent low-performing teachers from teaching the same class again.

An analysis of learning gains allowed the strongest teachers to be paired with the weakest students.

District support provides assistance with evaluation of data, determining Areas of Focus based on FCAT student performance, Adequate Appraisal data, Behavioral Data, and Annual Growth Gains.

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

New Smyrna Beach High School offers students CTE, Fine and Performing Arts and elective courses in art, business, culinary, agriculture, medical, engineering, digital media, sports and fashion marketing, computer game and simulation technology, and career study framed within their SLC or Academy. Many of these courses focus on job skills and offer students internships. NSBHS is organized into career-focused Small Learning Communities (SLC). Specific academies are housed within each SLC. Each academy is required to do interdisciplinary units with core subjects and offer connections in every lesson between their career focus, current skills and the future. In addition, the School of Performing Arts operates in a similar fashion.

Seniors are required to complete a capstone senior project. Students research career opportunities, requirements and job shadow within the field. Guest speakers bring the reality of the business community into the classroom and the teachers incorporate the speakers message into defining the relationship between course work and their future.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Career focused Small Learning Community choice for every student are available. Counseling conferences aid students in making a choice of CTE courses in a chosen career focus area. Parents are involved in numerous meetings to explain options. New Smyrna Beach High School offers students CTE, Fine and Performing Arts and elective courses in art, business, culinary, agriculture, medical, engineering, digital media, sports and fashion marketing, computer game and simulation technology, and career study framed within their SLC or Academy. Many of these courses focus on job skills and offer students internships. Additionally, the Senior Project incorporates academic and career planning into its framework with components: career focused research paper, job shadowing, portfolios, and culminating presentations.

Every year, before Freshmen registration, students and parents participate in a SLC and Academic information Open House that exposes them to next year's curriculum to inform their course selection, as well as the focus of the SLC.

After the SLC and Academic Information Open House, Freshmen students meet one-on-one with a counselor or Department/SLC lead teacher to decide what classes will be taken. Parents are invited to these meetings and final course selection is sent home with the families.

DO

Direct the Instructional Focus

How are lesson plans and instructional delivery aligned across grade levels and subject areas?

Teachers will meet monthly for department meetings and identified teachers will meet weekly during Professional Learning Communities to share best practices and resources. Alignment is created through use of common curriculum and common assessments.

How are instructional focus lessons developed and delivered?

They are related to course standards whose lack of mastery is indicated by deficient scores on state FCAT assessments.

Focus lesson in Reading focusing on comprehension and vocabulary will be integrated into the curriculum of all non-core classes once per week [LLCCC].

Reading, math, English and science teachers will teach the focus lesson embedded within their curriculum map that correlates with their subject area. Elective and social studies teachers also teach identified focus lessons in reading.

How will instructional focus lessons be revised and monitored?

Student mastery on formative and summative assessments based on the focus lessons will determine if the focus lessons need to be revised and/or re-taught. Teachers and administrators will ensure the effectiveness of the focus lessons by analyzing data results from focus lessons as they are re-assessed intermittently throughout the year.

Proficiency of skills and benchmarks should also be evident in skills and Benchmarks that are taught as part of the whole group instruction.

CHECK

Assessment

Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.

Formative and summative assessments based on the focus lessons will be administered as appropriate to the content area. Teacher developed assessments, both formative and summative are tied to measurements of progress and reteaching.

How are assessments used to identify students reaching mastery and those not reaching mastery?

- What will mastery be set at for the assessments? Explain the rationale for this decision. Mastery is set at a score of 70% for each standard to ensure student proficiency of each benchmark. Expectation is that 100% of the standards will be met at a minimum level of 70% mastery. This score concurs with District expectations set in the Proficiency Model.
- How will the assessment results be used to redirect the IFC with the embedded Curriculum Maps and focus lessons? The assessment results will be used to determine the instructional focus of whole group lessons. An Item-Analysis of the assessment will be utilized to re-teach the questions or standards that students missed most frequently.
- How will teachers differentiate their instruction based on assessment results? Student mastery of material at 70% will be determined proficient and offered enrichment opportunities. Those not achieving 70% will be retaught to mastery using classroom and school-wide interventions.

Maintenance

How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?

- How will teachers differentiate their instruction for students who are performing at mastery levels? Students at and above mastery level will receive opportunities to enhance or enrich current skills by participating in project activities, hands-on activities, or other supplemental lessons which will reinforce the skill and maintain the level of mastery/proficiency.

Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.

- When and how often will teachers meet to review assessment data (formative and summative) by content area and grade level? Subject area 9th and 10th grade PLC's will meet every other week. They will evaluate common assessments and identify areas to reteach and share best practices to do so. They will be giving common assessments so they have a common interest even without the same students.

- How will these meetings be facilitated and documented?

The meetings will be led and facilitated by the department chairperson. A teacher will be designated to record notes from the meeting, and the notes will be submitted along with the agenda to the administrative staff. Members of the administrative staff will attend meetings on a rotating basis.

Monitoring

Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.

- How will the Principal and Leadership Team ensure that data analysis of assessment results is being used to differentiate instruction based on students' academic needs? Training on providing answers to the 4 essential questions (DuFour) will be provided by administrators. The documentation that all 4 have been addressed through lesson planning and assessment files will be provided by teachers to their evaluating administrator
- What role will Department Chairpersons and the Leadership Team play with the Curriculum Maps and focus lessons? Focus lessons will be reviewed by Department Chairmen. The Leadership Team will analyze data available and assist in monitoring and modifying processes for accountability purposes.

ACT

Supplemental and Intensive Instruction/Interventions

Identify the core, supplemental, and intensive instruction and interventions.

Lower quartile 9th grade students needing intensive interventions will be scheduled for focused tutoring during the regularly scheduled, bi-weekly, thirty minute, Academic Intervention / Homeroom period during the school day. In addition, the lower quartile, standard diploma 9th grade students will be scheduled into the Freshmen Plus class daily, which provides academic support, reading strategies and coordination of needed remediation with the Content Area teachers. Tenth grade lower quartile students will be scheduled into computer labs during Academic Intervention periods during the school day 2 – 3 times per week for focused instruction. ESE students will follow the same procedures.

The core, supplemental, and intensive instruction and interventions used are all state and district adopted. In addition, we follow the state approved K-12 Reading Plan.

How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas?

- What materials or instructional strategies will be used to re-teach non-mastered target areas? Resources from the state adopted textbooks which are designed for intensive instruction will be utilized. Computerized programs or instructional software, in addition to Internet instructional Web sites such as FCAT Explorer will also be utilized. Teachers will utilize instructional strategies or best practices discussed in Professional Learning Communities to provide different methods of providing instruction to students in non-mastered areas. Winter and Spring schools will be offered in Science to reteach unmastered standards and complete requirements for credit in science classes. Seminar sessions will be provided to 1st grade students not currently enrolled in a science class after District Formative Diagnostic tests and prior to FCAT. Results from the District Formative Diagnostic tests will be used to guide the next focus lesson.

How does the school identify staff's professional development needs to improve their instructional strategies?

A survey of teachers to identify staff development needs was conducted during pre-planning. Along with staff identified needs, new initiatives include training in technology, standards based grading and assessment, small group instruction to accommodate reteaching and enrichment activities required in differentiated instruction.

Which students will be targeted for supplemental and intensive instruction/interventions?

- How will it be determined which students receive supplemental and intensive instruction/interventions?
As a result of progress monitoring (class work assignments and assessment results) and observations by classroom teachers of students who demonstrate academic difficulty will receive supplemental and intensive instruction/interventions.
- Will students not making mastery be offered after-school assistance (e.g. Supplemental Educational Services (SES)) or be assisted during the regular schedule?
Students not making mastery will receive in-school tutorials as well as offered limited after-school tutorials.

How will the effectiveness of the interventions be measured throughout the year?

- How will it be determined if the interventions applied to students not making mastery are successful?
The results of the assessments of mastery required on each standard will be utilized.

Enrichment

Describe alternative instructional delivery methods to support acceleration and enrichment activities.

- What courses or instructional programs are offered to students who exceed mastery levels?
Students who typically exceed mastery levels participate in the school's Honors, Advanced Placement and Dual Enrollment programs. Students also enroll in elective classes that include art or foreign language.

Describe how students are identified for enrichment strategies.

- What assessments are used to determine which students are placed in higher level courses and academic programs?
Teacher recommendation, previous test scores and student interest in taking the course are all considerations.
- Do students and parents have input in this process?
Parent meetings are held to inform parents of higher level course opportunities, offerings and are informed of the expectations for the student in the higher level course, as well as their continued parental involvement.

Part VII. Implementation Monitoring

ONGOING MONITORING PLAN

Goal #	Instrument / Method	Procedure	Schedule
1	Observation of reading strategies	Administrators will observe daily in classrooms.	Daily
1	Sample FCAT/SAT/Curriculum Based writing prompts, AP Free Response and LLCCC	Teachers will maintain an assessment file of writing prompts and preparation materials with student samples.	District Calendar
1	Classroom Observations	Administrators will review lesson plans and observe during informal and formal observations.	Quarterly
	Evidence of Use of Instructional Focus Calendars with embedded Curriculum Maps	Observations in classrooms by administrator, Department Chair	Weekly
	CTE Connection Projects	Observations in classrooms by administrator and CTEL	Weekly
1	FCAT Analysis	Principal will meet with teachers and share last year's FCAT results.	October 2009
	AP Potential List	Counselors will work with the AP Potential List to encourage more students to enroll in AP courses.	February-March 2010
1	Language! Assessments for ESE	ESE teachers will review all student assessments on an ongoing basis.	Weekly
1	Common Assessment from PLCs	The Leadership Team and PLC leaders will coordinate the development of common assessments.	Ongoing 2009- 2010
1	Monitor academic achievement of lowest quartile and subpopulations.	Freshmen Plus teachers, Sophomore Success teachers, Academic Support Team, SLCs and counselors will monitor their students and meet with them and their parents as needed.	Bi-monthly
1	4-Year Educational Plans	Counselors will have one completed for each student meeting SUS admission requirements.	Jan. 2010
2	Master schedule of 09-10 SLCs	Data and curriculum assistant principal will schedule teachers and students in SLCs.	Aug. 2009
2	SLC Advisory Boards/Minutes	Principal and CTEL will have a list of the Joint Advisory board members for the SLC's and meeting agenda and minutes	Ongoing 09-10
3	Agenda and minutes of Student Leadership Cadre team	Principal will maintain copies of minutes of Student Leadership Team	On-going 2009-10
3	Names of Student Ambassadors	Principal will maintain list of student ambassadors.	November 2009

GOAL #	INSTRUMENT / METHOD	PROCEDURE	SCHEDULE
3	Results of Student and Parent Open House Survey	Results will be shared with SAC, administrators, teachers and Student Leadership Team	September 2009 March 2010
3	Sharing Best Practices	Faculty Meeting, PLC, Freshmen Plus, Sophomore Success and SLC Agendas	Ongoing 2009-10
3	Cross Pointe Quarterly Reports	Student Services Assistant Principal will review the referral data quarterly with other administrators and school leadership team	Ongoing 2009-10

PART VIII. “Be There” Parent Involvement Plan

This Action Plan serves as the School-based Parent Involvement Policy/Plan and through annual review complies with
SCHOOL BOARD POLICY 811 & NCLB SECTION 1118

OBJECTIVE 1: All members of the “Learning Community” will participate in the educational process.

NON-TITLE I SCHOOL X TITLE I SCHOOL
(Select Appropriate Strategies) (Address ALL Strategies)

STRATEGIES / ACTIVITIES	IMPLEMENTATION PLAN EXAMPLES	PERSON(S) RESPONSIBLE	RESOURCE ALLOCATION	BY WHEN?
1. Include parents in the development and implementation of the school’s Strategic Plan.	School Advisory Council Open House Public Input	Principal SAC Chair Curriculum AP	Time	Monthly 2009-2010
2. Convene an annual meeting, at a convenient time, to which all parents shall be invited and encouraged to attend to inform parents of the right of parents to be involved.	Open House SAC Meetings PTSA Meetings 8 th Grade Open House Financial Aid Nights Student Registration Evening Recognition Nights Parenting Workshops**_new 2010	Principal Data AP Curriculum AP Guidance-Director SAC Chair PLUS Caseworker	Time SIP Funds Internal Funds	Quarterly 2009-2010
3. Offer a flexible number of meetings, such as meetings in the morning or evening, and provide as needed, a means to remove barriers for attendance.	Open House SAC Meetings PTSA Meetings 8 th Grade Open House 12 th Grade Registration/Graduation Parent Conferences Financial Aid Nights Student Registration Evening Recognition Daytime and Evening Parenting Workshops**_new 2010	Principal Data AP Curriculum AP Guidance-Director Guidance Counselors SAC Chair PLUS Caseworker	Time SIP Funds Internal Funds	Quarterly 2009-2010
Provide parents of participating children: <ul style="list-style-type: none"> • Timely information about Programs • A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels the students are expected to meet. 	School Strategic Plan Program of Studies Student Progression Plan Cuda Chronicle Newsletter Cuda Current Parent Input at SAC	Principal Data AP Curriculum AP Guidance SAC Chairs Activities Director	Time Postage SIP Funds	Monthly 2009-2010

<ul style="list-style-type: none"> • If requested by parents, opportunities for regular meeting to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to such suggestions as soon as practicably possible. 	<p>Articles in local newspapers and on Web site Team and SLC presentation Curriculum Meetings inviting parents and communities to participate</p>	<p>Open House Parent Survey</p>	<p>Principal Curriculum AP</p>	<p>September 2009</p>
<p>Submit any parent comments on the Strategic Plan (School Wide Plan) when the school makes the plan available to the District.</p>				