Sebastian River High School

2015-16 School Improvement Plan

Sebastian River High School

9001 90TH AVE, Sebastian, FL 32958

www.indianriverschools.org

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	57%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	43%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	I*	B	A	A

Preliminary Informational Baseline School Grade

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

School Board Approval

This plan is pending approval by the Indian River County School Board.

SIP Authority and Template

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

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson

Former F	Turnaround Status
No	

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Sebastian River High School will lead the state of Florida in educational innovation and real-world preparation of our diverse population so that each student achieves his/her highest potential and becomes a contributing member of society.

Provide the school's vision statement

Encouraging Innovation, Promoting Excellence

School Environment

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

Sebastian River High School works diligently at building a family-like atmosphere that respects and promotes all students. Sebastian River High School collaborates with parent, teachers and student organizations, such as PTSA, Booster Groups, School Advisory Committee, community partners and many others to ensure that all stakeholders receive the same educational experiences.

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

Sebastian River High School works diligently to maintain a safe and comfortable environment before, during, and after school. Staff members consistently monitor specified areas to ensure the safety of all and to maintain control of such areas. Supervision begins as early as 6:40 each day and continues throughout the day into the early evening. Staff members are available to students before, during and after all school sponsored events. Students are encouraged to seek assistance from any staff member, and staff is well trained on guiding students to the appropriate staff persons.
Sebastian River High School also has highly competent staff to deal with critical and/or sensitive situations. Student Support Specialist, Millie Chapman works with some of the more needy students in conjuncture with the school psychologist, Dr. Jennifer Wolf. Guidance staff and Administration are trained to identify potential situations of concerns and to work as a team to target those concerns. Moreover, Sebastian River High School staff communicates with parents in a timely manner in order to ensure that all stakeholders are on the same page.
Additionally, Sebastian River High School also implements the district-wide Bullying Policy, a School Safety Plan, an Anti-Hazing policy, a regular fire-drill schedule, a student recognition program, a mentoring program and various teams to analyze these programs such as, School Safety team, MTSS Team, Administrative team, and Guidance staff.

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

Sebastian River High School enforces the School District of Indian River County Code of Student Conduct which includes established protocols for disciplinary incidents and clear behavioral expectations. Additionally, Sebastian River High School has a supplementary handbook which further outlines expectations for successful students.

Sebastian River High School has also continued a highly successful Student Recognition Program, which reinforces expected behaviors and allows faculty to recognize students for their positive contributions to a safe and productive learning environment.

Furthermore, Sebastian River High School has implemented a mentor program which focused on 100 students who accumulated the highest number of absences and tardies in the previous school year. The program then pairs each student to an individual staff member for mentoring purposes.

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

Sebastian River High School has a highly trained staff to ensure that the social-emotional needs of all students are being met. The School Support Specialist collaborates with students, Staff, Guidance, Administration, School Psychologist, Resource Specialist, Teacher Assistants, School Nurse, Attendance officer, and when necessary, district student support staff.

Moreover, the Exceptional Student Education Department has multiple layers of support built into the academic day for students with disabilities. A Support Facilitation model was implemented last year and the data shows that these support systems lead to significant increases in student achievement for ESE students. These academic advances can be attributed to the contact the facilitators have with these students, and their ability to address situations as they arise, allowing students to avoid crisis and focus on their academics. It has also created an atmosphere that lends itself to open communication and trust between staff and students.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

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

Through PM2 and data monitoring we are able to filter for specific early warning signs in order to apply the appropriate the interventions to increase achievement. Additionally, the MTSS team uses the EWS to identify areas of needs in Tiers two and three.

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

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

*** These numbers of course failures in ELA and Math cannot be calculated so those numbers reflect the total numbers of Course Failures not separated by subject.

- Attendance Monitoring
- Data Monitoring
- MTSS Team
- IRFIL Team
- Positive Behavior Recognition program
- After school tutoring
- ESE tutoring
- Facilitative Teaching
- 9th Grade Teaming
- Weekly Guidance Meetings
- Student Support Specialist
- School Psychologist
- Attendance Officer
- ESE Aides
- Double Blocked Reading Classes
- FOCUS
- Connect ED
- Migrant Advocate
- Homeless Funding in conjunction with District Homeless Advocate
- ESOL Teacher, Aide and tutoring
- Educational Software
- Mentor program for students with poor attendance
Peer mediation
Department meetings
9th Grade Detention/Intervention Program

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

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

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

Sebastian River High School will improve community involvement by encouraging parents, teachers, students, staff, and the community to join the PTSA. We seek to increase membership this year by 20%. We are working with staff in an effort to develop workshops and presentations on topics of interest to parents as well as collaborating on social events for students. For example, we have offered informative workshops for financial aid, applying for scholarships, bullying, and organized events to reward students who exemplify good habits. Through these endeavors, we seek to join together with the community to improve the climate and culture at Sebastian River High School. The PTSA board is present at school events such as 9th grade orientation, the student schedule pick up, Orientation, and at Open House. Everyone is invited and encouraged to join!

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

Sebastian River High School builds local community partnerships through the career and technical education advisory committees. Local businesses are invited to participate in supporting the students and career programs. There are four different advisory committees that meet twice during the year. These advisory committees are a direct line of communication between the school and business partners. The local community partnerships have led to grant opportunities for purchase of equipment and supplies for the school and mentor-ships for our students.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Racine, Todd	Principal
Keaton, Jessica	Assistant Principal
Brown, Dariyall	Assistant Principal
Wilson, Billy	Assistant Principal
Brown, Jody	Teacher, K-12
Ward, Kelly	Assistant Principal
Valencia, Enrique	Administrative Support
Hall, Michael	Teacher, K-12
Holmes, Michele	Teacher, K-12
Amy, Terri	Teacher, K-12
Appel, Rick	Teacher, K-12
Daniel, Karyn	Teacher, K-12
Goldstein, Ashby	Teacher, K-12
Jacob, Joanne	Teacher, K-12
Jenne, Melissa	Teacher, K-12
Pickney, Elizabth	Teacher, K-12
Privette, Francesca	Attendance/Social Work
Rosenthal, Susan	Teacher, K-12
Truesdale, Branda	Teacher, K-12

Duties

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

Each school based leadership team member is responsible for certain curriculum areas. Administrators are assigned to certain subject areas and it is their duty to ensure that departments are following curriculum guides, monitoring of standards based planning and data-driven initiatives. Furthermore, the leadership team must ensure that every department is working towards the goals

stated in the SIP and are properly communicating the advancement towards meeting those goals.

Todd Racine Principal Reading, ESOL, Media, Migrant Advocate, IB and CTE

Dariyall Brown Assistant Principal Science, Fine Arts, PBD, ROTC

Jessica Keaton Assistant Principal ESE, Math, Student Support and Resource Specialist

Kelly Ward Assistant Principal English, Guidance, Registrar

William Wilson III Assistant Principal Social Studies, Foreign Language, Physical Education

All Department Chairs are also on the school leadership team. They are the instructional leaders within their subject area and guide their respective teachers in Standards Based Instruction. They report progress and challenges to the appropriate administrators and proactively support their departments in school based, district and state initiatives.

All members of the school based leadership team participate in IRFIL and are responsible for implementing and supporting the efforts of district initiatives as well as school initiatives.

When confronted with struggles, the team members are expected to seek assistance from the MTSS team.

Member Responsible Roles

Millie Chapman (SSS) Agenda, Meeting Facilitation, Observations

Danna Norman (SRS) Note-Taker, Compliance Advisor, Eligibility, SIP

Enrique Valencia (GC) Gen. Ed. Rep, Advisor on Scheduling, SIP

Jennifer Wolff (PS) Screening, Advisor, Observations

Francessca Privette (AO) Timekeeper, Observations, Speech and Language Advisor

Jessica Keaton (AP) Administrative Advisor, Behavior Input, Progress Monitor, SIP

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

The MTSS team uses PM2 and TERMS to monitor the effectiveness of core-instruction in regards to the SIP. The data collected from PM2 and TERMS is used to formulate school wide interventions as well as Tier 2 interventions. Additionally, the administrator for the MTSS Committee also oversees the SIP, which improves the congruency between the support system and the plan for improvement.

MTSS monitors three tiers of support. Tier 1 is monitored by using benchmarks, PM2 data, and classroom observations. 80% of the student body falls into Tier 1, and received well delivered instruction, scaffolding lessons, high intensity instructional strategies and higher level questioning .

Tier 2 students are comprised of 15% of the student body. These students are identified by teacher or staff observation or are self-identified as needing more assistance than students in Tier 1.

Appropriate strategies are implemented by support staff and specialist to improve performance for these students. The remaining 5%of students fall into Tier 3 and are in need of individual strategies including pull outs, tutoring, intensive remediation, and possibly a change in placement.

Resources are allocated through the department Chair, who evaluates potential needs and creates a plan to address the needs of the department as well as the needs of groups of students within the department.

ESOL funding—ESOL Resource Teacher, ESOL Assistant, afterschool tutoring, Rosetta Stone

Migrant funding – Migrant Advocate, Afterschool Tutoring with transportation, Summer Camp

Homeless funding – School Liaison

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Michele Holmes	Teacher
Alan Kayser	Parent
Maureen Nicolace	Parent
Todd Racine	Principal
Ron Rompot	Parent
Enrique Valencia	Education Support Employee
Carol Scaramuzzi	Parent
Joann Holmes	Parent
Tim Cobb	Business/Community
Kim Goyette	Parent
Paul Giordano	Student
Amanda King	Student
Martha De La Torre	Education Support Employee
Scott Fink	Business/Community
Jordan Jackson	Student
Jarez Parks	Student
Jovena Pena	Parent
Jasmine Roman	Student
Mori Serpa	Business/Community
Maria Avila	Student
Itza Galindo	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

As scores are released and data is collected, results are shared with the committee. Additionally, the mid-year review is appraised with the committee as the school evaluate progress towards said goals.

Development of this school improvement plan

The SAC committee reviews the school improvement plan by reviewing the data provided, examining the proposed strategies for improvement, using inquiry to understand the dynamics of the school and when appropriate, and offering additional suggestions to be included in the plan. Upon conclusion of these activities, the SAC committee approves the SIP and refers it to the School Board for approval.

Preparation of the school's annual budget and plan

The budget is prepared by the school Principal and shared with the SAC Comittee.

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

Last year,SAC funds were used to support teacher initiatives within the classroom when requested. Proposals which are academically based will be considered for funding during this school year.

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

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

Literacy Leadership Team (LLT)

Membership:

Name	Title
Racine, Todd	Principal
Holmes, Michele	Teacher, K-12
Brown, Dariyall	Assistant Principal
Keaton, Jessica	Assistant Principal
Ward, Kelly	Assistant Principal
Wilson, Billy	Assistant Principal
Valencia, Enrique	Guidance Counselor
Brown, Jody	Teacher, K-12
Hall, Michael	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

In 2014-2015, SRHS will continue to implement a School-Wide Literacy Plan. Teachers and staff members from multiple disciplines and areas of the school support the development and evolution of this plan to ensure buy-in from all staff and students. Staff incorporates literacy strategies into all subject areas. Areas of focus include understanding of concepts taught, using graphic organizers, returning to Cornell Note-Taking system, and using Power-Writing as a means to write paragraphs with main ideas and textual support.
In English, a comprehensive Curriculum Map has been devised and is being utilized by teachers in effort to build continuity across each grade level. FUSION reading materials are being implemented in addition to IMPACT to introduce and reinforce reading and writing strategies to the lowest quartile of our students in reading classes.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

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

Sebastian River High School encourages teachers to collaborate and plan when possible. Due to scheduling restraints, a common plan is not possible; however, the school does support instructor lead initiatives by arranging coverage, providing a substitute, and arranging summer workshop opportunities. Additionally, each week, departments meet on Wednesdays for Professional Learning Communities to plan across like subject areas and to compose standards based lessons with common assessments.

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

Sebastian River High School seeks the most qualified individuals for instructional positions. All applicants are pre-screened to assure that they have the appropriate certifications for the position, and are highly qualified, prior to being offered an interview. The applicants are narrowed down and interviews are scheduled. Upon choosing an individual for the position, all references are contacted, as well as the most recent supervisor. Additionally, the appropriate background checks, fingerprinting and drug tests must be verified prior to being hired.

Retention of highly qualified and certified staff is very important for the consistency of instruction within the school. New teachers are supported with the New Teacher Mentor program. Additionally, ongoing professional development opportunities are provided to staff to ensure continued growth. Administration is responsible for this task.

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

The new teacher mentoring program is designed to provide new staff with information, training, strategies, and support for incoming instructional staff. Veteran teachers volunteer to be a peer teacher and are then assigned to a new teacher based on subject area and proximity. Additionally, a new teacher meeting is held monthly to further support the new teachers and mentors. Please see specifics below:

Regularly scheduled meetings both formal and informal to address pacing guides, instructional strategies, classroom rules, use of data. SRHS has a teacher mentoring program. This program has been in place for seven years and has been very successful for new teachers.

Also, mentors and peer teachers are provided for all teachers who are hired new to the district. Mentors offer training for new teachers in on-going sessions/meetings throughout the year. They work as a team with the group of new teachers as well as with individual teachers. It is a "proactive" position - helping new teachers to be prepared for upcoming events (ex. report cards, attendance procedures, open house, parent conferencing, roles of support personnel, training specific to your school site, etc) - a structured program of support for new teachers. Mentor teachers keep logs of their contacts with new teachers and are paid an hourly stipend for their work. Mentor teachers will be members of support teams for new teachers who are in the Alternative Certification Program.

Peer teachers are the "buddy" teachers who teach (preferably) the same subject or grade level. They are not responsible for formal training, but rather assist the new teacher in an informal way on an "as-needed" basis. Peer teachers may be members of support teams for new teachers who are in the Alternative Certification Program. They provide a less structured support for new teachers. Peer teachers receive up to 20 in-service points for the year for assisting a new teacher and should not be assigned to more than two new teachers (if possible, only to one new teacher).

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

Each Administrator is assigned to oversee subject area departments to ensure that instructional programs are aligned with Florida's standards. Additionally, Department Heads are responsible for collaborating with district staff to keep up with the changing initiatives.

Instructional Strategies

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

Sebastian River High School uses data to make instructional decisions to meet the needs of students. PM2 and the new Baseball card feature, allows all instructional staff to manipulate data in a variety of ways which allows them to target very specific areas for improvements. These discoveries drive the formulation of lesson plans, selection of appropriate supplemental material, and implementation of differentiated instructional strategies.

The addition of Facilitative Teachers in classes with ESE students provides students with ongoing accommodations within the instructional day. Facilitators work with the teachers to create level appropriate adjustment to lesson planning and work individually with all students to ensure that they are receiving guidance as they manipulate the curriculum. Students with disabilities are scheduled into the classes with support depending on their needs within that subject area.

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

Strategy: After School Program

Minutes added to school year:

After-school tutoring is offered for academic subject areas, ESE, and Credit Retrieval two days a week from September to May. Transportation is also provided to ensure availability to all students.

Strategy Rationale

Additional support in core academic areas will enhance acquisition of material for struggling students.

Strategy Purpose(s)

- Core Academic Instruction

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Racine, Todd, todd.racine@indianriverschools.org

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

The tutoring program offers assistance in many subject areas, but some of the data that has shown improvement is the achievement level of the ESE students. Many of these students attend the tutoring days and have had more success passing their classes as well as an increase in scores on required assessments. Staff will continue to look for trends in these populations.

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

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

Sebastian River High employs a variety of supports for students transitioning from one school level to another. Incoming freshmen have an informational meeting the spring prior to their 9th grade year. Students are introduced to Sebastian River High School at this time and begin to select courses and programs of study. Additionally a Freshmen Orientation is held at the beginning of the school year to ensure that incoming freshmen have the opportunity to familiarize themselves with the schools and

programs available. Then, during the last quarter of the freshmen year, students are introduces to the vocational options available as they transition to their sophomore year. Freshmen tour each of the available vocations to watch the current students in action. The freshmen then select a vocational track to follow for the remainder of their high school career.

Other transitional strategies include the administration of the ASVAB to guide students in their decision making process. Students are also provided with personalized reality maps which identified the requirements met as well as the requirements outstanding. The reality maps guide support smooth transitions from level to level as they provide students with a clear and concise pathway to success. Most juniors are PERT tested to determine their ability to successfully perform at the college level. This test allows them to determine specific areas that need improvement prior to graduation. Senior students are provided with much guidance as they prepare to enter post-graduation life.

College and Career Readiness

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

Before course registration, guidance counselors meet with all students to advise students on course selections. All questions are answered in order to allow students to choose the most meaningful course of study for their interests. Additionally, Career and Technical Education Curriculum nights are held for 9th graders as they approach the decision-making process of choosing a career program track. Students view videos on each career program and are able to tour the career rooms to ask questions of the instructors and to be exposed to the type of skills they will be learning if they chose that track.

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

There are 13 career and technical education programs available for students: Criminal Justice, Culinary Arts, Network Support Services, Digital Video Production, Digital Design, Entrpreneurship, Multimedia Design, New Media, Database Programming, Nursing Assistant/Home Health Aide, Geographic/Geospatial Information Systems, Automotive Service Technology, Welding Technology. The industry certifications that may be earned are: Certified Food Manager (Culinary Arts), HP ATA Connected Devices (Network Support Services), Adobe Premier Pro (Digital Video Production), Adobe Dreamweaver, Flash, and Photoshop (Digital Design), Adobe Photoshop (Multimedia Design), Adobe Flash and Dreamweaver (New Media), Certified Nursing Assistant (Nursing Assistant/Home Health Aide), Certified GIS Technician (Geographic/Geospatial Information Systems), Florida Automotive Dealersip Association Certification (Automotive Service Technology).

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

Planning and preparation were done to begin the Industrial Biotechnology program during the 2014-15 school year, including purchasing of equipment, supplies, consumables, and textbooks. Students and parents were presented information about the program, which allowed for successfull recruitment. The instructor will be a current science teacher, who received the appropriate training for the Industrial Biotechnology program over the summer at the University of Florida.

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

Sebastian River High School is in a constant state of improving students' readiness for the public postsecondary level. Some of the targeted areas are improving PERT scores, which are predictors of student success in postsecondary courses. Additionally, Sebastian River High School provides a 13 career and vocational certificated programs that allow students to become officially certified in an

area of expertise, resulting in students graduating with work ready skills and the accompanying certifications which allow them to immediately seek employment. Moreover, Sebastian River High School focuses on assisting students as they progress through their high school career to ensure that students can successfully graduate within four years.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection
Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

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

The following documents were submitted as evidence for this section:

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

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

School Improvement Goals

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

Problem Solving Key

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

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

Strategic Goals Summary

G1.   SRHS will improve Standards Based Instruction in all subject areas.

G2.   SRHS will improve attendance, thereby increasing instructional time as well as acquisition of knowledge.

G3.   SRHS will improve the school culture for students, staff, parents and community.

Strategic Goals Detail

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

G1. SRHS will improve Standards Based Instruction in all subject areas. `1a`

Targets Supported `1b`

🔍 G071104

Indicator	Annual Target
AMO Math - All Students	58.0
AMO Reading - All Students	77.0
Bio I EOC Pass	62.0
U.S. History EOC Pass	69.0

Resources Available to Support the Goal `2`

- Professional Learning Communities

- Department Meetings

- District and school trainings

- Mindsets Book study

- District support -- Reading Coaches, Math Coaches

- CPalms

- Instructional Rounds

- PD 360

- Standards Booklets

Targeted Barriers to Achieving the Goal `3`

- New standards

- New expectations for informing students of standards

Plan to Monitor Progress Toward G1. `8`

Benchmark test and Standardized test scores will provide evidence that the students were exposed to the appropriate standards.

Person Responsible
Todd Racine

Schedule
On 6/10/2016

Evidence of Completion
Benchmark scores and Standardized test results.

G2. SRHS will improve attendance, thereby increasing instructional time as well as acquisition of knowledge. 1a

🔍 G071105

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	360.0

Resources Available to Support the Goal 2

- Implementation of a School Wide Positive Behavior program which encourages attendance.
- Attendance Officer
- Connect Ed
- Focus
- MTSS Team
- PTSA
- SAC
- Extracurricular Activities
- Mentor program for students with attendance issues

Targeted Barriers to Achieving the Goal 3

- Incorrect or incomplete phone numbers and addresses.

Plan to Monitor Progress Toward G2. 8

Progress will be monitor by using attendance reports to analyze attendance rates.

Person Responsible
Dariyall Brown

Schedule
Quarterly, from 8/24/2015 to 6/15/2016

Evidence of Completion
Improved attendance

G3. SRHS will improve the school culture for students, staff, parents and community. `1a`

🔍 G071106

Targets Supported `1b`

Indicator	Annual Target
Effective+ Teachers (Performance Rating)	90.0
Highly Effective Teachers (Performance Rating)	60.0
School Climate Survey - Student	80.0
School Climate Survey - Parent	80.0

Resources Available to Support the Goal `2`

- An active PTSA
- School Advisory Commitee
- Connect Ed
- FOCUS
- Active Parent Booster Groups
- Community Partnerships
- Social Committee
- IRFIL
- Support Staff
- Spirit Club
- Growth Mindset BOOK
- Student Handbooks
- Athletic participation
- Parent conferences & communication
- Students extracurricular clubs
- Stakeholder surveys
- Participation by students/staff/community in voluntary cultural activities

Targeted Barriers to Achieving the Goal `3`

- Professional Learning Communities only meet four times a month

Plan to Monitor Progress Toward G3. `8`

Professional Learning Communities will meet weekly to incorporate standards based instruction into every lesson.

Person Responsible

Todd Racine

Schedule

Weekly, from 8/19/2015 to 6/15/2016

Evidence of Completion

Increase in understanding and application of standards.

Action Plan for Improvement

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

Problem Solving Key

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

1 = Problem Solving Step   🔑 S123456 = Quick Key

G1. SRHS will improve Standards Based Instruction in all subject areas. 1

🔑 G071104

G1.B1 New standards 2

🔑 B185502

G1.B1.S1 The implementation of professional learning communities with regularly scheduled meeting days. 4

🔑 S196921

Strategy Rationale

An opportunity to work together with other employees to create standards based lessons, unit plans, and standardized assessments.

Action Step 1 5

Professional Learning Communities will meet weekly to develop standards based lessons.

Person Responsible

Todd Racine

Schedule

Weekly, from 8/26/2015 to 6/10/2016

Evidence of Completion

Evidence will include lesson plans and classroom observations.

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administrators will attend weekly PLC's, complete instructional rounds and check lesson plans for evidence of standards based instruction.

Person Responsible

Todd Racine

Schedule

Weekly, from 8/26/2015 to 6/10/2016

Evidence of Completion

Lesson plans, instructional rounds, and classroom observations will be used as evidence of Standards Based instruction.

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

The Leadership Team will monitor and support implementation by creating a schedule of meeting dates and collaborating to effectively create lesson plans that focus on the standards,

Person Responsible

Todd Racine

Schedule

Weekly, from 8/24/2015 to 6/10/2016

Evidence of Completion

Lesson plans, instructional rounds and classroom observations will provide evidence of Standards based instruction occurring in each subject areas.

G2. SRHS will improve attendance, thereby increasing instructional time as well as acquisition of knowledge. `1`

🔑 G071105

G2.B9 Incorrect or incomplete phone numbers and addresses. `2`

🔑 B185520

G2.B9.S1 Check and enter new numbers in a timely manner. `4`

🔑 S196927

Strategy Rationale

Better communication

Action Step 1 `5`

Ensure that phone numbers are accurate.

Person Responsible

Francesca Privette

Schedule

Daily, from 8/24/2015 to 6/15/2016

Evidence of Completion

More contact.

Plan to Monitor Fidelity of Implementation of G2.B9.S1 `6`

Monitoring of parent contact.

Person Responsible

Terri Amy

Schedule

Daily, from 8/24/2015 to 6/15/2016

Evidence of Completion

Higher percentage of phone contact through Connect Ed.

Plan to Monitor Effectiveness of Implementation of G2.B9.S1 [7]

More accurate numbers will enable staff to communicate more consistently.

Person Responsible

Francesca Privette

Schedule

Evidence of Completion

Parent involvement

G2.B9.S2 Build relationships by creating a mentoring program [4]

🔑 S196928

Strategy Rationale

Connections between staff and students

Action Step 1 [5]

Mentor Program for 100 students with attendance issues.

Person Responsible

Susan Rosenthal

Schedule

Weekly, from 9/9/2015 to 6/15/2016

Evidence of Completion

Improved grades, test scores, and attendance of the identified students .

Plan to Monitor Fidelity of Implementation of G2.B9.S2 [6]

Quarterly checks of student attendance will be monitored.

Person Responsible

Susan Rosenthal

Schedule

Quarterly, from 8/24/2015 to 6/15/2016

Evidence of Completion

Attendance reports 9 weeks grades Decline in discipline reports for tardies and skipping.

Plan to Monitor Effectiveness of Implementation of G2.B9.S2 `7`

Monitoring of attendance reports

Person Responsible

Todd Racine

Schedule

Quarterly, from 8/24/2015 to 6/15/2016

Evidence of Completion

Improved attendance for the specified students.

G2.B9.S3 Provide relevant and rigorous instruction in every class `4`

🔍 S196929

Strategy Rationale

Action Step 1 `5`

Provide training to implement relevant and rigorous instruction in every class

Person Responsible

Todd Racine

Schedule

On 6/10/2016

Evidence of Completion

Gradual change in school culture; Less absenteeism; Students eager to be present

Plan to Monitor Fidelity of Implementation of G2.B9.S3 `6`

Monitor that relevant and rigorous instruction in implemented.

Person Responsible

Todd Racine

Schedule

On 6/10/2016

Evidence of Completion

Gradual change in school culture; Less absenteeism; Students eager to be present as evidenced in student surveys.

Plan to Monitor Effectiveness of Implementation of G2.B9.S3 `7`

Administration and the Leadership Team will monitor attendance rates.

Person Responsible

Todd Racine

Schedule

On 6/10/2016

Evidence of Completion

Daily, weekly and quarterly attendance rates will be reviewed.

G3. SRHS will improve the school culture for students, staff, parents and community. `1`

G071106

G3.B6 Professional Learning Communities only meet four times a month `2`

B185526

G3.B6.S1 Implement a schedule for Professional Learning Communities to meet each week. `4`

S196931

Strategy Rationale

PLC time allows teachers to collaborate, plan Standards based instruction, and create common assessments.

Action Step 1 `5`

Weekly PLC's

Person Responsible

Todd Racine

Schedule

Weekly, from 8/19/2015 to 6/15/2016

Evidence of Completion

Improved instruction and standards based lesson with common assessments.

Plan to Monitor Fidelity of Implementation of G3.B6.S1 `6`

Department chairs will oversee active and engaged participation.

Person Responsible

Todd Racine

Schedule

Weekly, from 8/19/2015 to 6/15/2016

Evidence of Completion

Aligned lesson plans that focus on standards.

Plan to Monitor Effectiveness of Implementation of G3.B6.S1 `7`

PLC's will now meet weekly

Person Responsible

Todd Racine

Schedule

Weekly, from 8/19/2015 to 6/15/2016

Evidence of Completion

Lesson plans that are aligned within subject matters and within departments.

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Professional Learning Communities will meet weekly to develop standards based lessons.	Racine, Todd	8/26/2015	Evidence will include lesson plans and classroom observations.	6/10/2016 weekly
G2.B9.S1.A1	Ensure that phone numbers are accurate.	Privette, Francesca	8/24/2015	More contact.	6/15/2016 daily
G2.B9.S2.A1	Mentor Program for 100 students with attendance issues.	Rosenthal, Susan	9/9/2015	Improved grades, test scores, and attendance of the identified students .	6/15/2016 weekly
G2.B9.S3.A1	Provide training to implement relevant and rigorous instruction in every class	Racine, Todd	8/24/2015	Gradual change in school culture; Less absenteeism; Students eager to be present	6/10/2016 one-time
G3.B6.S1.A1	Weekly PLC's	Racine, Todd	8/19/2015	Improved instruction and standards based lesson with common assessments.	6/15/2016 weekly
G1.MA1	Benchmark test and Standardized test scores will provide evidence that the	Racine, Todd	8/24/2015	Benchmark scores and Standardized test results.	6/10/2016 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	students were exposed to the appropriate standards.				
G1.B1.S1.MA1	The Leadership Team will monitor and support implementation by creating a schedule of meeting dates and collaborating to effectively create lesson plans that focus on the standards,	Racine, Todd	8/24/2015	Lesson plans, instructional rounds and classroom observations will provide evidence of Standards based instruction occurring in each subject areas.	6/10/2016 weekly
G1.B1.S1.MA1	Administrators will attend weekly PLC's, complete instructional rounds and check lesson plans for evidence of standards based instruction.	Racine, Todd	8/26/2015	Lesson plans, instructional rounds, and classroom observations will be used as evidence of Standards Based instruction.	6/10/2016 weekly
G2.MA1	Progress will be monitor by using attendance reports to analyze attendance rates.	Brown, Dariyall	8/24/2015	Improved attendance	6/15/2016 quarterly
G2.B9.S1.MA1	More accurate numbers will enable staff to communicate more consistently.	Privette, Francesca	Parent involvement	daily	
G2.B9.S1.MA1	Monitoring of parent contact.	Amy, Terri	8/24/2015	Higher percentage of phone contact through Connect Ed.	6/15/2016 daily
G2.B9.S2.MA1	Monitoring of attendance reports	Racine, Todd	8/24/2015	Improved attendance for the specified students.	6/15/2016 quarterly
G2.B9.S2.MA1	Quarterly checks of student attendance will be monitored.	Rosenthal, Susan	8/24/2015	Attendance reports 9 weeks grades Decline in discipline reports for tardies and skipping.	6/15/2016 quarterly
G2.B9.S3.MA1	Administration and the Leadership Team will monitor attendance rates.	Racine, Todd	8/24/2015	Daily, weekly and quarterly attendance rates will be reviewed.	6/10/2016 one-time
G2.B9.S3.MA1	Monitor that relevant and rigorous instruction in implemented.	Racine, Todd	8/24/2015	Gradual change in school culture; Less absenteeism; Students eager to be present as evidenced in student surveys.	6/10/2016 one-time
G3.MA1	Professional Learning Communities will meet weekly to incorporate standards based instruction into every lesson.	Racine, Todd	8/19/2015	Increase in understanding and application of standards.	6/15/2016 weekly
G3.B6.S1.MA1	PLC's will now meet weekly	Racine, Todd	8/19/2015	Lesson plans that are aligned within subject matters and within departments.	6/15/2016 weekly
G3.B6.S1.MA1	Department chairs will oversee active and engaged participation.	Racine, Todd	8/19/2015	Aligned lesson plans that focus on standards.	6/15/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

Technical Assistance Items

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

Budget

Budget Data

1	G1.B1.S1.A1	Professional Learning Communities will meet weekly to develop standards based lessons.	$0.00
2	G2.B9.S1.A1	Ensure that phone numbers are accurate.	$0.00
3	G2.B9.S2.A1	Mentor Program for 100 students with attendance issues.	$0.00
4	G2.B9.S3.A1	Provide training to implement relevant and rigorous instruction in every class	$0.00
5	G3.B6.S1.A1	Weekly PLC's	$0.00
		Total:	$0.00