

School District of Indian River County

Sebastian River High School



2016-17 Schoolwide Improvement Plan

Sebastian River High School

9001 90TH AVE, Sebastian, FL 32958

www.indianriverschools.org

School Demographics

School Type and Grades Served (per MSID File)	2015-16 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	56%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	44%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	C	B*	B	A

**Informational Baseline School Grade*

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

School Board Approval

This plan is pending approval by the 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 a monitoring status of "Former F" (see page 4). 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>.

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Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Sebastian River High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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.

b. Provide the school's vision statement.

Encouraging Innovation, Promoting Excellence

2. School Environment

a. 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.

b. 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.

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

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.

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

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.

3. Early Warning Systems

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

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

Through PM2/Unify 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.

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

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

Indicator	Grade Level														Total
	K	1	2	3	4	5	6	7	8	9	10	11	12		
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	93	52	59	90	294	
One or more suspensions	0	0	0	0	0	0	0	0	0	70	14	11	19	114	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	327	405	192	247	1171	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	224	160	178	165	727	

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

Indicator	Grade Level												Total		
	K	1	2	3	4	5	6	7	8	9	10	11		12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	411	386	328	360	1485

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

• Attendance Monitoring • Data Monitoring • MTSS 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 • FOCUS • School Messenger • Migrant Advocate • MTSS Referrals • Administrative Discipline Counseling • Peer Mediation • Department Meetings • Weekly Course SALT Meetings (Student Achievement Learning Teams) • Homeless Funding in conjunction with District Homeless Advocate • Chum Bucket outreach for needy students • ESOL Teacher, Aide and tutoring • Educational Software • 9th Grade Detention/Intervention Program • Graduation Coach

B. Family and Community Engagement

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

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

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

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. 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, student schedule pick up, General Orientation, and at Open House. Everyone is invited and encouraged to join. The student outreach program, the Chum Bucket has combined forces with PTSA to form a larger group of volunteers committed to student success at SRHS. The PTSA has engaged their volunteers to plan and maintain over 50 bulletin boards and displays which are changed monthly throughout our campus. Bulletin board topics range from highlighting Athlete of the Month, attendance, A/B Honor Roll, current campus events and individual content area subjects, and displays instill school spirit and show the pride students have in Sebastian River High School. Students and their families have asked to be involved in maintaining bulletin boards and having their group highlighted. We participate in the state Dads Take Your Child to School Day in September among other initiatives, inviting fathers and male role models to accompany their children to school to stress the positive relationship between family engagement and student success. SRHS utilizes School Messenger to regularly inform parents about events including testing, progress report and marking period deadlines, as well as major happenings and activities. We provide frequent (often daily) updates on several social media outlets including Facebook and twitter, and have over 6000 combined followers among our platforms. We have a parent representative on SAFIR (Substance Abuse Free Indian River) to bring back valuable information about the detrimental effects of substance abuse in our county and to keep our staff updated on new trends that may effect our students and families. We have a parent representative on the School Health Advisory Committee, which monitors health trends in the county

as well. This year, we plan to begin a SWAT (Students Working Against Tobacco) club, which focuses on the effects of tobacco on our students, and both parents and students will be invited to join. We are also represented by a parent on the School District's Positive Climate and Discipline Code of Student Conduct Handbook Committee.

We publish a school newsletter every other month which is shared online and will be moving to a new electronic as well as printed version beginning with the December issue. All upcoming events and activities are published here as well.

Parent-Teacher-Student conferences were scheduled this year to take place after progress reports instead of after report cards. This allows teachers and parents to take a more proactive rather than reactive approach to addressing academic concerns. Teachers are available for conferences two afternoons from 3-4:30 and one evening from 3-8 p.m. During the time when teachers don't meet with parents, they make phone calls to parents of students with low academic performance, poor attendance, or behavioral issues to conduct telephone conferences, thus keeping parents apprised of any situations of concern. Teachers are instructed to make phone calls to parents in cases where students are doing poorly in class, when a student misses 3 days of class, or when any problems crop up. We encourage teachers to make contact with parents when positive behaviors occur as well, by mailing out SRHS post cards to families, and by making positive phone calls as warranted.

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

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 mentorships for our students.

In 2015-16, parent volunteers began a program called the Chum Bucket. The Chum Bucket is totally funded by donations from the community. They provide food, clothing and hygiene supplies to SRHS students and their families in need. We involve many community partners such as church groups, womens clubs, community organizations (Exchange Club, Rotary Club). E-angels is another group that provides our students with testing fees, athletic fees, and specialty calculators needed for advanced level math classes. Over 40 volunteers assist in sorting, packing, and inventorying the products that are distributed each week. Several articles have been written in local news publications about the Chum Bucket and the positive interaction between the community partners and the school and its positive effect on students.

C. Effective Leadership

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

1. School Leadership Team

a. Membership

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

Name	Title
Racine, Todd	Principal
Brown, Dariyall	Assistant Principal
Wilson, Billy	Assistant Principal
Brown, Jody	Teacher, K-12
Durwin, Kelly	Assistant Principal
Valencia, Enrique	School Counselor
Holmes, Michele	Teacher, K-12
Amy, Terri	Teacher, K-12
Daniel, Karyn	Teacher, K-12
Goldstein, Ashby	Teacher, K-12
DeAmara, James	Teacher, K-12
Jenne, Melissa	Teacher, K-12
Infanzon, Jatiel	Attendance/Social Work
Albert, Brent	Teacher, K-12
Truesdale, Branda	Teacher, K-12
Lange, Thomas	Teacher, K-12
Acosta, Heather	Teacher, K-12
Baker, Sandra	Teacher, K-12

b. Duties

1. 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, NJROTC
Michele Holmes 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 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.

Millie Chapman (SSS) Agenda, Meeting Facilitation, Observations, Behavior Data
Danna Norman (SRS) Compliance Advisor, Eligibility, SIP
Madison Flory (GC) Gen. Ed. Rep, Advisor on Scheduling, SIP
Jennifer Wolf (SP) Academic/Behavior Screening, Recorder, Advisor, Observations
Francesca Privette (AO) Timekeeper, Observations, Behavior/Attendance Data
Jeanie Holderman (SLP) Speech and Language Advisor
Michele Holmes (AP) Administrative Advisor, Behavior Input, Progress Monitor, SIP

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

There are several entities that are responsible for making decisions regarding student achievement and the best use of school funds. The administrative staff analyzes multiple sources of data to assist in the instructional and curricular decision making process. Information is utilized to design professional development, evaluate personnel, purchase supplemental materials, and develop quality lessons. The School Advisory Council that is responsible for determining the use of SAC funds use school data to determine the best use of those funds based on requests and recommendations from faculty and staff.

The school leadership team ensures that that teachers are participating in quality collaborative planning that leads to quality instruction which promotes student engagement in high quality work. Discussions about the Florida standards as well as the scope of the standards are necessary to ensure that teachers are clear about the expectations from the state, the district and the school.

Collaborative planning sessions (SALT- Student Achievement Learning Teams) are scheduled weekly to allow for common course planning. Department and faculty meetings take place monthly.

Expenditures are reviewed monthly by school leadership. The documentation and record of purchases is recorded/reviewed monthly.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Alan Kayser	Parent
Todd Racine	Principal
Ron Rompot	Parent
Enrique Valencia	Education Support Employee
Joanne Holmes	Parent
Tim Cobb	Business/Community
Paul Giordano	Student
Amanda King	Student
Martha De La Torre	Education Support Employee
Scott Fink	Business/Community
Jordan Jackson	Student
Jovena Pena	Parent
Jasmine Roman	Student
Mori Serpa	Business/Community
Dawn Arnett	Teacher
Stephanie Giordano	Student
Denise Griffin	Parent
Caroline Maschhoff	Parent
Regina Richards	Teacher
Melissa Seiler	Teacher
Ebony Williams	Education Support Employee
Sandra Amezquita	Education Support Employee
Mireya LaBranche	Teacher
Jarez Parks	Student

b. Duties

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

a. 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.

b. 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.

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

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

2. 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.

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Racine, Todd	Principal
Holmes, Michele	Teacher, K-12
Brown, Dariyall	Assistant Principal
Durwin, Kelly	Assistant Principal
Wilson, Billy	Assistant Principal
Valencia, Enrique	School Counselor
Brown, Jody	Teacher, K-12
Acosta, Heather	Teacher, Career/Technical
Jenne, Melissa	Teacher, K-12
Lange, Thomas	Teacher, K-12

b. Duties

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

In 2016-17, 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.

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.

We continue to implement literacy strategies across all subject areas. As part of their SMART goals, all teachers examined their individual class data and set goals for increasing ELA scores.

D. Public and Collaborative Teaching

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

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

At Sebastian River High School we believe in 3 non-negotiables:

- we act on the belief that all students can learn
- isolation is not an option; collaboration is a right and a responsibility
- we focus on results

SRHS encourages teachers to collaborate and plan when possible, and in 2016-17 has embraced the concept of being a Professional Learning Community (PLC). Teachers meet, at minimum, every Monday afternoon from 2:15-3:00 in SALT (Student Achievement Learning Teams). SALT assignments are determined by common course (all ALG1 teachers are in a SALT; all World History teachers are in a SALT), with courses with an EOC taking precedence when a teacher has multiple preps.

In our PLC, we collaborate with a focus on results. Four main questions guide our activities. Question 1: What do we want students to learn? Question 2: How do we know if students have learned? Question 3: What will we do if they don't learn? Question 4: What will we do if they already know it? As we are answering the questions, we follow a PLC cycle which includes: Q1 determine/review power standards and benchmark assessments; write SMART goals; write action plan; create common assessment; TEACH; check for progress along the way; Q2 give common assessment; analyze results; Q3 & Q4 collective inquiry; turn insights into action; begin cycle again.

If we act on our belief that all students can learn, collaborate to support one another, deal effectively to uncover solutions, and use data to help guide our decisions and focus our energy, we can establish, maintain and carry out a high level of expectations in our day-to-day practice with each other to benefit the achievement of our students. We are all valuable and contributing members of the team.

2. 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.

3. 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 are held to address pacing guides, instructional strategies, classroom rules, use of data. Frequent emails are sent to new teachers, both to build competency and to continue to keep lines of communication open between staff and new teachers. SRHS has a teacher mentoring program.

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).

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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.

b. Instructional Strategies

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

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.

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

Strategy: 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.

2. Student Transition and Readiness

a. PreK-12 Transition

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

1. 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 introduced 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.

b. College and Career Readiness

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

Before course registration, guidance counselors meet with all students to advise them 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.

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

There are 9 career and technical education programs available for students: Industrial Biotechnology, Culinary Arts, Digital Video Production, Digital Design, Entrepreneurship, Nursing Assistant/Home Health Aide, Geographic/Geospatial Information Systems, Automotive Maintenance and Light Repair, and Welding Technology. The industry certifications that may be earned are: Certified Biotechnician Assistant (Industrial Biotechnology), Servsafe Certified Food Manager (Culinary Arts), Adobe Premier Pro (Digital Video Production), Microsoft Office Specialist, Adobe Dreamweaver, Illustrator, InDesign and Photoshop (Digital Design), Adobe Illustrator (Entrepreneurship), Certified Nursing Assistant (Nursing Assistant/Home Health Aide), Certified GIS Technician and SPACE Geospatial Certification (Geographic/Geospatial Information Systems), Florida Automotive Dealership Association Certification and Automotive Service Excellence General Maintenance G1 Certification (Automotive Maintenance and Light Repair), and the National Center for Construction Education and Research Level 1 Welder Certification (Welding Technology).

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

Many of our career and technical education programs have integrated academic courses into the curriculum through the state-wide articulation industry certifications (Gold Standard). These specific industry certifications allow a student to earn academic credit in math or science if passed. The career and technical programs that have been integrated with these certifications are Industrial Biotechnology, Culinary Arts, Digital Design, and Automotive Maintenance and Light Repair. In addition, all of the 9th grade students are given the opportunity to take the Digital Information Technology course in which the embedded industry certification has an academic credit attached if passed.

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

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 9 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. Data Uploads

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

The following documents were submitted as evidence for this section:

No files were uploaded

2. Problem Identification Summary

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

B. Problem Analysis Summary

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

C. Strategic Goals

School Improvement Goals

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

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** SRHS will improve student achievement in all areas of standardized tests.
- G2.** SRHS will improve attendance, thereby increasing instructional time as well as acquisition of knowledge.
- G3.** SRHS will provide sustained, coordinated professional development for all staff members.

Strategic Goals Detail

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

G1. SRHS will improve student achievement in all areas of standardized tests. 1a

G086021

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	62.0
ELA/Reading Gains	62.0
ELA/Reading Lowest 25% Gains	55.0
FSA Mathematics Achievement	55.0
Math Gains	55.0
Math Lowest 25% Gains	38.0
Bio I EOC Pass	68.0
U.S. History EOC Pass	70.0

Targeted Barriers to Achieving the Goal 3

- Newer assessments and new staff
- Teacher proficiency in performance monitoring

Resources Available to Help Reduce or Eliminate the Barriers 2

- Collaborative Planning in Student Achievement Learning Teams (SALT)
- Department Meetings
- District and school trainings
- District support -- Reading Coaches, Math Coaches
- CPalms
- Instructional Rounds
- Standards Booklets
- Test Item Specifications
- UNIFY

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

G086022

Targets Supported 1b

Indicator	Annual Target
Attendance rate	90.0

Targeted Barriers to Achieving the Goal 3

- Parental and student understanding of the importance of attending daily
- Incorrect or incomplete phone numbers and addresses.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Implementation of a School Wide Positive Behavior program which encourages attendance.
- Attendance Officer
- School Messenger
- FOCUS
- MTSS Team
- PTSA
- SAC
- Extracurricular Activities

Plan to Monitor Progress Toward G2. 8

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

Person Responsible

Dariyall Brown


Schedule

Quarterly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Improved attendance

G3. SRHS will provide sustained, coordinated professional development for all staff members. 1a

 G086023

Targets Supported 1b

Indicator	Annual Target
CTE Teachers Holding Industry Certifications	90.0
Highly Effective Teachers (VAM)	60.0

Targeted Barriers to Achieving the Goal 3

- Teacher perceived "irrelevant" PD offerings
- Too many initiatives - unclear focus

Resources Available to Help Reduce or Eliminate the Barriers 2

- Frequently Asked Questions Book on Professional Learning Communities
- District support - Math Coaches, ESE, Literacy Coaches, CTE
- Newly-created District Wednesday Tracks and Pathways
- School-based PD days
- Allocated time
- School-wide focus on collaboration

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 student achievement in all areas of standardized tests. **1**

 **G086021**

G1.B7 Newer assessments and new staff **2**

 **B228596**

G1.B7.S1 Utilize (wherever applicable) the Test Item Specifications and Test Design Summary **4**

 **S241082**

Strategy Rationale

Teachers will become proficient in understanding the test make up and therefore knowledgeable about the types of questions and the skills required for student success on the assessment.

Action Step 1 **5**

Teachers will utilize (wherever possible) the Test Item Specifications and Test Design Summary

Person Responsible

Todd Racine

Schedule

Monthly, from 8/29/2016 to 5/22/2017

Evidence of Completion

Lesson plan design reflecting standards based instruction

Plan to Monitor Fidelity of Implementation of G1.B7.S1 6

Discussion of Test Item Specs at SALT meetings and implementation on common assessments.

Person Responsible

Todd Racine

Schedule

Monthly, from 9/5/2016 to 5/19/2017

Evidence of Completion

SALT agendas and minutes; common assessments should reflect the intent of the test item specs

Plan to Monitor Effectiveness of Implementation of G1.B7.S1 7

Monitor lesson plans and assessments

Person Responsible

Todd Racine


Schedule

Monthly, from 9/5/2016 to 5/19/2017

Evidence of Completion

Lesson plans, assessment reviews, BMTs, scores on assessments

G1.B7.S2 Provide after-school tutoring for ACT preparation. 4

 S241083

Strategy Rationale

To give students who have not yet passed FSA/FCAT reading an opportunity to achieve the concordant score and thus meet graduation requirements.

Action Step 1 5

Provide after school tutoring in ACT prep

Person Responsible

James DeAmara

Schedule

Monthly, from 10/12/2016 to 6/9/2017

Evidence of Completion

increase passing rate of at-risk students and students who have previously not passed the FSA/FCAT

G1.B13 Teacher proficiency in performance monitoring 2

 B228602

G1.B13.S1 Provide teachers with continuous training in ways to examine their data. 4

 S241084

Strategy Rationale

If teachers know how to readily access their data, they will make more informed decisions and intensify, modify, or adjust their instruction based on the preexisting data.

Action Step 1 5

Provide teachers with additional training on how to access their data and make meaningful determinations based on their findings.

Person Responsible

Todd Racine

Schedule

Monthly, from 8/31/2016 to 4/28/2017

Evidence of Completion

SMART goals set by all teachers, included with IPDP.

Plan to Monitor Fidelity of Implementation of G1.B13.S1 6

SALT teams set SMART goals based on the school's goals; individuals set SMART goals based on SALT goals; SALT goals are monitored at each weekly SALT meeting.

Person Responsible

Michele Holmes

Schedule

Weekly, from 9/12/2016 to 4/28/2017

Evidence of Completion

Weekly SALT agendas are collected; notes on SMART goal progress is recorded.

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

1

G086022

G2.B2 Parental and student understanding of the importance of attending daily 2

B228604

G2.B2.S2 Encouragement of improving attendance with a school wide Behavior Recognition System 4

S241086

Strategy Rationale

Positive feedback produces positive results

Action Step 1 5

Positive Behavior Recognition Committee

Person Responsible

Dariyall Brown

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Meeting Agendas and minutes Plan for action

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Monitor improvements in attendance.

Person Responsible

Michele Holmes

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Increased attendance rates per period as well as per day.

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Improved attendance rates

Person Responsible

Dariyall Brown

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Improved daily attendance rates.

G2.B2.S4 Implement intriguing, engaging, and meaningful lessons to encourage improved attendance and increase achievement **4**

 S241088

Strategy Rationale

Extends the level of motivation students have to learn and progress

Action Step 1 **5**

Implement engaging lessons that motivate students to be in class

Person Responsible

Todd Racine

Schedule

Daily, from 8/10/2016 to 5/19/2017

Evidence of Completion

Lessons plans Classroom observations Improved attendance reports

Plan to Monitor Fidelity of Implementation of G2.B2.S4 **6**

Create well-constructed lesson plans

Person Responsible

Todd Racine

Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Submitted Lesson plans and classroom observation

Plan to Monitor Effectiveness of Implementation of G2.B2.S4 7

Lessons should be well planned and meaningful

Person Responsible

Todd Racine


Schedule

Weekly, from 8/10/2016 to 5/19/2017

Evidence of Completion

Classroom observations, improved attendance rates, improved achievement scores.

G2.B2.S5 Continue after-school tutoring program 4

 S241089

Strategy Rationale

Informal mentoring through regular monitoring of attendance and grades

Action Step 1 5

Four core teachers monitor and maintain the after school tutoring program 4 days a week.

Person Responsible

Melissa Jenne

Schedule

Daily, from 8/22/2016 to 5/22/2017

Evidence of Completion

grades, attendance

Plan to Monitor Fidelity of Implementation of G2.B2.S5 6

Teachers monitor grades and attendance

Person Responsible

Dariyall Brown

Schedule

Weekly, from 8/22/2016 to 5/22/2017


Evidence of Completion

weekly attendance logs; report cards

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

 B228611

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

 S241090

Strategy Rationale

Better communication

Action Step 1 5

Ensure that phone numbers are accurate.

Person Responsible

Diana Moskowitz

Schedule

Daily, from 8/10/2016 to 5/19/2017

Evidence of Completion

More contact.

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

Monitoring of parent contact.

Person Responsible

Diana Moskowitz

Schedule

Daily, from 8/10/2016 to 5/19/2017

Evidence of Completion

Higher percentage of phone contact through School Messenger

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

More accurate numbers will enable staff to communicate more consistently.

Person Responsible

Jatviel Infanzon


Schedule

Daily, from 8/10/2016 to 5/19/2017

Evidence of Completion

Parent involvement

G2.B9.S4 Teachers will contact parents during open slots on parent-teacher conference nights, noting "bad" phone numbers **4**

 S241093

Strategy Rationale

more people checking numbers

Action Step 1 **5**

Teachers will use time on parent conference night to make contact with parents of students with poor attendance, low grades or behavior issues using phone numbers in FOCUS

Person Responsible

Todd Racine

Schedule

On 9/22/2016

Evidence of Completion

updated phone numbers

Plan to Monitor Fidelity of Implementation of G2.B9.S4 **6**

Updated phone numbers will be recorded in FOCUS

Person Responsible

Diana Moskowitz

Schedule

Evidence of Completion

Teachers will report incorrect phone numbers in FOCUS to the Attendance secretary

G3. SRHS will provide sustained, coordinated professional development for all staff members. 1

G086023

G3.B3 Teacher perceived "irrelevant" PD offerings 2

B228615

G3.B3.S1 School will provide staff development sessions five times a year. 4

S241094

Strategy Rationale

Opportunities for learning encourage teachers to further their own professional base of knowledge.

Action Step 1 5

School Personnel will provide professional development sessions.

Person Responsible

Todd Racine

Schedule

Every 2 Months, from 8/31/2016 to 5/19/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Department Chairs will check for implementation of the professional development offered, and administrators will confer with DCs to verify evidence of implementation.

Person Responsible

Todd Racine

Schedule

Monthly, from 8/31/2016 to 5/19/2017

Evidence of Completion

SMART goals, IPDPs, lesson plans, classroom observations will be used as evidence of implementation.

G3.B3.S2 Teachers are encouraged to attend district professional development sessions relevant to their subject area. 4

 S241095

Strategy Rationale

Opportunities for learning encourage teachers to further their own professional base of knowledge.

Action Step 1 5

Teachers will sign up for Professional Development on District Modified Wednesdays

Person Responsible

Michele Holmes

Schedule

Quarterly, from 9/21/2016 to 4/19/2017

Evidence of Completion

Sign In Sheets

G3.B3.S3 Teachers will utilize Canvas for District's Cultural Competencies course 4

S241096

Strategy Rationale

Teachers will work to explore topics related to diversity

Action Step 1 5

Teachers will complete the Canvas modules 1-6 on Cultural Competencies

Person Responsible

Todd Racine

Schedule

Monthly, from 9/30/2016 to 4/13/2017

Evidence of Completion

Teachers will complete reflections as required in Canvas modules

Action Step 2 5

Face to Face Sessions 1 - 3

Person Responsible

Danny Ioffredo

Schedule

Triannually, from 11/2/2016 to 4/18/2017

Evidence of Completion

Sign In Sheets

Plan to Monitor Fidelity of Implementation of G3.B3.S3 6

Administrators will monitor teachers' completion of reflections

Person Responsible

Todd Racine

Schedule

Quarterly, from 9/30/2016 to 5/5/2017

Evidence of Completion

Teachers will participate in face to face sessions

G3.B5 Too many initiatives - unclear focus 2

 B228617

G3.B5.S1 SRHS will focus on 3 non-negotiables: All students can learn, collaboration is a right and a responsibility, and we focus on results. 4

 S241097

Strategy Rationale

By focusing on only 3 non-negotiables, everything we do is directly related to one of those topics, with student achievement being at the center.

Action Step 1 5

The non-negotiables of SRHS will be repeated throughout the year.

Person Responsible

Todd Racine

Schedule

Monthly, from 8/10/2016 to 5/19/2017

Evidence of Completion

G3.B5.S2 All teachers will work in collaborative teams. 4

 S241098

Strategy Rationale

As a support to the 3 non-negotiables, collaboration is required of all instructional staff.

Action Step 1 5

Teachers will meet in Student Achievement Learning Teams.

Person Responsible

Michele Holmes

Schedule

Weekly, from 8/15/2016 to 5/15/2017

Evidence of Completion

weekly SALT agendas and minutes

Action Step 2 5

Teachers will receive and read copies of the book Concise Answers to FAQs about Professional Learning Communities

Person Responsible

Michele Holmes

Schedule

Evidence of Completion

Teachers will demonstrate increased understanding of PLC procedures and possess a teacher notebook to include weekly agendas, test item specifications, common assessments, and other documentation related to the PLC process.

Plan to Monitor Fidelity of Implementation of G3.B5.S2 6

Department Chairs will collect and monitor SALT agendas and minutes.

Person Responsible

Michele Holmes

Schedule













Evidence of Completion

Meeting agendas and minutes

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G3.B5.S2.MA1 M321077	Department Chairs will collect and monitor SALT agendas and minutes.	Holmes, Michele	8/15/2016	Meeting agendas and minutes	No End Date weekly
G3.B5.S2.A2 A312061	Teachers will receive and read copies of the book Concise Answers to FAQs about Professional...	Holmes, Michele	8/10/2016	Teachers will demonstrate increased understanding of PLC procedures and possess a teacher notebook to include weekly agendas, test item specifications, common assessments, and other documentation related to the PLC process.	No End Date one-time
G2.B9.S4.MA1 M321073	Updated phone numbers will be recorded in FOCUS	Moskowitz, Diana	9/22/2016	Teachers will report incorrect phone numbers in FOCUS to the Attendance secretary	No End Date one-time
G2.B9.S4.A1 A312054	Teachers will use time on parent conference night to make contact with parents of students with...	Racine, Todd	9/20/2016	updated phone numbers	9/22/2016 one-time
G3.B3.S3.A1 A312057	Teachers will complete the Canvas modules 1-6 on Cultural Competencies	Racine, Todd	9/30/2016	Teachers will complete reflections as required in Canvas modules	4/13/2017 monthly
G3.B3.S3.A2 A312058	Face to Face Sessions 1 - 3	Ioffredo, Danny	11/2/2016	Sign In Sheets	4/18/2017 triannually
G3.B3.S2.A1 A312056	Teachers will sign up for Professional Development on District Modified Wednesdays	Holmes, Michele	9/21/2016	Sign In Sheets	4/19/2017 quarterly
G1.B13.S1.MA1 M321059	SALT teams set SMART goals based on the school's goals; individuals set SMART goals based on SALT...	Holmes, Michele	9/12/2016	Weekly SALT agendas are collected; notes on SMART goal progress is recorded.	4/28/2017 weekly
G1.B13.S1.A1 A312047	Provide teachers with additional training on how to access their data and make meaningful...	Racine, Todd	8/31/2016	SMART goals set by all teachers, included with IPDP.	4/28/2017 monthly
G3.B3.S3.MA1 M321076	Administrators will monitor teachers' completion of reflections	Racine, Todd	9/30/2016	Teachers will participate in face to face sessions	5/5/2017 quarterly
G3.B5.S2.A1 A312060	Teachers will meet in Student Achievement Learning Teams.	Holmes, Michele	8/15/2016	weekly SALT agendas and minutes	5/15/2017 weekly
G2.MA1 M321074	Progress will be monitored by using attendance reports to analyze attendance rates.	Brown, Dariyall	8/10/2016	Improved attendance	5/19/2017 quarterly
G1.B7.S1.MA1 M321057	Monitor lesson plans and assessments	Racine, Todd	9/5/2016	Lesson plans, assessment reviews, BMTs, scores on assessments	5/19/2017 monthly
G1.B7.S1.MA1 M321058	Discussion of Test Item Specs at SALT meetings and implementation on common assessments.	Racine, Todd	9/5/2016	SALT agendas and minutes; common assessments should reflect the intent of the test item specs	5/19/2017 monthly
G2.B9.S1.MA1 M321069	More accurate numbers will enable staff to communicate more consistently.	Infanzon, Jatiel	8/10/2016	Parent involvement	5/19/2017 daily
G2.B9.S1.MA1 M321070	Monitoring of parent contact.	Moskowitz, Diana	8/10/2016	Higher percentage of phone contact through School Messenger	5/19/2017 daily
G2.B9.S1.A1 A312051	Ensure that phone numbers are accurate.	Moskowitz, Diana	8/10/2016	More contact.	5/19/2017 daily
G3.B3.S1.MA1 M321075	Department Chairs will check for implementation of the professional development offered, and...	Racine, Todd	8/31/2016	SMART goals, IPDPs, lesson plans, classroom observations will be used as evidence of implementation.	5/19/2017 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.B3.S1.A1  A312055	School Personnel will provide professional development sessions.	Racine, Todd	8/31/2016		5/19/2017 every-2-months
G3.B5.S1.A1  A312059	The non-negotiables of SRHS will be repeated throughout the year.	Racine, Todd	8/10/2016		5/19/2017 monthly
G2.B2.S2.MA1  M321062	Improved attendance rates	Brown, Dariyall	8/10/2016	Improved daily attendance rates.	5/19/2017 monthly
G2.B2.S2.MA1  M321063	Monitor improvements in attendance.	Holmes, Michele	8/10/2016	Increased attendance rates per period as well as per day.	5/19/2017 monthly
G2.B2.S2.A1  A312048	Positive Behavior Recognition Committee	Brown, Dariyall	8/10/2016	Meeting Agendas and minutes Plan for action	5/19/2017 monthly
G2.B2.S4.MA1  M321066	Lessons should be well planned and meaningful	Racine, Todd	8/10/2016	Classroom observations, improved attendance rates, improved achievement scores.	5/19/2017 weekly
G2.B2.S4.MA1  M321067	Create well-constructed lesson plans	Racine, Todd	8/10/2016	Submitted Lesson plans and classroom observation	5/19/2017 weekly
G2.B2.S4.A1  A312049	Implement engaging lessons that motivate students to be in class	Racine, Todd	8/10/2016	Lessons plans Classroom observations Improved attendance reports	5/19/2017 daily
G1.B7.S1.A1  A312045	Teachers will utilize (wherever possible) the Test Item Specifications and Test Design Summary	Racine, Todd	8/29/2016	Lesson plan design reflecting standards based instruction	5/22/2017 monthly
G2.B2.S5.MA1  M321068	Teachers monitor grades and attendance	Brown, Dariyall	8/22/2016	weekly attendance logs; report cards	5/22/2017 weekly
G2.B2.S5.A1  A312050	Four core teachers monitor and maintain the after school tutoring program 4 days a week.	Jenne, Melissa	8/22/2016	grades, attendance	5/22/2017 daily
G1.B7.S2.A1  A312046	Provide after school tutoring in ACT prep	DeAmara, James	10/12/2016	increase passing rate of at-risk students and students who have previously not passed the FSA/FCAT	6/9/2017 monthly

V. Professional Development Opportunities

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

G1. SRHS will improve student achievement in all areas of standardized tests.

G1.B7 Newer assessments and new staff

G1.B7.S1 Utilize (wherever applicable) the Test Item Specifications and Test Design Summary

PD Opportunity 1

Teachers will utilize (wherever possible) the Test Item Specifications and Test Design Summary

Facilitator

Department Chairs

Participants

SALT members

Schedule

Monthly, from 8/29/2016 to 5/22/2017

G1.B13 Teacher proficiency in performance monitoring

G1.B13.S1 Provide teachers with continuous training in ways to examine their data.

PD Opportunity 1

Provide teachers with additional training on how to access their data and make meaningful determinations based on their findings.

Facilitator

Todd Racine

Participants

all teachers

Schedule

Monthly, from 8/31/2016 to 4/28/2017

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

G2.B2 Parental and student understanding of the importance of attending daily

G2.B2.S4 Implement intriguing, engaging, and meaningful lessons to encourage improved attendance and increase achievement

PD Opportunity 1

Implement engaging lessons that motivate students to be in class

Facilitator

Lesson Planning Acquisition Team

Participants

All Instructional Staff

Schedule

Daily, from 8/10/2016 to 5/19/2017

G3. SRHS will provide sustained, coordinated professional development for all staff members.

G3.B3 Teacher perceived "irrelevant" PD offerings

G3.B3.S1 School will provide staff development sessions five times a year.

PD Opportunity 1

School Personnel will provide professional development sessions.

Facilitator

Todd Racine

Participants

SRHS Faculty and Staff

Schedule

Every 2 Months, from 8/31/2016 to 5/19/2017

G3.B3.S3 Teachers will utilize Canvas for District's Cultural Competencies course

PD Opportunity 1

Teachers will complete the Canvas modules 1-6 on Cultural Competencies

Facilitator

Supervising administrators will review reflection logs as posted in Canvas

Participants

Instructional Staff

Schedule

Monthly, from 9/30/2016 to 4/13/2017

PD Opportunity 2

Face to Face Sessions 1 - 3

Facilitator

Jatviel Infanzon

Participants

Instructional Staff

Schedule

Triannually, from 11/2/2016 to 4/18/2017

VI. Technical Assistance Items

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

G3. SRHS will provide sustained, coordinated professional development for all staff members.

G3.B5 Too many initiatives - unclear focus

G3.B5.S1 SRHS will focus on 3 non-negotiables: All students can learn, collaboration is a right and a responsibility, and we focus on results.

TA Opportunity 1

The non-negotiables of SRHS will be repeated throughout the year.

Facilitator

Todd Racine

Participants

all faculty/staff

Schedule

Monthly, from 8/10/2016 to 5/19/2017

VII. Budget

1	G1.B13.S1.A1	Provide teachers with additional training on how to access their data and make meaningful determinations based on their findings.				\$0.00
2	G1.B7.S1.A1	Teachers will utilize (wherever possible) the Test Item Specifications and Test Design Summary				\$0.00
3	G1.B7.S2.A1	Provide after school tutoring in ACT prep				\$1,800.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0291 - Sebastian River High School			\$1,800.00
			Notes: \$450 x 4 quarters			
4	G2.B2.S2.A1	Positive Behavior Recognition Committee				\$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0291 - Sebastian River High School			\$10,000.00
5	G2.B2.S4.A1	Implement engaging lessons that motivate students to be in class				\$0.00
6	G2.B2.S5.A1	Four core teachers monitor and maintain the after school tutoring program 4 days a week.				\$8,308.40

Indian River - 0291 - Sebastian River High School - 2016-17 SIP
Sebastian River High School

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0291 - Sebastian River High School			\$8,308.40
			<i>Notes: \$1400 per quarter for salaries \$677 per quarter for transportation</i>			
7	G2.B9.S1.A1	Ensure that phone numbers are accurate.				\$0.00
8	G2.B9.S4.A1	Teachers will use time on parent conference night to make contact with parents of students with poor attendance, low grades or behavior issues using phone numbers in FOCUS				\$0.00
9	G3.B3.S1.A1	School Personnel will provide professional development sessions.				\$0.00
10	G3.B3.S2.A1	Teachers will sign up for Professional Development on District Modified Wednesdays				\$0.00
11	G3.B3.S3.A1	Teachers will complete the Canvas modules 1-6 on Cultural Competencies				\$0.00
12	G3.B3.S3.A2	Face to Face Sessions 1 - 3				\$0.00
13	G3.B5.S1.A1	The non-negotiables of SRHS will be repeated throughout the year.				\$0.00
14	G3.B5.S2.A1	Teachers will meet in Student Achievement Learning Teams.				\$0.00
15	G3.B5.S2.A2	Teachers will receive and read copies of the book Concise Answers to FAQs about Professional Learning Communities				\$3,425.20
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0291 - Sebastian River High School			\$3,425.20
			<i>Notes: book \$2895 binder & dividers \$530.20</i>			
					Total:	\$23,533.60