School District of Indian River County

# Vero Beach High School

## 2016-17 Schoolwide Improvement Plan

# Vero Beach High School

1707 16TH ST, Vero Beach, FL 32960

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 | 50% |

| Primary Service Type (per MSID File) | Charter School | 2018-19 Minority Rate (Reported as Non-white on Survey 2) |
|---|---|---|
| K-12 General Education | No | 43% |

## School Grades History

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

**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 Vero Beach 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.

Vero Beach High School's rich tradition of excellence in academic, career/technical, extra-curricular, and arts programs provide the foundation for a safe and nurturing environment that addresses students' diverse talents, interests, and abilities as we further prepare them to adapt to the challenges of ever-changing local, global, and virtual/digital communities.
At VBHS our teachers and staff are actively engaged to consummately improve and inspire student learning. No matter our job title, we are all educators at VBHS, working diligently to provide the best instruction, learning environment, and facility possible for our students and families. Our school supports the goals of our school district, and community as an asset. Our Indian families are proud to say that their child attends VBHS. With great pride in their school, our students are happy and exhibit honorable qualities of respect, tolerance, hard work, and perseverance in all that they do. Working collaboratively, our instructional staff seeks to answer the critical questions of learning and develop learning goals that are strategic, specific, measurable, attainable, results oriented, and time bound in order to realize our collective educational aspirations. Together, we are goal oriented, supportive, and our decisions and actions keep the best interests of our students and stakeholders at heart.

#### b. Provide the school's vision statement.

It is the responsibility of Vero Beach High School to work together to achieve success for all students. This vision statement is commonly referred to using the short catch phrase, "VBHS…Together We Achieve Success”.

### 2. School Environment

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

Vero Beach High School provides services that support physical, social and emotional needs of all students. The guidance department meets with each student individually to review schedules and to evaluate graduation standing. For the 2016-2017 school year, the guidance department acquired a Graduation Coach to support all students to meet their graduation requirements. Our Graduation Coach has been been added to the guidance team to support the status of students in each of the four graduation cohorts. The support system extends to a Student Support Specialist, Attendance Officer, School Psychologist, Teen Parenting Coordinator, and Career Occupational Specialist.

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

Students are greeted in the hallways as teachers are at their doors to welcome them and staff is posted around the building before, during class exchange, and after school to ensure student safety. Vero Beach High School offers many programs including orientation, grade level presentations on procedures and school offerings, Teen Dating Violence Curriculum, Mock DUI Presentation, and the Multi-Tiered Systems of Support framework. VBHS holds all appropriate emergency drills and has School Resources Officers that positively interact with students. VBHS students are educated about the school’s zero-tolerance policies and how to handle a possible bullying situation. Students are constantly encouraged to be part of the solution, rather than the problem when situations arise among peers. Also, to motivate students about their high school journey, all students are reminded to stay "Committed to Graduation or C2G." Banners and visual representations are reminders to encourage

students to stay focused. Teachers take part in the initiative by creating bulletin boards and supporting their students goals.

**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.**

Vero Beach High School has a plan to reduce discipline school wide. VBHS has a policy that includes a minor incident behavior tracking form for incidents that are to be handled by the classroom teacher. Incidents such as talking in class and cell phones are handled by teachers for the first three occurrences and the interventions may include parent contact, detention, and a seating change. This plan helps students stay in class without needing to report to the office during instructional time. During the first week of school all students receive and review during the District's Code of Conduct and a Student Handbook that is specific to VBHS rules and procedures to establish clear behavioral expectations. Teachers are trained on the District's Code of Conduct using a module on Canvas, the district's online learning management system. Administration monitors the completion of the course and checks for accountability. During walk-throughs on the first three days of school, administrators ensure the District's Code of Conduct is being shared and reviewed by all students. New students with their parents/guardians receive a copy of the Code of Conduct when enrolling throughout the year. Teachers, administrators and staff will also have training available to attend after-school about the progressive measures and interventions available to use. For the 2016-2017 school, VBHS implemented a 90% Attendance Policy for unexcused absences. This policy enforces attendance in all classes and documents unexcused absences to inform the student, coach, club sponsor, administrator parent, and/or other staff member. Due to the policy, students could potentially lose their parking spots, participation in games, competitions, or events (not practices), student price tickets, and/or attendance a prom, homecoming or other celebratory events until they are back in compliance.

**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.**

Vero Beach High School offers many programs to meet the social-emotional needs of our students through a variety of programs. Our school psychologist offers services such as a crisis assessment (self-injury/suicide), crisis counseling, peer mediation, community/agency consultation, group counseling, and psycho-educational screening. VBHS has a connection with New Horizons which offers anger management courses and a social skills course. Guidance counselors provide individual counseling, group counseling, offer consultation with teachers, staff, and parents regarding students' needs, meet with each student individually to schedule, and offer parent workshops. Our graduation coach is available to meet with students, check-in for needs, and support with additional services that could be provided or offered. Vero Beach High School also has an organizational plan to facilitate the MTSS problem-solving process for student with attendance, academic and/or behavioral needs. The support system extends to a Student Support Specialist, Attendance Officer, School Psychologist, Teen Parenting Coordinator, and Career Occupational Specialist.

### 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.**

*Vero Beach High School has an Attendance Policy to address students who are below 90%. Although, the policy is for unexcused absences, the tiered system does acknowledge students who are continuously being excused and suspended out of school. Our social workers and MTSS team

meets weekly to discuss students who are below the 90 percent and follow-up with phone calls to parents/guardians and initiate parent conferences, if necessary. Our social workers also makes home visits to find out necessary implications about why a student is not attending school regularly. Our social worker also makes necessary referrals to Cins/Fins for students who meet the age requirement. *Tiered attendance policy would not attach under goal (Microsoft Word File)
*Students who are receiving out of school and/or in school suspension are monitored daily by guidance, student support, school psychologist, resource specialist, and administration. The MTSS team makes recommendations and follows-up with check-in, check-out, IEP and 504 behavior plans and goals, progress and participation in social skills, learning strategies, and anger management. Our school leadership team is also aware of students on probation. These students check-in regularly with guidance, the SRO (school resource officer), and/or administration.
*The MTSS team is examining students who are currently earning D's and F's. Students who are receiving a D or an F are meeting with their guidance counselors, parents are being called, and tutoring sessions are being provided. The school leadership team has implemented a number of opportunities for students to receive extra support, including - Tribe Tutoring (every Monday, Tuesday, Wednesday, and Thursday after school for 9-12 graders), Math Tutoring (Wednesdays during both lunches- 9th grade), Study Skills (SSS and School Psychologist meet with interested students performing with a D or an F in ELA twice a week at both campuses). The MTSS team at the FLC is trying to motivate all students to earn an A, B, or C. Every week, grades will be analyzed and students with A's, B's, and C's in all classes will have a chance to enter a chance drawing with a number of prizes and activities to follow to celebrate success.
*The MTSS team has pulled data to examine students with a Level 1 in ELA and Math. Student schedules have been devised to meet needs and begin Tier II interventions for ELA in an Intensive reading class. Also, students with an IEP who require learning strategies as part of their goal, have a Learning Strategies class part of their schedule. Progress monitoring is utilized throughout the school year to track student performance, adjust instructional strategies, and work with individual students to problem-solve and monitor or increase interventions.

**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 | 90 | 110 | 134 | 155 | 489 |
| One or more suspensions | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 89 | 76 | 29 | 40 | 234 |
| Course failure in ELA or Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 272 | 135 | 111 | 160 | 678 |
| Level 1 on statewide assessment | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 165 | 116 | 94 | 90 | 465 |
| Level 1 on statewide assessment Math | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 178 | 135 | 169 | 164 | 646 |

***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 | 588 | 521 | 536 | 496 | 2141 |

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

Tier I
Attendance Policy - employed to encourage students to attend all classes, tracks unexcused

absences
Commitment to Graduate - utilized to promote 100% graduation for all students to become career and college ready
FOCUS - Reports checked for students identified through EWS
Minor Tracking Form - utilized by all teachers to track minor behaviors in the classrooms and halls to lessen office referrals, minor tracking forms encourage a matrix of progressive consequences aligned with the student code of conduct
MTSS - monitor list for students who are concerns due to potential indicator
Pride Tribe - academic success
Tribe Tutoring - designed to encourage students to get extra support in their classes from peer tutors, also utilized for students who are in Tier II and Tier III for attendance

Tier II
Check in/check out with guidance and SSS
Check in/check out with social worker
Check in/check out with SRO, JPO, administration
Anger Management Group
Social Skills Group
Learning Strategies Class
MTSS - weekly discussion, check on interventions, progress monitoring
Social Skills Class
Administrative Counseling
Parent/Teacher/Admin Conference - schedule change (if applicable or necessary)
Stafulty/Student 1:1 Mentoring Initiative (New 11/16)

Tier III
1:1 Counseling
MTSS - weekly discussion, check on interventions, progress monitoring, review for SERT (if needed)
Wavecrest - CINS/FINS referral
Outside Referral from New Horizons
Behavior Agreement/Plan
Safety Plan

## 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***

Parent involvement is critical for student success. Parents are asked to attend school functions to discuss academic concerns (conference night, Open House, Orientation). Parents are also encouraged to sign up for a FOCUS account (the district's online grade book) to check grades, behavior, and attendance at their convenience. VBHS has many clubs and activities for students to be part of- and it is this participation that creates student achievement and on-time graduation.

Parents are encouraged to attend sporting events, informational meetings, join the Parents Teachers Students Association (PTSA), join the VBHS School Advisory Council (SAC), Volunteer, and/or Chaperone. As always, teachers are available before school, during their planning, and after school to discuss concerns or provide assistance.

**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.**

Vero Beach High School believes that partnerships with our community is important to support our students' growth. VBHS has relationships with local businesses that contribute to our Tribe PRIDE positive behavior program that gives discounts at local businesses to students who perform well academically, attend school regularly, and do not receive any discipline referrals. AMC Theatre helps to acknowledge the importance of student success and promoting great character by donating passes to reward students for their behavior and completing assignments. Publix has donated frozen treats to VBHS/FLC for their "no missing assignments" Friday celebration. In addition, Publix understands items are necessary for students to be prepared with necessary supplies in order to be successful and has donated numerous boxes of school supplies. We have an active PTSA and SAC that supports our academic and cultural growth programs. VBHS holds community events that draw large crowds to our stadiums and Performance Art Center. Our Career and Technical education programs are closely linked with our business partners and educators, including Center State Bank which runs a location ran by our accounting students on our main campus. Campus Life is also available on each campus once a week for students to share and discuss topics such as self-esteem, perseverance, study habits, and peer pressure.

## 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 |
|---|---|
| O'Keefe, Shawn | Principal |
| Bieber, Anne | Assistant Principal |
| Erickson, David | Assistant Principal |
| Finnegan, Rachel | Assistant Principal |
| Humphrey, Chip | Assistant Principal |
| Ahrens, Greg | Assistant Principal |
| Poole, Hilary | Assistant Principal |

**b. Duties**

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

The leadership team members are responsible to understand the mission and vision of the school and how the MTSS supports the goals of the SIP. All leaders evaluate teachers using the Marzano evaluation system , promote the academic plan, and support students academically, behaviorally, socially, and athletically. Our leaders participate in the MTSS process, attend department meetings, and communicate our vision and mission to the community. Administrators attend at least one

monthly training designed by a district-level administrator and also meet weekly with the school principal. During the trainings and meetings, items are discussed and vetted about what needs to be shared with department chairs and with the entire faculty. Administrators at VBHS are instructional leaders, working with curriculum, deliberate practices, and continously School-based professional development days are led by administrators and teacher leaders to engage, explore and collaborate on district initiatives together.

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

The MTSS team meets weekly or as needed using a criterion-based model. The team will identify students who are in need of additional academic and/or behavioral support (supplemental or intensive). An intervention plan will be developed which identifies a student's specific areas of needs and appropriate evidence-based interventions to address these needs. The team will ensure that the necessary resources are available and the intervention is implemented with fidelity. The team will identify all supports available in Tier I, Tier II, and Tier III to ensure students are receiving the needed assistance to make improvements. In addition, the MTSS team will be supporting the implementation of Restorative Justice as a proactive, positive approach for students to work through conflicts and hardships among peers.

Federal, state and local funds are regulated through district departments, and any functions assigned to VBHS are coordinated with school administration to ensure the fidelity of implementation.

VBHS has Career and Technical Specialist to oversee Career and Technical programs, and administer industry certification exams to students, etc.

VBHS has district support for migrant students. We have a well-established ELL program with progress monitoring throughout the year. We also have an ESOL teacher aide that provides classroom support.

VBHS is pleased to have a Homeless Resource Teacher and Teacher Aide assisting our homeless students. Regular classroom visits occur and feedback is given to guidance counselors and administration on a regular basis.

VBHS is also supported by New Horizons and can make recommendations for support services for students or provide parents with information about offered assistance. A counselor is at VBHS four days a week and at the FLC one day a week to conduct groups and meet with students on an individual basis.

## 2. School Advisory Council (SAC)

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

| Name | Stakeholder Group |
|---|---|
| Lance Lunceford | Student |
| Vicki DeGroat | Parent |
| Cindy Jorgenson | Teacher |
| Richard Lewis | Teacher |
| Shawn O'Keefe | Principal |
| Angie Schepers | Parent |
| Denise Smith | Business/Community |
| Stephen Adams | Teacher |
| Amy Coonce | Teacher |
| Dawn Brooks | Business/Community |
| Edie Collins | Parent |
| Christine Hyde | Parent |
| Barbara Ingram | Parent |
| Lonnie Ingram | Student |
| Tamara Green | Student |
| Dora Forero | Parent |
| Diane Lanier | Parent |
| Rafael Forero | Parent |
| Jonnin Perry | Business/Community |
| Percy Perry | Business/Community |
| Marianna Forero | Student |
| Leif Clark | Student |
| Alex Harrison | Student |
| Danyelle Sessoms | Education Support Employee |
| Cody Lanier | 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*

The SAC committee approved the SIP for last school year. The committee discussed English and Math concerns for this year and wanted more information regarding the common formative assessments and data chats. Ms. Serra and Mr. O'Keefe shared improvements from last year, areas of need, and areas of strength based on scores and last year's goals.

*b. Development of this school improvement plan*

The SAC advises and gives suggestions for possible interventions or programs that can be used to address areas of concern. A presentation was presented to the SAC members on September 13th by Rachel Serra to inform them of the 2016-2017 school goals and initiatives for the school and the district. Alignments and interconnections were identified by Ms. Serra and Mr. O'Keefe.

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

Vero Beach High School submits the school's budget to the district for approval.

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

ARTICLE XIII: BUDGET REQUESTS

The School Advisory Council shall grant funds at two times during the school year. Those who wish to request funds from SAC will complete a request for funds and present their requests at a SAC meeting in the Fall or a SAC meeting in the Spring.

Funds requested from the SAC must meet the following requirements:
• Address the needs of a 2/3 majority of students at VBHS
• Address one or more of the goals on the School Improvement Plan

At the meeting following the request for funds proposal meeting, SAC will decide which proposal(s) to fund. The secretary will notify all those who requested funds regardless of whether they received funds or not.

Current SAC balance is $19,000. Last year SAC was funded by Closing the Gap Funds. SAC put back the funds into the school to support teachers and students. As of today, no funds have been disbursed to SAC for this school year. Funds will be dispersed in October based on fund requests submitted in September.

***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 |
|---|---|
| O'Keefe, Shawn | Principal |
| Bieber, Anne | Assistant Principal |
| Erickson, David | Assistant Principal |
| Finnegan, Rachel | Assistant Principal |
| Humphrey, Chip | Assistant Principal |
| Ahrens, Greg | Assistant Principal |
| Bayless, Victoria | Teacher, K-12 |
| Combs, Angela | Teacher, K-12 |
| Hiller, MaryStephany | Teacher, K-12 |
| Hodges, Gina | Teacher, K-12 |
| Martin, John | Teacher, K-12 |
| Minton, Kere | Instructional Coach |
| Mosblech, Eric | Teacher, K-12 |
| Payne, Jill | Teacher, K-12 |
| Wiley, Kristin | Teacher, K-12 |
| Poole, Hilary | Assistant Principal |
| Privette, Francesca | Attendance/Social Work |
| Howell, Page | Teacher, K-12 |

**b. Duties**

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

For the 2016-2017 school year, all departments are completing a "Literacy across the Content Areas" school initiative. The PLC is focusing on working with the literacy department to infuse active reading and writing strategies across the school in all subjects. Tabi Johnston and Laurie Young shared active reading strategies with our department chairs on September 6th. The entire staff will be trained on November 16th in Literacy Across the Content Areas.

Phase 1 - Identifying literacy standards to focus on, create a common board, performance scale, and formative assessment. The data chats will be structured around the data gathered from the formative assessments.
Phase 2 - School-wide writing opportunities will take place beginning in December.

Evaluating administrators will meet with their groups of teachers to review the IPDP to ensure they are collecting evidence of the literacy component and including professional development they are attending.

## 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.**

Two years ago, VBHS teachers created a committee entitled C.H.I.E.F.S. - Celebrating, honoring, inspiring, encouraging faculty and staff. The group focuses on building positive working relationships. This year CHIEFS members participated in our back-to-school in-service. Designed around the idea of

"Planting the Seeds of Knowledge," teacher leaders from CHIEFS disseminated packets of seeds. During the presentation, the teacher leaders shared how every seed is different and has specific care instructions. This related to the differences among our students and how each student has a special set of instructions to meet their needs to grow to their full potential. The committee handed out free shirts to all staff and faculty promoting one team, hosts and continues to plan free snacks, dinners, and treats before select school events such as football games, conference nights, and open house.
VBHS will continue to implement a common assessment program to promote collaborative planning and instruction to encourage department meetings to have focused conversations about data and improving instruction. As a pilot school for Unify for the 2015-2016 school year, administration and department chairs will continue to analyze data more efficiently and effectively through assessments to make data-driven decisions about instruction. The common assessments are standards based and allow teachers to better understand standards, analyze data, and improve instructional practices collaboratively. A large emphasis for the entire school will be promoting literacy in all content areas.

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

VBHS will strive to recruit and retain the highest quality personnel, including an emphasis on minority recruitment.
VBHS will continue an aggressive effort to recruit and retain highly qualified personnel.
VBHS will provide specific support to new teachers during their first three years of teaching, especially those new to VBHS or completing the Alternative Certification program.

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

VBHS started a unique program school year 2012-2013 for new teachers. Led by Administrator Greg Ahrens and teacher Heather Holden, the program provides professional development for new teachers to VBHS. Meetings are set at the beginning of the school year to cover basic information and review attendance, grades, and other software.The group then meets throughout the school year to discuss data or any other new initiative that the school or district has adopted.
This year Greg Ahrens, Rachel Serra, and Heather Holden began the program with a Back to School New Teacher/Mentor Breakfast and mentor/mentee assignments. Administrators spoke about different facets for VBHS. Administrator Chip Humphrey discussed club sponsorships and the importance of getting involved. Rachel Serra discussed Professional Development opportunities, certification, and school PD efforts. All teachers (mentors/mentees) were provided with candy survival kits to discuss how different candies will remind them what their mentor/mentees are there for during the school year.

## 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.***

For the 2016-2017 school year, Vero Beach High School is implementing programs to ensure that all subjects are aligned with state standards to enhance standards-based instruction in all classrooms. Professional Development will be offered throughout the year on school and district based days. School-based days will focus on Literacy across all Content Areas, Standards-Based Instruction - Making Thinking Visible, MTSS, and student engagement.

VBHS is also continuing the "Commitment to Graduate" program to inspire all stakeholders to think

about "100% Graduation for All." School wide assemblies were held for each grade level to ensure the importance of staying in school, staying motivated, and reaching their goals.

All like-subject area teachers will collaborate to create short, formative common assessments designed from course standards. Most VBHS teachers included the data from the common assessments in their Individual Professional Development Plan. The common assessment process will last the entire school year with short assessments throughout. All course syllabi are turned into front office staff ensure that they are aligned with state standards.

To assist with the common assessment process, teachers will be trained on how to use Unify through Performance Matters and GradeCam. This will ensure teachers are issuing standards-based assessments addressing different levels of cognitive complexity.

**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.***

The Vero Beach High School academic plan addresses differentiated instruction to meet the diverse needs of students. The plan calls for flexible groupings in the classroom and delivering intervention or enrichment to supplement new or direct classroom instruction. Teachers are asked to provide practice and reinforce skills in study skills, test taking, critical thinking, and problem solving skills. Students with IEPs or 504 Plans may use the resource room during non-instructional time. Teachers also use PM2 to monitor student data, which includes features to break the data into sub-groups. The MTSS team finds particular interventions to support the needs of our students who are struggling in one or more areas (academically, attendance, or behaviorally).

***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:** Summer Program

**Minutes added to school year:** 1,680

VBHS hosted an Algebra Boot Camp which lasted three weeks over the summer to assist students who failed the Algebra EOC test. Students registered to take the test at the end of the Boot Camp.

***Strategy Rationale***

Students were given more time to understand material in an environment with fewer students.

***Strategy Purpose(s)***

- Enrichment
- Teacher collaboration, planning and professional development

***Person(s) responsible for monitoring implementation of the strategy***
O'Keefe, Shawn, shawn.okeefe@indianriverschools.org

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

EOC test scores as well as common assessment scores will be used to monitor progress.

**Strategy:** Summer Program

**Minutes added to school year:** 3,000

ELL students work teachers during the summer to improve reading, writing, and communication skills

***Strategy Rationale***

The program gives students more enrichment opportunities to work specifically on language skills.

***Strategy Purpose(s)***

- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***
O'Keefe, Shawn, shawn.okeefe@indianriverschools.org

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

Data will be collect through Mr. Kouns and CELLA scores.

**Strategy:** Extended School Day

**Minutes added to school year:** 1,200

VBHS will institute after school BOOT CAMPS prior to EOC testing windows to provide struggling students with an intensive day of learning and reviewing main concepts.

***Strategy Rationale***

Students will receive extra help in the areas of students' need before the EOCs.

***Strategy Purpose(s)***

- Teacher collaboration, planning and professional development

***Person(s) responsible for monitoring implementation of the strategy***
Hiller, MaryStephany, mary.hiller@indianriverschools.org

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

Students will be given a pre-test then a post-test at end of session, scores from EOC tests will be reviewed for efficacy of program.

## 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.***

School level orientation for the incoming freshman class occurs every year beginning in March prior to enrollment. There is an incoming parent and student night held at the Performing Art Center to

review graduation requirements, processes, Bright Futures, athletics, and all other facets of high school curricular and extra-curricular programs. VBHS guidance counselors travel to each feeder middle school to discuss graduation requirements and to pre-schedule student's.

There is also a night for parents and students (incoming freshman) to learn about the Advanced Placement Program (AP) with the AP coordinator and administration.

Throughout high school, students are informed through individual as well as group meetings and workshops about FAFSA, college application process, scholarship applications, and cohort specific requirements for graduation.

At the start of every school year, each class is brought together for a school-wide assembly to learn to the policies, rules, and procedures. Also, during this school-wide assembly, students are introduced and reminded about Commitment to Graduate.

**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.***

Guidance counselors begin this process before 9th grade begins by meeting with students to guide them for course selection based on interests. Students complete a short interest inventory so that courses are personally meaningful and are in line with their academic abilities. Students are encouraged to be in the most challenging courses possible. VBHS participates in a college night and financial aid night to help communicate opportunities to students. In the spring prior to tenth grade, all ninth grade students participate in a tour of the career tech programs offer at VBHS.

This year VBHS has included a graduation coach as a new team member of guidance. Also, all guidance counselors and administrators are being trained on Naviance, a new tool for students to use to familiarize and support their future decisions and goals.

The month of October is "College Awareness Month." Tips are provided on the announcements as well as signage around the school.

Vero Beach High School is continuing a program called, "Commitment to Graduate - C2G." The program is designed to motivate and inspire all students to graduate high school and begin thinking about ways to be successful in the future. Increasing our graduation rate ties directly into our school grade, counting 50%. "100% Graduation, 100% for Everyone"

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

VBHS has several integrated courses that provide certification opportunities for real-world application.

Accounting offers Quickbooks Industry Certification.

Automotive Technology offers Industry Certification through FADA (Florida Automotive Dealership Association) in Brakes, Steering and Suspension, Engine Performance, and Electrical.

Business Management and Supervision offers VBIZ & Company offers courses in Business Supervision, Legal Aspects of Business, and Entrepreneurship and Indian Printing.

Building Construction Technology offers industry certification under the National Center for Construction Education and Research in Carpentry-Level 1

Culinary Arts offers industry certification through IFSEA (International Food Service Executive Association) to become a Certified Food Manager

Digital Design offers certification in the Adobe National Certification Test for Photoshop and DreamWeaver.

Nursing Assistance program prepares students for employment as a nursing aide, nursing orderlies, or nursing attendants. Students can earn industry certification in Certified Nursing Assistant. Students participate in a minimum of 40 hours of clinical practice at various nursing homes or other health-related facilities.

New Media Technology offers industry certification through Adobe in Photoshop and Premier Pro to become AdobeCertified Associates.

Commercial Photography Technology program offers extensive instruction in the technical skills of Photography technology. Students can earn industry certification as an Adobe Certified Associate in Photoshop.

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

Students are encouraged to have a high school plan through guidance. This maps out courses needed to achieve certification or diploma type. By keeping students on track with state assessments and benchmarks, students can progress to the next grade on schedule. After school tutoring and boot camps are in place to give students the opportunity to have remediation or enrichment if needed.

***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.***

Percent of graduates who take the SAT will increase. VBHS administers the PSAT to all 10th grade students increasing their awareness and familiarity with the test with the expectation that more students will take the SAT during their junior and senior year. VBHS is increasing the number of students taking advanced classes, including Advanced Placement and Dual Enrollment courses by using the report provided by the College Board based off of PSAT scores.

## 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"Â? or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## C. Strategic Goals

# School Improvement Goals

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

**Problem Solving Key**

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

1 = Problem Solving Step S123456 = Quick Key

## Strategic Goals Summary

**G1.** If we inform and educate or staff on cultural competence, then we will begin to close the achievement and behavioral gap for our minority youths.

**G2.** If we increase the amount of literacy standards taught with active reading, then we will increase the percentage of students identified as proficient in reading on the Florida Standards Assessment.

**G3.** If we increase the time for departments to collaborate with common formative assessments to create and review data, then we will improve instructional practice based on data analysis and assessment results.

**G4.** If we implement an Early Warning System (EWS) to identify students off-track for graduation and provide the needed support for graduation cohorts, then we will increase our graduation rate.

**G5.** If we implement an attendance policy, then we will increase the percentage of students attending classes.

## 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.** If we inform and educate or staff on cultural competence, then we will begin to close the achievement and behavioral gap for our minority youths. 1a

G086262

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| 2+ Behavior Referrals | 10.0 |
| One or More Suspensions | 5.0 |

### Targeted Barriers to Achieving the Goal 3

- Differentiating instruction to meet the needs of all learners

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

- Cultural Competency Training (year long)
- De-escalation training
- Crisis Prevention Intervention (CPI) trained staff members
- BPIE Team

### Plan to Monitor Progress Toward G1. 8

Department chair meeting agendas, teacher surveys, behavioral data, instructional practices

**Person Responsible**

**Schedule**
Monthly, from 10/12/2016 to 5/19/2017

***Evidence of Completion***
Lesson plans, behavioral data, attendance of department meetings, training rosters

**G2.** If we increase the amount of literacy standards taught with active reading, then we will increase the percentage of students identified as proficient in reading on the Florida Standards Assessment. 1a

G086263

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| FSA ELA Achievement | 59.0 |
| Math Gains | 50.0 |

### Targeted Barriers to Achieving the Goal 3

- Limited knowledge on utilizing active reading strategies in all classrooms

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

- School-wide Literacy Initiative
- Professional Development Opportunities

### Plan to Monitor Progress Toward G2. 8

Literacy Reflection of Phase 1 and Phase 2

**Person Responsible**
Shawn O'Keefe

**Schedule**
Semiannually, from 12/13/2016 to 5/16/2017

***Evidence of Completion***
Phase 1 - September through December (Literacy Standards infused into collaborative lesson planning and data chats) Phase 2 - December through May (School Wide Writing - Writing in the Content Areas)

**G3.** If we increase the time for departments to collaborate with common formative assessments to create and review data, then we will improve instructional practice based on data analysis and assessment results. 1a

G086264

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| Math Gains | 50.0 |
| FSA Mathematics Achievement | 50.0 |
| FSA ELA Achievement | 59.0 |
| Bio I EOC Pass | 75.0 |
| U.S. History EOC Pass | 80.0 |
| School Grade - Percentage of Points Earned | 620.0 |

### Targeted Barriers to Achieving the Goal 3

- Time for collaboration

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

- Teacher-Driven Professional Development - Open Space
- Data-drive trainings and department meetings
- Detailed Literacy Plan

### Plan to Monitor Progress Toward G3. 8

Reflection Protocol

**Person Responsible**
Rachel Finnegan

**Schedule**
Quarterly, from 10/12/2016 to 5/19/2017

***Evidence of Completion***
Student assessment results, data reflection, datasets

**G4.** If we implement an Early Warning System (EWS) to identify students off-track for graduation and provide the needed support for graduation cohorts, then we will increase our graduation rate. 1a

G086265

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| School Grade - Percentage of Points Earned | 620.0 |

### Targeted Barriers to Achieving the Goal 3

- Lack of student progression and missing requirements

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

- Graduation Coach
- MTSS Team
- Commitment to Graduation (C2G)

### Plan to Monitor Progress Toward G4. 8

Increase Graduation Rate

**Person Responsible**
Shawn O'Keefe

**Schedule**
Quarterly, from 10/12/2016 to 5/26/2017

***Evidence of Completion***
MTSS logs, guidance check ins, graduation coach meetings, C2G assemblies, guidance presentations

**G5.** If we implement an attendance policy, then we will increase the percentage of students attending classes. 1a

G086266

### Targets Supported 1b

| Indicator | Annual Target |
|---|---|
| Attendance Below 90% | 7.0 |
| Attendance rate | 93.0 |

### Targeted Barriers to Achieving the Goal 3

- Communicating the importance of attending every day
- Keeping students motivated to come to school and engaged in the classroom (students' self efficacy)

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

- PM2 Data
- Commitment to Graduate (C2G)
- FOCUS Parent Portal Communication of Grades, Attendance, and Behavior
- 90% Attendance Policy and Tiered Approach

### Plan to Monitor Progress Toward G5. 8

Attendance Rates

**Person Responsible**
Anne Bieber

**Schedule**
Biweekly, from 9/21/2016 to 5/19/2017

***Evidence of Completion***
Students can fall back into compliance and be notified by their coach/club sponsor or discipline administrator. *Parents will continuously be informed with every 90% attendance check.

# 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.** If we inform and educate or staff on cultural competence, then we will begin to close the achievement and behavioral gap for our minority youths. 1

G086262

**G1.B1** Differentiating instruction to meet the needs of all learners 2

B229187

**G1.B1.S1** By providing cultural competence awareness and supporting the work of general education and special education, the needs of students should be met in a variety of methods. 4

S241681

**Strategy Rationale**

By approaching the needs of students differently to engage them in the content, students will be less likely to receive an office discipline referral, miss instructional time, and be an active learner in all classrooms.

**Action Step 1** 5

Teachers and administrators will be participating in a cultural competency school-wide training.

**Person Responsible**

Rachel Finnegan

**Schedule**

Quarterly, from 9/20/2016 to 5/16/2017

***Evidence of Completion***

Module Reflections, Protocols, and Face-to-Face Trainings/Rosters

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

Classroom Observations

**Person Responsible**

Rachel Finnegan

**Schedule**

Monthly, from 10/12/2016 to 10/12/2016

***Evidence of Completion***

Reflection submissions on Canvas, training rosters, minor tracking forms utilized, MTSS behavior log

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

Reflective conversations on Canvas, Face-to-face sessions, and FOCUS reports

**Person Responsible**

Rachel Finnegan

**Schedule**

Monthly, from 10/12/2016 to 10/12/2016

***Evidence of Completion***

Canvas submissions, training rosters, and discipline referrals broken down into subgroups

**G2.** If we increase the amount of literacy standards taught with active reading, then we will increase the percentage of students identified as proficient in reading on the Florida Standards Assessment. 1

G086263

**G2.B1** Limited knowledge on utilizing active reading strategies in all classrooms 2

B229188

**G2.B1.S1** School-wide Literacy Plan Initiative 4

S241682

**Strategy Rationale**

The literacy plan allows for department chairs and their departments to ensure they are utilizing their literacy standards for their specific department into their lesson plans. The literacy plan allows the department to choose specific literacy standards, active reading strategies, and create a common board with performance scale. The use of formative assessments has been infused within the PLC to strengthen data chats and collaborating.

**Action Step 1** 5

Implementing the Literacy Initiative

**Person Responsible**

Shawn O'Keefe

**Schedule**

Monthly, from 9/6/2016 to 5/19/2017

***Evidence of Completion***

Agenda for meeting, Literacy Plan, Common Board, Samples, Reflection Sheet, PD scheduled - 9/6(Laurie Young/Tabi Johnston), 11/16 - Reading and Writing across all Content Areas

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

Department Chair Meetings

**Person Responsible**

Shawn O'Keefe

**Schedule**

Monthly, from 9/17/2015 to 6/3/2016

***Evidence of Completion***

Meeting agendas, rosters from PD, attendance logs

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

Department Data Chats

**Person Responsible**

Rachel Finnegan

**Schedule**

Monthly, from 9/6/2016 to 5/19/2017

***Evidence of Completion***

Common boards, performance scales, assessments, and data results

**G3.** If we increase the time for departments to collaborate with common formative assessments to create and review data, then we will improve instructional practice based on data analysis and assessment results. 1

G086264

**G3.B1** Time for collaboration 2

B229189

**G3.B1.S1** Professional Development will be provided to show how to utilize proper lesson planning and analyzing data to improve student achievement 4

S241683

**Strategy Rationale**

Focused professional development will provide teachers with tools necessary to engage in collaborative planning, common assessments, data analysis, and improvement of instructional practice

**Action Step 1** 5

Department Meetings

**Person Responsible**

Shawn O'Keefe

**Schedule**

Monthly, from 9/21/2016 to 5/19/2017

***Evidence of Completion***

Department chair meeting agendas, common boards, performance scales, data sets, use of Unify/Grade Cam

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

Usage reports/data usage from GradeCam, Unify

**Person Responsible**

Rachel Finnegan

**Schedule**

Quarterly, from 9/21/2016 to 5/19/2017

***Evidence of Completion***

Unify/GradeCam common assessment results, reflection on data and instructional improvements

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

Data from classroom formative assessments and summative assessments will be reviewed in department chair meetings

**Person Responsible**

Rachel Finnegan

**Schedule**

Monthly, from 9/21/2016 to 5/19/2017

***Evidence of Completion***

Agendas, student data based on GradeCam, Unify, and PM2 results

**G4.** If we implement an Early Warning System (EWS) to identify students off-track for graduation and provide the needed support for graduation cohorts, then we will increase our graduation rate. 1

G086265

**G4.B1** Lack of student progression and missing requirements 2

B229191

**G4.B1.S1** The Commitment to Graduate (C2G) program will encourage students to begin focusing on their future. 4

S241685

**Strategy Rationale**

When the entire school community is C2G, all students believe they are destined to graduate high school with the skills they need to be college and/or career ready.

**Action Step 1** 5

Graduation Requirements for 9th-12th Graders

**Person Responsible**

Jessica Wood

**Schedule**

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

***Evidence of Completion***

Orientation presentation, C2G assembly, guidance presentations to HOPE classes, flyers

**Plan to Monitor Fidelity of Implementation of G4.B1.S1** 6

Guidance Counseling

**Person Responsible**

Jessica Wood

**Schedule**

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

***Evidence of Completion***

Guidance counselors and MTSS teams meet weekly to discuss progress of students academically. Guidance counselors and the graduation coach meet with students who are potentially behind with graduation requirements.

## Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Graduation Cohort Progression

**Person Responsible**

Jessica Wood

**Schedule**

Quarterly, from 10/12/2016 to 5/26/2017

***Evidence of Completion***

Course failures of graduation cohorts will be examined and reflected upon at the close of every marking period. Academic progress will be noted as well as students who are in danger of failing, needing course recovery, or not graduation.

**G5.** If we implement an attendance policy, then we will increase the percentage of students attending classes. 1

G086266

**G5.B1** Communicating the importance of attending every day 2

B229192

**G5.B1.S1** Use ConnectED from the principal to encourage students and parents to come to school. Include importance of attendance in the principal's newsletter. Display signage in schools in English and Spanish. *90% attendance message will be sent for every compliance check. 4

S241686

**Strategy Rationale**

Getting the word out will help parents understand the importance of sending their child to school on a regular basis. "Attend Today, Achieve Tomorrow"

**Action Step 1** 5

Implementation of Policy

**Person Responsible**

Anne Bieber

**Schedule**

Monthly, from 8/3/2016 to 5/19/2017

***Evidence of Completion***

Orientation Presentation - All parents, students and staff members were informed about the 90% attendance policy for UNEXCUSED absences. The policy is printed in our VBHS handbook. *Orientation, open house, conferences, and student grade level assemblies were all introduced and educated on the policy

**Plan to Monitor Fidelity of Implementation of G5.B1.S1** 6

Compliance Report

**Person Responsible**

Anne Bieber

**Schedule**

Biweekly, from 9/21/2016 to 5/19/2017

***Evidence of Completion***

Compliance report, informed coaches/club sponsors, obligations list, connect-ed messages

### Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Attendance rates will analyzed

**Person Responsible**

Anne Bieber

**Schedule**

Monthly, from 9/21/2016 to 5/19/2017

***Evidence of Completion***

Obligations list, compliance report, rates of attended classes

## G5.B1.S2 Obligations and Notifications 4

S241687

**Strategy Rationale**

Our attendance policy will enforce students to get back into compliance due to their unexcused absences. Activities- like student priced tickets, dance tickets, or parking will be revoked. Students below the 90% will not be able to compete/perform in games/programs. Students will still be able to practice with their team or group, but will not be able to participate at the event. Our social worker will speak with parents regarding our at-risk students to support families about the importance of attending school on a daily basis.

### Action Step 1 5

Tracking Attendance

**Person Responsible**

Anne Bieber

**Schedule**

Monthly, from 9/21/2016 to 5/19/2017

***Evidence of Completion***

Phone/Contact Logs, Attendance Rates, Meetings with Social Worker - Francesca Privette, MTSS

## Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

MTSS team and the social worker will monitor students' attendance rates, in addition to grades and records of assignments, will be monitored for at-risk students (Tiered Approach)

**Person Responsible**

Rachel Finnegan

**Schedule**

Weekly, from 9/9/2015 to 6/3/2016

***Evidence of Completion***

The social worker will work with administration and the MTSS team to communicate at-risk students for attendance. Attendance reports will be analyzed along with the phone/contact logs. Tier 1 - 90% Attendance Policy Requirement Tier 2 (Missing 10-19%)- Parking revoked, dance tickets revoked, student pricing revoked, participation in games/ performances suspended until students are back in compliance Tier 3 (Missing 20% or more) - Meeting with administrator, guidance counselor, and/or graduation coach about excessive unexcused absences. Goals set to meet regular school attendance, Referral to MTSS (if needed), Referral to Tribe Tutoring

## Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Progress Monitoring

**Person Responsible**

Rachel Finnegan

**Schedule**

Weekly, from 9/21/2016 to 5/19/2017

***Evidence of Completion***

MTSS will discuss weekly the compliance report and who is still on the obligation list. Referrals will be made and phone logs will be documented to ensure students in Tier III for excessive absences have a plan.

**G5.B2** Keeping students motivated to come to school and engaged in the classroom (students' self efficacy) 2

B229193

**G5.B2.S1** Although VBHS has an attendance rate of 93% - 46% of our students have attendance issues. We will increase the attendance rates and decrease the number of students attending less than 95% of the school year. 4

S241688

**Strategy Rationale**

When students are in school, the more likely they will graduate in four years.

**Action Step 1** 5

Francesca Privette will meet with students who have high absenteeism individually to discuss importance of attendance. Administration will give consequences as needed in regards to skipping/tardy offenses.

**Person Responsible**

Greg Ahrens

**Schedule**

Biweekly, from 8/12/2015 to 6/3/2016

***Evidence of Completion***

Documentation will be keep on meetings with students and attendance rates are pulled bi-weekly.

**Plan to Monitor Fidelity of Implementation of G5.B2.S1** 6

Administration will work monitor the implementation of the attendance plan.

**Person Responsible**

Greg Ahrens

**Schedule**

Biweekly, from 9/9/2015 to 6/3/2016

***Evidence of Completion***

Bi-weekly monitoring reports, documentation of meetings.

## Plan to Monitor Effectiveness of Implementation of G5.B2.S1 7

Attendance rates will be monitored to ensure that more students are attending classes.

**Person Responsible**

Greg Ahrens

**Schedule**

Biweekly, from 9/9/2015 to 6/3/2016

***Evidence of Completion***

Attendance rates reports will be pulled showing attendance rates.

# 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** | | | |
| G2.B1.S1.MA1 M322391 | Department Chair Meetings | O'Keefe, Shawn | 9/17/2015 | Meeting agendas, rosters from PD, attendance logs | 6/3/2016 monthly |
| G5.B2.S1.MA1 M322405 | Attendance rates will be monitored to ensure that more students are attending classes. | Ahrens, Greg | 9/9/2015 | Attendance rates reports will be pulled showing attendance rates. | 6/3/2016 biweekly |
| G5.B2.S1.MA1 M322406 | Administration will work monitor the implementation of the attendance plan. | Ahrens, Greg | 9/9/2015 | Bi-weekly monitoring reports, documentation of meetings. | 6/3/2016 biweekly |
| G5.B2.S1.A1 A312769 | Francesca Privette will meet with students who have high absenteeism individually to discuss... | Ahrens, Greg | 8/12/2015 | Documentation will be keep on meetings with students and attendance rates are pulled bi-weekly. | 6/3/2016 biweekly |
| G5.B1.S2.MA1 M322404 | MTSS team and the social worker will monitor students' attendance rates, in addition to grades and... | Finnegan, Rachel | 9/9/2015 | The social worker will work with administration and the MTSS team to communicate at-risk students for attendance. Attendance reports will be analyzed along with the phone/contact logs. Tier 1 - 90% Attendance Policy Requirement Tier 2 (Missing 10-19%)- Parking revoked, dance tickets revoked, student pricing revoked, participation in games/performances suspended until students are back in compliance Tier 3 (Missing 20% or more) - Meeting with administrator, guidance counselor, and/ or graduation coach about excessive unexcused absences. Goals set to meet regular school attendance, Referral to MTSS (if needed), Referral to Tribe Tutoring | 6/3/2016 weekly |
| G1.B1.S1.MA1 M322387 | Reflective conversations on Canvas, Face-to-face sessions, and FOCUS reports | Finnegan, Rachel | 10/12/2016 | Canvas submissions, training rosters, and discipline referrals broken down into subgroups | 10/12/2016 monthly |
| G1.B1.S1.MA1 M322388 | Classroom Observations | Finnegan, Rachel | 10/12/2016 | Reflection submissions on Canvas, training rosters, minor tracking forms utilized, MTSS behavior log | 10/12/2016 monthly |
| G2.MA1 M322392 | Literacy Reflection of Phase 1 and Phase 2 | O'Keefe, Shawn | 12/13/2016 | Phase 1 - September through December (Literacy Standards infused into collaborative lesson planning and data chats) Phase 2 - December through May (School Wide Writing - Writing in the Content Areas) | 5/16/2017 semiannually |
| G1.B1.S1.A1 A312762 | Teachers and administrators will be participating in a cultural competency school-wide training. | Finnegan, Rachel | 9/20/2016 | Module Reflections, Protocols, and Face-to-Face Trainings/Rosters | 5/16/2017 quarterly |
| G1.MA1 M322389 | Department chair meeting agendas, teacher surveys, behavioral data, instructional practices | | 10/12/2016 | Lesson plans, behavioral data, attendance of department meetings, training rosters | 5/19/2017 monthly |
| G3.MA1 M322397 | Reflection Protocol | Finnegan, Rachel | 10/12/2016 | Student assessment results, data reflection, datasets | 5/19/2017 quarterly |
| G5.MA1 M322407 | Attendance Rates | Bieber, Anne | 9/21/2016 | Students can fall back into compliance and be notified by their coach/club sponsor or discipline administrator. *Parents will continuously be informed with every 90% attendance check. | 5/19/2017 biweekly |
| G2.B1.S1.MA1 M322390 | Department Data Chats | Finnegan, Rachel | 9/6/2016 | Common boards, performance scales, assessments, and data results | 5/19/2017 monthly |

| Source | Task, Action Step or Monitoring Activity | Who | Start Date (where applicable) | Deliverable or Evidence of Completion | Due Date/ End Date |
|---|---|---|---|---|---|
| G2.B1.S1.A1 A312763 | Implementing the Literacy Initiative | O'Keefe, Shawn | 9/6/2016 | Agenda for meeting, Literacy Plan, Common Board, Samples, Reflection Sheet, PD scheduled - 9/6(Laurie Young/Tabi Johnston), 11/16 - Reading and Writing across all Content Areas | 5/19/2017 monthly |
| G3.B1.S1.MA1 M322393 | Data from classroom formative assessments and summative assessments will be reviewed in department... | Finnegan, Rachel | 9/21/2016 | Agendas, student data based on GradeCam, Unify, and PM2 results | 5/19/2017 monthly |
| G3.B1.S1.MA1 M322394 | Usage reports/data usage from GradeCam, Unify | Finnegan, Rachel | 9/21/2016 | Unify/GradeCam common assessment results, reflection on data and instructional improvements | 5/19/2017 quarterly |
| G3.B1.S1.A1 A312764 | Department Meetings | O'Keefe, Shawn | 9/21/2016 | Department chair meeting agendas, common boards, performance scales, data sets, use of Unify/Grade Cam | 5/19/2017 monthly |
| G4.B1.S1.MA1 M322399 | Guidance Counseling | Wood, Jessica | 8/10/2016 | Guidance counselors and MTSS teams meet weekly to discuss progress of students academically. Guidance counselors and the graduation coach meet with students who are potentially behind with graduation requirements. | 5/19/2017 weekly |
| G4.B1.S1.A1 A312766 | Graduation Requirements for 9th-12th Graders | Wood, Jessica | 8/10/2016 | Orientation presentation, C2G assembly, guidance presentations to HOPE classes, flyers | 5/19/2017 quarterly |
| G5.B1.S1.MA1 M322401 | Attendance rates will analyzed | Bieber, Anne | 9/21/2016 | Obligations list, compliance report, rates of attended classes | 5/19/2017 monthly |
| G5.B1.S1.MA1 M322402 | Compliance Report | Bieber, Anne | 9/21/2016 | Compliance report, informed coaches/ club sponsors, obligations list, connect-ed messages | 5/19/2017 biweekly |
| G5.B1.S1.A1 A312767 | Implementation of Policy | Bieber, Anne | 8/3/2016 | Orientation Presentation - All parents, students and staff members were informed about the 90% attendance policy for UNEXCUSED absences. The policy is printed in our VBHS handbook. *Orientation, open house, conferences, and student grade level assemblies were all introduced and educated on the policy | 5/19/2017 monthly |
| G5.B1.S2.MA1 M322403 | Progress Monitoring | Finnegan, Rachel | 9/21/2016 | MTSS will discuss weekly the compliance report and who is still on the obligation list. Referrals will be made and phone logs will be documented to ensure students in Tier III for excessive absences have a plan. | 5/19/2017 weekly |
| G5.B1.S2.A1 A312768 | Tracking Attendance | Bieber, Anne | 9/21/2016 | Phone/Contact Logs, Attendance Rates, Meetings with Social Worker - Francesca Privette, MTSS | 5/19/2017 monthly |
| G4.MA1 M322400 | Increase Graduation Rate | O'Keefe, Shawn | 10/12/2016 | MTSS logs, guidance check ins, graduation coach meetings, C2G assemblies, guidance presentations | 5/26/2017 quarterly |
| G4.B1.S1.MA1 M322398 | Graduation Cohort Progression | Wood, Jessica | 10/12/2016 | Course failures of graduation cohorts will be examined and reflected upon at the close of every marking period. Academic progress will be noted as well as students who are in danger of failing, needing course recovery, or not graduation. | 5/26/2017 quarterly |

# V. Professional Development Opportunities

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

**G1.** If we inform and educate or staff on cultural competence, then we will begin to close the achievement and behavioral gap for our minority youths.

**G1.B1** Differentiating instruction to meet the needs of all learners

**G1.B1.S1** By providing cultural competence awareness and supporting the work of general education and special education, the needs of students should be met in a variety of methods.

**PD Opportunity 1**

Teachers and administrators will be participating in a cultural competency school-wide training.

**Facilitator**

Amy Coonce/Rachel Serra

**Participants**

Teachers and Administrators

**Schedule**

Quarterly, from 9/20/2016 to 5/16/2017

**G2.** If we increase the amount of literacy standards taught with active reading, then we will increase the percentage of students identified as proficient in reading on the Florida Standards Assessment.

**G2.B1** Limited knowledge on utilizing active reading strategies in all classrooms

**G2.B1.S1** School-wide Literacy Plan Initiative

**PD Opportunity 1**

Implementing the Literacy Initiative

**Facilitator**

Secondary Literacy Team

**Participants**

Teachers and Administrators

**Schedule**

Monthly, from 9/6/2016 to 5/19/2017

**G3.** If we increase the time for departments to collaborate with common formative assessments to create and review data, then we will improve instructional practice based on data analysis and assessment results.

**G3.B1** Time for collaboration

**G3.B1.S1** Professional Development will be provided to show how to utilize proper lesson planning and analyzing data to improve student achievement

**PD Opportunity 1**

Department Meetings

**Facilitator**

Rachel Serra

**Participants**

Teachers

**Schedule**

Monthly, from 9/21/2016 to 5/19/2017

## VI. Technical Assistance Items

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

## VII. Budget

| | | | | | | |
|---|---|---|---|---|---|---|
| **1** | **G1.B1.S1.A1** | **Teachers and administrators will be participating in a cultural competency school-wide training.** | | | | **$0.00** |
| **2** | **G2.B1.S1.A1** | **Implementing the Literacy Initiative** | | | | **$5,000.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 3376 | 120-Classroom Teachers | 0031 - Vero Beach High School | General Fund | | $5,000.00 |
| | | | *Notes: Professional Development* | | | |
| **3** | **G3.B1.S1.A1** | **Department Meetings** | | | | **$0.00** |
| **4** | **G4.B1.S1.A1** | **Graduation Requirements for 9th-12th Graders** | | | | **$0.00** |
| **5** | **G5.B1.S1.A1** | **Implementation of Policy** | | | | **$0.00** |
| **6** | **G5.B1.S2.A1** | **Tracking Attendance** | | | | **$3,500.00** |
| | Function | Object | Budget Focus | Funding Source | FTE | 2016-17 |
| | 3610 | 651-Bus(es) | 0031 - Vero Beach High School | General Fund | | $3,500.00 |
| | | | *Notes: School Advisory Council - awarding money for after school transportation for tutoring* | | | |
| **7** | **G5.B2.S1.A1** | **Francesca Privette will meet with students who have high absenteeism individually to discuss importance of attendance. Administration will give consequences as needed in regards to skipping/tardy offenses.** | | | | **$0.00** |
| | | | | | **Total:** | **$8,500.00** |