

Vero Beach High School

1707 16TH ST, Vero Beach, FL 32960

www.indianriverschools.org

School Demographics

School Type and Grades Served (per MSID File)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	51%
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	2016-17	2015-16	2014-15	2013-14
Grade	C	C	A*	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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Vero Beach High School

DA Region and RED	DA Category and Turnaround Status
Southeast - LaShawn Russ-Porterfield	- 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 2017-2018 school year, the guidance department will continue to utilize a Graduation Coach to support all students to meet their graduation requirements. Our Graduation Coach has 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 is implementing a PBIS plan that will help teach students the Tribe PRIDE expectations that include, being prepared, respectful, involved, dedicated, and enthusiastic. Students are taught expectations, are celebrate when they meet those expectations, and are retaught the expectations when they struggle. In addition, 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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP 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

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
Erickson, David	Assistant Principal
Finnegan, Rachel	Assistant Principal
Ahrens, Greg	Assistant Principal
Poole, Hilary	Assistant Principal
Kendrick, Megan	Assistant Principal
Robinson, Eddie	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 continuously 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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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
Erickson, David	Assistant Principal
Finnegan, Rachel	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
Poole, Hilary	Assistant Principal
Privette, Francesca	Attendance/Social Work
Howell, Page	Teacher, K-12
Kendrick, Megan	Assistant Principal

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 responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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 2017-2018 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. Four year long pathways will be offered during the School Based Modified Days which will all focus on how to increase 21st century skills in our classrooms. Not only do our students need to be taught the standards, but to be engaged in the learning environment and successful in today's competitive market, students must leave VBHS able to effectively communicate, collaborate, and critically and creatively think. Teachers will be able to chose which of the four pathways will best help them

increase 21st century skills in their classroom then participate in a blended learning environment, with face to face sessions, online modules through Canvas, and coaching and support throughout the year. The goal of the professional development is to create learning environments that develop creative, compassionate critical thinkers who have the skills necessary ready to change our world.

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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If we implement an Early Warning System (EWS) to identify students off-track for graduation and provide the needed support for graduation cohorts, and implement and monitor our 90% attendance policy, then we will increase our graduation rate for all students.

- G2.** If we facilitate PD on research based, 21st century skills and literacy strategies, provide time for departments to collaborate and analyze data, then we will increase student achievement in all subject areas.

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 implement an Early Warning System (EWS) to identify students off-track for graduation and provide the needed support for graduation cohorts, and implement and monitor our 90% attendance policy, then we will increase our graduation rate for all students. 1a

G094393

Targets Supported 1b

Indicator	Annual Target
GPA above 2.0 - H.S.	90.0
Attendance rate	93.0
FSA ELA Achievement	55.0
Algebra I EOC Pass Rate	40.0
FSA ELA Level 1	34.0
One or More Suspensions	10.0

Targeted Barriers to Achieving the Goal 3

- Keeping students motivated and engaged in their education
- Lack student progression and missing requirements

Resources Available to Help Reduce or Eliminate the Barriers 2

- PD to create 21st century classrooms and increase student engagement so students are more likely to attend class.
- Parent education on FOCUS and attendance policy during orientation and open house.
- Graduation Coach
- TRIBE tutoring
- ASL Recovery
- Teacher Mentoring
- Commitment to Graduate
-

Plan to Monitor Progress Toward G1. 8

Graduation Cohorts

Person Responsible

Jessica Wood

Schedule

Weekly, from 8/18/2017 to 5/31/2018

Evidence of Completion

Number of student students on track to graduate, MTSS data, Early Warning System Data, student progression data, graduation rate.

G2. If we facilitate PD on research based, 21st century skills and literacy strategies, provide time for departments to collaborate and analyze data, then we will increase student achievement in all subject areas. 1a

G094394

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	55.0
FSA ELA Achievement - Black/African American	26.0
FSA ELA Achievement - Hispanic	44.0
ELA/Reading Lowest 25% Gains	38.0
ELA/Reading Gains	50.0
FSA Mathematics Achievement	42.0
Math Lowest 25% Gains	40.0
Math Gains	45.0

Targeted Barriers to Achieving the Goal 3

- A lack of professional development for subject areas and student engagement
- A lack of collaborative time among departments to analyze data to action plan

Resources Available to Help Reduce or Eliminate the Barriers 2

- Algebra I Lesson Study (Shoulder to Shoulder coaching)
- 4 Pillars - Professional Development Pathway for VBHS teachers
- Unit Assessments on Unify for teachers (core areas)
- Digital 1:1 Initiative
- Teacher contract time change
- Textbook training for science and social studies

Plan to Monitor Progress Toward G2. 8

Departments will meet for monthly data chats to analyze results from the District Unit Assessments to see if they are seeing mastery of standards throughout the year.

Person Responsible

Rachel Finnegan

Schedule

Monthly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Unit Assessment data, other classroom formative assessment data, attendance from data chats

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 implement an Early Warning System (EWS) to identify students off-track for graduation and provide the needed support for graduation cohorts, and implement and monitor our 90% attendance policy, then we will increase our graduation rate for all students. **1**

G094393

G1.B1 Keeping students motivated and engaged in their education **2**

B253524

G1.B1.S1 Increase motivation, support, relationships, and resources to all students such as the Commitment to Graduate Program, weekly MTSS meetings, guidance outreach and presentations, and a graduation coach. **4**

S267683

Strategy Rationale

By increase motivation, support, relationships, and resources to all students through the Commitment to Graduate Program, weekly MTSS meetings, guidance outreach and presentations, and a graduation coach all VBHS students will believe that they are destined to graduate high school with the skills and requirements they need to be college and career ready.

As teams across the high school collaborate to ensure all students are being identified and providing the support they need to graduate, students will receive the individual attention they need and build relationships crucial to academic and personal success.

Action Step 1 **5**

Graduation Requirements for 9-12 grade will be present to students and parents throughout the year and monitored by Guidance Counselor and MTSS teams

Person Responsible

Jessica Wood

Schedule

Weekly, from 8/7/2017 to 5/31/2018

Evidence of Completion

MTSS logs, guidance check ins, graduation coach meetings, C2G assemblies, guidance presentations, student participation in activities listed above.

Action Step 2 5

Commitment to Graduate Program (C2G) will be implemented beginning in October to increase awareness and excitement for college. Assemblies, events, and learning opportunities will occur throughout the year that are designed to help all students believe they have the skills, abilities, and resources needed to attend and be successful in college.

Person Responsible

Rachel Finnegan

Schedule

Monthly, from 10/1/2017 to 5/31/2018

Evidence of Completion

Assemblies, student reflection, graduation cohort data, MTSS data

Action Step 3 5

Graduation Coach will meet with students identified through the MTSS process, who are off track to graduate and provide the resources, support, and monitoring needed to ensure all students graduate.

Person Responsible

Jessica Wood

Schedule

Weekly, from 9/1/2017 to 5/31/2018

Evidence of Completion

Meeting logs, increased number of students on track to graduate, graduation rate.

Action Step 4 5

MTSS teams consisting of Administration, Guidance Counselors and other support staff will meet on a weekly basis to identify struggling students based on the Early Warning Indicators and develop a plan to help these students academically, behaviorally, and emotionally.

Person Responsible

Jessica Wood

Schedule

Weekly, from 8/14/2017 to 5/28/2018

Evidence of Completion

Decrease in the amount of students in the Early Warning Indicator System, increased GPA, decrease in student behavior incidents, increase in student achievement, parent, teacher, and student surveys.

Action Step 5 5

Teacher Mentor Program: Students are paired up with a teacher who has the student complete a interest form. The teacher then helps provide college and career planning and monitors students progress towards graduation.

Person Responsible

Jessica Wood

Schedule

Monthly, from 8/23/2017 to 5/31/2018

Evidence of Completion

Mentor meeting logs, student achievement, graduation rate, college acceptance rate

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

Guidance Counseling

Person Responsible

Jessica Wood

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Guidance counselors and MTSS teams will meet weekly to discuss progress of students academically. Guidance Counselors and Graduation Coach meet with students who are behind with graduation requirements.

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

MTSS meetings

Person Responsible

Rachel Finnegan

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Increased student achievement, decreased number of students with two or more Early Warning Indicators

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

Graduation Coaching

Person Responsible

Jessica Wood

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Increase graduation rate for students meeting with the graduation coach

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

Graduation Cohort Progression

Person Responsible

Jessica Wood

Schedule

Weekly, from 8/14/2017 to 5/31/2018

Evidence of Completion

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

G2. If we facilitate PD on research based, 21st century skills and literacy strategies, provide time for departments to collaborate and analyze data, then we will increase student achievement in all subject areas.

1

G094394

G2.B1 A lack of professional development for subject areas and student engagement 2

B253527

G2.B1.S1 Designating school-based professional development days for teacher choice on four different pathways - Higher order thinking, making thinking visible, project-based learning, and thinking maps 4

S267684

Strategy Rationale

To provide focused professional development for teachers to gain purposeful strategies to increase student engagement and accountability within their instructional practice

Action Step 1 5

Introduction of year-long Pathway for Teacher Choice on Four Pillars

Person Responsible

Megan Kendrick

Schedule

On 8/8/2017

Evidence of Completion

Roster and the Google Doc Survey

Action Step 2 5

Teachers will complete a 20 hour blended learning professional development throughout the year

Person Responsible

Megan Kendrick

Schedule

On 5/21/2018

Evidence of Completion

Roster, Completion of Canvas Module, Informal and Formal Evaluations

Action Step 3 5

Teachers will receive a "pass" from administrators to try a strategy from their Pillar with no risk.

Person Responsible

Shawn O'Keefe

Schedule

On 5/31/2018

Evidence of Completion

Observation, teacher evaluations

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

Attendance from Professional Development Trainings, Canvas Course Completion, Observations, Teacher Surveys, Evaluations

Person Responsible

Megan Kendrick

Schedule

On 5/31/2018

Evidence of Completion

Completion of Canvas course, observing implementation of the strategy being used in the classroom, and teacher reflections.

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

Data from Unit Assessments will be analyzed in monthly data chats with departments to determine if the impact of student achievement, teacher evaluations will be monitored to see if effective teaching strategies are being implemented.

Person Responsible

Megan Kendrick

Schedule

Monthly, from 8/7/2017 to 5/31/2018

Evidence of Completion

Unit Assesments, PM2, Baseballcard, Teacher Evaluations

G2.B2 A lack of collaborative time among departments to analyze data to action plan 2

B253528

G2.B2.S1 Adjusted teacher workday. 4

S267685

Strategy Rationale

If we provide more time for teachers in the afternoons, they will be able to hold department meetings, attend professional development, and have data chats to improve instruction and increase student achievement.

Action Step 1 5

Provide teacher more time to collaborate

Person Responsible

Shawn O'Keefe

Schedule

Daily, from 8/7/2017 to 5/31/2018

Evidence of Completion

Meeting rosters, teacher reflections, teacher observations.

Plan to Monitor Fidelity of Implementation of G2.B2.S1 6

Teachers will attend opportunities to collaborate, learn, and plan for student achievement.

Person Responsible

Shawn O'Keefe

Schedule

On 5/31/2018

Evidence of Completion

meeting rosters, student achievement data, unit assessment data.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

Data Chats, Change in Instructional Practice and Increase in Student Achievement

Person Responsible

Shawn O'Keefe

Schedule

Quarterly, from 8/14/2017 to 5/31/2018

Evidence of Completion

Teacher evaluations should improve in areas of focus, data should be driving instructional practice in the classroom and student achievement on unit assessments should increase as instructional strategies improve as a result in increased time to collaborate.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
2018					
 G2.B1.S1.A1 A356071	Introduction of year-long Pathway for Teacher Choice on Four Pillars	Kendrick, Megan	8/8/2017	Roster and the Google Doc Survey	8/8/2017 one-time
 G2.B1.S1.A2 A356072	Teachers will complete a 20 hour blended learning professional development throughout the year	Kendrick, Megan	8/23/2017	Roster, Completion of Canvas Module, Informal and Formal Evaluations	5/21/2018 one-time
 G1.B1.S1.A4 A356069	MTSS teams consisting of Administration, Guidance Counselors and other support staff will meet on...	Wood, Jessica	8/14/2017	Decrease in the amount of students in the Early Warning Indicator System, increased GPA, decrease in student behavior incidents, increase in student achievement, parent, teacher, and student surveys.	5/28/2018 weekly
 G1.MA1 M380196	Graduation Cohorts	Wood, Jessica	8/18/2017	Number of student students on track to graduate, MTSS data, Early Warning System Data, student progression data, graduation rate.	5/31/2018 weekly
 G2.MA1 M380201	Departments will meet for monthly data chats to analyze results from the District Unit Assessments...	Finnegan, Rachel	9/1/2017	Unit Assessment data, other classroom formative assessment data, attendance from data chats	5/31/2018 monthly
 G1.B1.S1.MA1 M380192	Graduation Cohort Progression	Wood, Jessica	8/14/2017	Course failures of graduation cohorts will be examined and reflected upon at the end of each marking periods. Academic progress will be noted as well as students who are in danger of failing, needing course recovery, or not graduating.	5/31/2018 weekly
 G1.B1.S1.MA1 M380193	Guidance Counseling	Wood, Jessica	8/14/2017	Guidance counselors and MTSS teams will meet weekly to discuss progress of students academically. Guidance Counselors and Graduation Coach meet with students who are behind with graduation requirements.	5/31/2018 weekly
 G1.B1.S1.MA3 M380194	MTSS meetings	Finnegan, Rachel	8/14/2017	Increased student achievement, decreased number of students with two or more Early Warning Indicators	5/31/2018 weekly
 G1.B1.S1.MA4 M380195	Graduation Coaching	Wood, Jessica	8/14/2017	Increase graduation rate for students meeting with the graduation coach	5/31/2018 quarterly
 G1.B1.S1.A1 A356066	Graduation Requirements for 9-12 grade will be present to students and parents throughout the year...	Wood, Jessica	8/7/2017	MTSS logs, guidance check ins, graduation coach meetings, C2G assemblies, guidance presentations, student participation in activities listed above.	5/31/2018 weekly
 G1.B1.S1.A2 A356067	Commitment to Graduate Program (C2G) will be implemented beginning is October to increase awareness...	Finnegan, Rachel	10/1/2017	Assemblies, student reflection, graduation cohort data, MTSS data	5/31/2018 monthly
 G1.B1.S1.A3 A356068	Graduation Coach will meet with students identified through the MTSS process, who are off track to...	Wood, Jessica	9/1/2017	Meeting logs, increased number of students on track to graduate, graduation rate.	5/31/2018 weekly
 G1.B1.S1.A5 A356070	Teacher Mentor Program: Students are paired up with a teacher who has the student complete a...	Wood, Jessica	8/23/2017	Mentor meeting logs, student achievement, graduation rate, college acceptance rate	5/31/2018 monthly
 G2.B1.S1.MA1 M380197	Data from Unit Assessments will be analyzed in monthly data chats with departments to determine if...	Kendrick, Megan	8/7/2017	Unit Assesments, PM2, Baseballcard, Teacher Evaluations	5/31/2018 monthly
 G2.B1.S1.MA1 M380198	Attendance from Professional Development Trainings, Canvas Course Completion, Observations, Teacher...	Kendrick, Megan	8/23/2017	Completion of Canvas course, observing implementation of the	5/31/2018 one-time

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
				strategy being used in the classroom, and teacher reflections.	
G2.B1.S1.A3 A356073	Teachers will receive a "pass" from administrators to try a strategy from their Pillar with no...	O'Keefe, Shawn	10/15/2017	Observation, teacher evaluations	5/31/2018 one-time
G2.B2.S1.MA1 M380199	Data Chats, Change in Instructional Practice and Increase in Student Achievement	O'Keefe, Shawn	8/14/2017	Teacher evaluations should improve in areas of focus, data should be driving instructional practice in the classroom and student achievement on unit assessments should increase as instructional strategies improve as a result in increased time to collaborate.	5/31/2018 quarterly
G2.B2.S1.MA1 M380200	Teachers will attend opportunities to collaborate, learn, and plan for student achievement.	O'Keefe, Shawn	8/7/2017	meeting rosters, student achievement data, unit assessment data.	5/31/2018 one-time
G2.B2.S1.A1 A356074	Provide teacher more time to collaborate	O'Keefe, Shawn	8/7/2017	Meeting rosters, teacher reflections, teacher observations.	5/31/2018 daily

V. Professional Development Opportunities

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

G2. If we facilitate PD on research based, 21st century skills and literacy strategies, provide time for departments to collaborate and analyze data, then we will increase student achievement in all subject areas.

G2.B1 A lack of professional development for subject areas and student engagement

G2.B1.S1 Designating school-based professional development days for teacher choice on four different pathways - Higher order thinking, making thinking visible, project-based learning, and thinking maps

PD Opportunity 1

Introduction of year-long Pathway for Teacher Choice on Four Pillars

Facilitator

Megan Kendrick, Kere Minton, Andy Lewis, Julie Kastensmidt, Vicki Bayless, and Rachel Serra

Participants

All Teachers

Schedule

On 8/8/2017

PD Opportunity 2

Teachers will complete a 20 hour blended learning professional development throughout the year

Facilitator

Megan Kendrick, Kere Minton, Andy Lewis, Julie Kastensmidt, Vicki Bayless, and Rachel Serra

Participants

ALL Teachers

Schedule

On 5/21/2018

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	Graduation Requirements for 9-12 grade will be present to students and parents throughout the year and monitored by Guidance Counselor and MTSS teams				\$0.00
2	G1.B1.S1.A2	Commitment to Graduate Program (C2G) will be implemented beginning is October to increase awareness and excitement for college. Assemblies, events, and learning opportunities will occur throughout the year that are designed to help all students believe they have the skills,abilities, and resources needed to attend and be successful in college.				\$0.00
3	G1.B1.S1.A3	Graduation Coach will meet with students identified through the MTSS process, who are off track to graduate and provide the resources, support, and monitoring needed to ensure all students graduate.				\$0.00
4	G1.B1.S1.A4	MTSS teams consisting of Administration, Guidance Counselors and other support staff will meet on a weekly basis to identify struggling students based on the Early Warning Indicators and develop a plan to help these students academically, behaviorally, and emotionally.				\$0.00
5	G1.B1.S1.A5	Teacher Mentor Program: Students are paired up with a teacher who has the student complete a interest form. The teacher then helps provide college and career planning and monitors students progress towards graduation.				\$0.00
6	G2.B1.S1.A1	Introduction of year-long Pathway for Teacher Choice on Four Pillars				\$0.00
7	G2.B1.S1.A2	Teachers will complete a 20 hour blended learning professional development throughout the year				\$1,660.39
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1141	341042-SUPPLIES - TRAINING	0031 - Vero Beach High School	General Fund		\$1,660.39
			<i>Notes: Making Thinking Visible and Higher Order Thinking books purchased for teachers in the PD Pathway.</i>			
8	G2.B1.S1.A3	Teachers will receive a "pass" from administrators to try a strategy from their Pillar with no risk.				\$0.00
9	G2.B2.S1.A1	Provide teacher more time to collaborate				\$0.00
					Total:	\$1,660.39