

School District of Indian River County

Sebastian River High School



2018-19 Schoolwide Improvement Plan

Sebastian River High School

9001 90TH AVE, Sebastian, FL 32958

www.indianriverschools.org

School Demographics

School Type and Grades Served (per MSID File)	2017-18 Title I School	2017-18 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	55%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	48%

School Grades History

Year	2017-18	2016-17	2015-16	2014-15
Grade	B	C	C	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.

2018-19 DA Category and Statuses for Sebastian River 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.

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

b. Provide the school's vision statement.

Encouraging Innovation, Promoting Excellence

2. School Environment

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

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

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

Sebastian River High School works diligently to maintain a safe and comfortable environment before, during, and after school. Staff members consistently monitor specified areas to ensure the safety of all and to maintain control of such areas. Supervision begins as early as 6:40 each day and continues throughout the day into the early evening. Staff members are available to students before, during and after all school sponsored events. Students are encouraged to seek assistance from any staff member, and staff is well trained on guiding students to the appropriate staff persons.

Sebastian River High School also has highly competent staff to deal with critical and/or sensitive situations. Behavior Intervention Specialist, Eric Eberhardt, works with some of the more needy students in conjunction with the school psychologist, Dr. Jennifer Wolf. Guidance staff and Administration are trained to identify potential situations of concerns and to work as a team to target those concerns. Moreover, Sebastian River High School staff communicates with parents in a timely manner in order to ensure that all stakeholders are on the same page.

Additionally, Sebastian River High School also implements Positive Behavior Interventions and Supports, the district-wide Bullying Policy, a School Safety Plan, an Anti-Hazing policy, a regular fire-drill schedule, a student recognition program, a mentoring program and has in place various teams to analyze these programs such as School Safety team, MTSS team, Administrative team, and Guidance staff.

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

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

In 2017, SRHS fully implemented the Positive Behavior Intervention Support framework. PBIS is an approach for assisting school personnel for adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students. PBIS emphasizes the establishment of organizational supports or systems that give school personnel capacity to use effective interventions accurately and successfully at the school, district, and state levels. These supports include (a) team-based leadership, (b) data-based decision-making, (c) continuous monitoring of student behavior, (d) regular universal screening, and (e) effective on-going professional development.

Effective classroom management and preventive school discipline are essential for supporting teaching and learning. PBIS goes further by emphasizing that classroom management and preventive school discipline must be integrated and working together with effective academic instruction in a positive and safe school climate to maximize success for all students. Although PBIS has no specific restrictions on the use of consequence-based strategies designed to reduce serious problem behavior, teaching-oriented, positive, and preventive strategies are emphasized for all students, to the greatest extent possible. The emphasis is on the use of the most effective and most positive approach to addressing even the most severe problem behaviors. Most students will succeed when a positive school culture is promoted, informative corrective feedback is provided, academic success is maximized, and use of prosocial skills is acknowledged.

When student problem behavior is unresponsive to preventive school-wide and classroom-wide procedures, information about the student's behavior is used to (a) understand why the problem behavior is occurring (function); (b) strengthen more acceptable alternative behaviors (social skills); (c) remove antecedents and consequences that trigger and maintain problem behavior, respectively; and (d) add antecedents and consequences that trigger and maintain acceptable alternative behaviors. (source: <https://www.pbis.org/school/swpbis-for-beginners/pbis-faqs>) Sebastian River High School has also continued a highly successful Student Recognition Program, which reinforces expected behaviors and allows faculty to recognize students for their positive contributions to a safe and productive learning environment. We have integrated our Student Recognition Program into our PBIS program.

The PBIS Team created a Discipline Flow Chart, which guides teachers to enact several interventions prior to writing an Office Discipline Referral (ODR). It is the hope that these tier 1 interventions will be successful in reducing the number of ODRs written by staff because students will be successful in response to these interventions.

As part of PBIS, the school has embarked on a re-emphasis of school-wide expectations across campus, in every area - from the classrooms, to the athletic fields, to the cafeteria to the buses. Teachers took ownership of these school-wide expectations by instituting individual classroom rules (often with the direct input of their students) which are posted and enforced consistently. The school-wide expectations correspond to our mascot (SHARKS) and reflect what we value and feel is necessary to make our school a safe and positive learning environment for both students and staff. The expectations are: (S)how up on time (H)ave integrity (A)ct responsibly (R)espect everyone (K)eepest clean (S)how your pride. Teachers were asked to develop one or two specific classroom rules that correspond to these expectations. The rules are different depending on the class or location - for example, acting responsibly in the English classroom may mean citing sources used in a

research paper, whereas in the Chemistry classroom it may mean wearing safety goggles when labs are being conducted.

The PBIS team meets biweekly to review the prior month's data and problem solving strategies are used to investigate areas of concern. Various aspects of discipline data are shared with the entire staff at faculty meetings to keep faculty abreast of their efforts.

The PBIS core team receives booster training throughout the year. Additionally, teachers are trained on PBIS strategies and interventions in formal and informal settings as needed. The Behavior Intervention Specialist responds to individual teachers who voice concerns about students and offers specific tier 2 interventions and offers to model those interventions.

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

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

Moreover, the Exceptional Student Education Department has multiple layers of support built into the academic day for students with disabilities. A Support Facilitation model was implemented in 2013 and the data shows that these support systems lead to significant increases in student achievement for ESE students. These academic advances can be attributed to the contact the facilitators have with these students, and their ability to address situations as they arise, allowing students to avoid crises and focus on their academics. It has also created an atmosphere that lends itself to open communication and trust between staff and students.

In an effort to further accommodate our ESE students, we have opened an Academic Support Center during all periods of the day, staffed by ESE teachers. One of the benefits of the ASC is that it provides the necessary extended time some ESE students require within the school day to complete various assessments and other assignments in a quiet and uninterrupted small-group setting.

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.

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

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	172	113	119	120	524
One or more suspensions	0	0	0	0	0	0	0	0	0	67	18	23	8	116
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	195	126	84	99	504
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	172	100	111	77	460

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	468	319	307	270	1364

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

• Attendance Monitoring • Data Monitoring • MTSS Team • Positive Behavior Recognition program (Shark Waves) • After school tutoring • ESE tutoring • Facilitative Teaching • 9th Grade Teaming • Weekly Guidance Meetings • Behavior Intervention Specialist • School Psychologist • ESE Aides • FOCUS • School Messenger • Migrant Advocate • MTSS Referrals • Administrative Discipline Counseling • Peer Mediation • Department Meetings • Restorative Justice • Homeless Funding in conjunction with District Homeless Advocate • Chum Bucket outreach for needy students • ESOL Teacher, Aide and tutoring • Educational Software • Graduation Coach • Positive Behavior and Intervention Support

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

Sebastian River High School will improve community involvement by encouraging parents, teachers, students, staff, and the community to join the PTSA. We seek to increase membership this year by 20%. We continue to offer informative workshops for financial aid, applying for scholarships, bullying, and organize events to reward students who exemplify good habits. Through these endeavors, we seek to join together with the community to improve the climate and culture at Sebastian River High School. The PTSA board is present at school events such as 9th grade orientation, General Orientation, and at Open House. Everyone is invited and encouraged to join.

The student outreach program, the Chum Bucket, has combined forces with PTSA to form a larger group of volunteers committed to student success at SRHS. The PTSA has engaged their volunteers to plan and maintain over 50 bulletin boards and displays which are changed monthly throughout our

campus. Bulletin board topics range from highlighting attendance, A/B Honor Roll, current campus events and individual content area subjects. Displays instill school spirit and show the pride students have in Sebastian River High School. Students and their families have asked to be involved in maintaining bulletin boards and having their group highlighted.

We participate in the state Dads Take Your Child to School Day in September among other initiatives, inviting fathers and male role models to accompany their children to school to stress the positive relationship between family engagement and student success.

SRHS utilizes School Messenger to regularly inform parents about events including testing, progress report and marking period deadlines, as well as major happenings and activities. We provide frequent (often daily) updates on several social media outlets including Facebook and twitter, and have over 7000 combined followers among our platforms.

We have a parent representative on SAFIR (Substance Abuse Free Indian River) to bring back valuable information about the detrimental effects of substance abuse in our county and to keep our staff updated on new trends that may effect our students and families. We have a parent representative on the School Health Advisory Committee, which monitors health trends in the county as well. This year, we plan to begin a SWAT (Students Working Against Tobacco) club, which focuses on the effects of tobacco on our students, and both parents and students will be invited to join. We are also represented by a parent and an administrator on the School District's Positive Climate and Discipline Code of Student Conduct Handbook Committee.

We publish a school newsletter which is mailed to all families every other month and is also shared online. All upcoming events and activities are published here as well.

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

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

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

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

C. Effective Leadership

1. School Leadership Team

a. Membership

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

Name	Title
Brown, Dariyall	Principal
Wilson, Billy	Assistant Principal
Brown, Jody	Teacher, K-12
Durwin, Kelly	Assistant Principal
Valencia, Enrique	School Counselor
Holmes, Michele	Assistant Principal
Amy, Terri	Teacher, K-12
Daniel, Karyn	Teacher, K-12
Goldstein, Ashby	Teacher, K-12
Truesdale, Branda	Teacher, K-12
Lange, Thomas	Teacher, K-12
Acosta, Heather	Teacher, K-12
DeAmara, James	Teacher, K-12
Ioffredo, Danny	Teacher, K-12
Kramer, Lois	Teacher, K-12
Van Brimmer, Kevin	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.

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

Dariyall Brown Principal Science, ESOL, Media, Migrant Advocate, IB
Michele Holmes Assistant Principal ESE, Math, Student Support and Resource Specialist
Kevin Van Brimmer Assistant Principal Reading, Fine Arts, NJROTC, CTE
Kelly Ward Assistant Principal English, Guidance, Registrar
William Wilson III Assistant Principal Social Studies, Foreign Language, Physical Education

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

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

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

Eric Eberhardt (BIS) Agenda, Meeting Facilitation, Observations, Behavior Data

Danna Norman (SRS) Compliance Advisor, Eligibility

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

Jennifer Wolf (SP) Academic/Behavior Screening, Recorder, Advisor, Observations

Kristin Matthews (SLP) Speech and Language Advisor

Michele Holmes (AP) Administrative Advisor, Behavior Input, Progress Monitor, SIP

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

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

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

Department and faculty meetings take place monthly.

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

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Brenda Carley	Parent
Enrique Valencia	Education Support Employee
Joanne Holmes	Parent
Paul Giordano	Student
Amanda King	Student
Dawn Arnett	Teacher
Stephanie Giordano	Student
Migdalia Rodriguez-McDonald	Parent
Brenda Carley	Parent
Dariyall Brown	Principal
Karen Rutledge	Parent
Ronald Gehrke	Teacher
Sandra Amezquita	Education Support Employee
Martha DeLaTorre	Education Support Employee

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

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

b. Development of this school improvement plan

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

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

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

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

Last year, SAC funds were used to support teacher initiatives within the classroom when requested. SAC budgeted \$500 for SHARK expectations posters in each classroom; \$11,200 to pay teachers and provide buses for after school tutoring; \$3000 for instructional materials; and \$3000 to provide ACT/SAT fee waivers for students.

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
Brown, Dariyall	Principal
Holmes, Michele	Teacher, K-12
Durwin, Kelly	Assistant Principal
Wilson, Billy	Assistant Principal
Valencia, Enrique	School Counselor
Brown, Jody	Teacher, K-12
Acosta, Heather	Teacher, Career/Technical
Lange, Thomas	Teacher, K-12
Van Brimmer, Kevin	Assistant Principal

b. Duties

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

In 2018-19, SRHS will continue to implement a School-Wide Literacy Plan. Teachers and staff members from multiple disciplines and areas of the school support the development and evolution of this plan to ensure buy-in from all staff and students. Staff incorporates literacy strategies into all subject areas.

In English, a comprehensive Curriculum Map has been devised and is being utilized by teachers in effort to build continuity across each grade level. FUSION reading materials are being implemented in addition to IMPACT to introduce and reinforce reading and writing strategies to the lowest quartile of our students in reading classes.

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.

SRHS encourages teachers to collaborate and plan when possible. Teachers meet after Unit Assessments for Data Chats, and courses with an EOC take precedence when a teacher has multiple preps.

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

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

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

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

Administration monitors teachers who are working on Alternative Certification and teachers who are considered out-of-field as they make progress in achieving appropriate certification.

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

The new teacher mentoring program is designed to provide new staff with information, training, strategies, and support for incoming instructional staff. Veteran teachers, who are Clinical Educator trained, volunteer to be a mentor teacher and are then assigned to a new teacher. Additionally, a new teacher meeting is held monthly to further support the new teachers and mentors.

New teachers are provided with a 100-page New Teacher Handbook, created by Assistant Principal Holmes, that outlines all aspects of operations at SRHS. Regularly scheduled meetings, both formal and informal are held to address pacing guides, instructional strategies, classroom rules, and use of data as well as the Marzano Evaluation Model. Frequent emails are sent to new teachers, both to build competency and to continue to keep lines of communication open between staff and new teachers.

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

Mentor teachers keep logs of their contacts with new teachers and receive In-Service points for their time spent with new teachers. Mentor teachers receive up to 20 in-service points for the year for assisting a new teacher and are not assigned to more than one new teacher.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Each administrator is assigned to oversee subject area departments to ensure that instructional programs are aligned with Florida's standards. Additionally, Department Chairs are responsible for collaborating with district staff to keep up with changing initiatives both on the district and state level.

b. Instructional Strategies

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

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

The addition of Facilitative Teachers in classes with ESE students provides students with ongoing accommodations within the instructional day. Facilitators work with the content area teachers to create level appropriate adjustments to lesson planning and work individually with all students to ensure that they are receiving guidance as they navigate the curriculum. Students with disabilities are scheduled into the classes with support depending on their needs within that subject area and the requirement for services according to their IEP (Individual Education Plan).

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

Strategy: After School Program

Minutes added to school year:

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

Strategy Rationale

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

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Van Brimmer, Kevin, kevin.vanbrimmer@indianriverschools.org

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

Many of these students attend the tutoring days and have had more success passing their classes as well as an increase in scores on required assessments. Staff will continue to look for trends in these populations.

Strategy: After School Program

Minutes added to school year:

Teachers in core content areas offer optional EOC prep/bootcamp sessions

Strategy Rationale

Students need a refresher/reminder of skills just prior to EOC assessments

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Holmes, Michele, michele.holmes@indianriverschools.org

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

Review of student scores on EOC courses by students who participate

Strategy: After School Program

Minutes added to school year:

SAT/ACT Prep

Strategy Rationale

Students who receive direct instruction and preparation prior to the SAT/ACT are more likely to obtain a higher score on the test. Many of our students will use the concordant score on the SAT/ACT to satisfy a graduation requirement.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Ngom, Kerilyn, kerilyn.ngom@indianriverschools.org

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

scores on SAT/ACT test

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.

Sebastian River High employs a variety of supports for students transitioning from one school level to another. Incoming freshmen have an informational meeting the spring prior to their 9th grade year. Students are introduced to Sebastian River High School at this time and begin to select courses and programs of study. Additionally a Freshmen Orientation (Shark Frenzy) is held at the beginning of the school year to ensure that incoming freshmen have the opportunity to familiarize themselves with the school and programs available. Then, during the last quarter of the freshmen year, students are introduced to the vocational options available as they transition to their sophomore year. Freshmen tour each of the available vocations to watch the current students in action. The freshmen then select a vocational track to follow for the remainder of their high school career.

Other transitional strategies include the administration of the ASVAB to guide students in their decision making process. Students are also provided with access to the FOCUS portal, which allows students and parents the ability to see their academic and test history, along with real-time feedback, supporting smooth transitions from level to level as they provide students with a clear and concise pathway to success. Most juniors are PERT tested to determine their ability to successfully perform at the college level. This test allows them to determine specific areas that need improvement prior to graduation. Senior students are provided with much guidance as they prepare to enter post-graduation life.

b. College and Career Readiness

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

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

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

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

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

Many of our career and technical education programs have integrated academic courses into the curriculum through the state-wide articulation industry certifications (Gold Standard). These specific

industry certifications allow a student to earn academic credit in math or science if passed. The career and technical programs that have been integrated with these certifications are Industrial Biotechnology, Culinary Arts, Digital Design, and Automotive Maintenance and Light Repair. In addition, all of the 9th grade students are given the opportunity to take the Digital Information Technology course in which the embedded industry certification has an academic credit attached if passed.

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

Sebastian River High School is in a constant state of improving students' readiness for the public postsecondary level. Additionally, Sebastian River High School provides 9 career and vocational certificated programs that allow students to become officially certified in an area of expertise, resulting in students graduating with work ready skills and the accompanying certifications which allow them to immediately seek employment. Moreover, Sebastian River High School focuses on assisting students as they progress through their high school career to ensure that students can successfully graduate within four years.

II. Needs Assessment

The school's completion of this 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

G1. SRHS will maintain and improve a positive learning environment for staff and students.

G2. SRHS will improve academic achievement for all students.

Strategic Goals Detail

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

G1. SRHS will maintain and improve a positive learning environment for staff and students. 1a

G100453

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Student	90.0
One or More Suspensions	5.0
School Climate Survey - Parent	90.0
School Climate Survey - Staff	90.0

Targeted Barriers to Achieving the Goal 3

- Lack of respect for self/others/environment
- Some students frequently recommitting offenses

Resources Available to Help Reduce or Eliminate the Barriers 2

- dedicated teachers
- support staff (graduation coach, tutors)
- classroom environment (increased expectations)
- parent involvement
- administration
- PBIS
- MTSS
- school-wide focus on expectations - PBIS

Plan to Monitor Progress Toward G1. 8

PBIS team will conduct walk-throughs to determine if tier 1 interventions are in place - are signs posted, can students recite the expectations, can staff recite the expectations, etc.

Person Responsible

Kevin Van Brimmer

Schedule

Monthly, from 8/14/2018 to 5/17/2019

Evidence of Completion

Walkthrough reports

Plan to Monitor Progress Toward G1. 8

Student Climate Survey

Person Responsible

Michele Holmes

Schedule

Quarterly, from 10/1/2018 to 5/17/2019

Evidence of Completion

Results of student climate surveys

Plan to Monitor Progress Toward G1. 8

Monthly Student Discipline Referral review

Person Responsible

Michele Holmes

Schedule

Monthly, from 8/31/2018 to 5/17/2019

Evidence of Completion

ODR report

G2. SRHS will improve academic achievement for all students. 1a

G100454

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	53.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	43.0
FSA Mathematics Achievement	53.0
Math Gains	58.0
Math Lowest 25% Gains	44.0
Bio I EOC Pass	64.0
U.S. History EOC Pass	61.0

Targeted Barriers to Achieving the Goal 3

- Teacher proficiency in performance monitoring
- New students in advanced level courses for the first time
- Using data effectively to enhance student achievement

Resources Available to Help Reduce or Eliminate the Barriers 2

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

Plan to Monitor Progress Toward G2. 8

Various progress monitoring tools

Person Responsible

Dariyall Brown

Schedule

Monthly, from 8/13/2018 to 5/17/2019

Evidence of Completion

all sources of data

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

 = Problem Solving Step  S123456 = Quick Key


G1. SRHS will maintain and improve a positive learning environment for staff and students. 1

 G100453

G1.B9 Lack of respect for self/others/environment 2

 B270811

G1.B9.S1 Implementation of school-wide expectations through PBIS 4

 S286735

Strategy Rationale

Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of schoolwide PBIS is to establish a climate in which appropriate behavior is the norm.

Action Step 1 5

All teachers will post signs showing the school-wide SHARK expectations.

Person Responsible

Kevin Van Brimmer

Schedule

On 5/24/2019

Evidence of Completion

signs displayed in all classrooms

Action Step 2 5

Teachers' class rules will reflect incorporation of SHARK expectations.

Person Responsible

Michele Holmes

Schedule

On 5/24/2019

Evidence of Completion

Teacher syllabi

Plan to Monitor Fidelity of Implementation of G1.B9.S1 6

PBIS Team will complete walkthroughs with 90% completion

Person Responsible

Kevin Van Brimmer

Schedule

Quarterly, from 9/17/2018 to 5/22/2019

Evidence of Completion

PBIS team Walkthroughs

Plan to Monitor Effectiveness of Implementation of G1.B9.S1 7

Administration will examine the number of student discipline referrals as related to SHARK expectations

Person Responsible

Michele Holmes


Schedule

Monthly, from 8/31/2018 to 5/17/2019

Evidence of Completion

Discipline referrals

G1.B9.S2 Implementation of Restorative Justice program 4

 S286736

Strategy Rationale

We believe that students need more than a punitive consequence in order to truly see how and why they should change continuing behavior that falls outside our expectations. Therefore, we are building upon our Restorative Justice program that was started last year. When progressive discipline behaviors are elevating a student toward ISS or OSS, they will be referred by administration to Restorative Justice as an alternate intervention before suspension.

Action Step 1 5

Have a cadre of teachers trained in Restorative Justice practices

Person Responsible

Dariyall Brown

Schedule

On 7/26/2018

Evidence of Completion

PD rosters from training

Action Step 2 5

Roll out of RJ to administrators and faculty

Person Responsible

Kevin Van Brimmer

Schedule

On 8/13/2018

Evidence of Completion

Meeting agendas, sign in sheets

Action Step 3 5

Execution of program by administration

Person Responsible

Dariyall Brown

Schedule

Weekly, from 8/13/2018 to 5/17/2019

Evidence of Completion

Restorative Justice logs, ODRs

Plan to Monitor Fidelity of Implementation of G1.B9.S2 6

Administration will monitor the number of referrals overall and referrals resulting in suspensions

Person Responsible

Michele Holmes

Schedule

Monthly, from 8/31/2018 to 5/17/2019

Evidence of Completion

FOCUS reports, RJ attendance logs

Plan to Monitor Effectiveness of Implementation of G1.B9.S2 7

Administration will monitor ODRs resulting in suspensions

Person Responsible

Dariyall Brown

Schedule

Monthly, from 8/31/2018 to 5/17/2019

Evidence of Completion

FOCUS reports and RJ attendance logs

G1.B12 Some students frequently recommitting offenses **2**

 B270814

G1.B12.S1 Implement behavior plans and/or anger management/conflict resolution workshops for identified students **4**

 S286737

Strategy Rationale

Reduction of anti-social behavior will occur if students have skills necessary to avoid conflict

Action Step 1 **5**

MTSS Team will review ODRs of frequent offenders from 2017-18 and determine list of major offenders or "frequent flyers" in need of conflict resolution/anger management sessions or tiered behavior support.

Person Responsible

Eric Eberhardt

Schedule

Semiannually, from 8/13/2018 to 5/17/2019

Evidence of Completion

Attendance rosters for sessions.

Plan to Monitor Fidelity of Implementation of G1.B12.S1 **6**

Attendance at counseling sessions will be monitored and number of violent/confrontation related ODRs will be monitored.

Person Responsible

Eric Eberhardt

Schedule

Quarterly, from 9/28/2018 to 5/17/2019

Evidence of Completion

Attendance logs and ODR records.

Plan to Monitor Effectiveness of Implementation of G1.B12.S1 7

Discipline referrals for the selected group of students will be monitored

Person Responsible

Eric Eberhardt

Schedule

Biweekly, from 8/31/2018 to 5/17/2019

Evidence of Completion

Students identified as "high flyers" will be monitored.


G2. SRHS will improve academic achievement for all students. 1

 G100454

G2.B13 Teacher proficiency in performance monitoring 2

 B270828

G2.B13.S1 Provide teachers with continuous training in ways to examine their data. 4

 S286742

Strategy Rationale

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

Action Step 1 5

Provide teachers with training on how to access data in PM2 through use of baseball card data by district staff.

Person Responsible

Dariyall Brown

Schedule

Quarterly, from 9/19/2018 to 5/17/2019

Evidence of Completion

sign in sheets from PD session

Plan to Monitor Fidelity of Implementation of G2.B13.S1 6

Teachers create SMART goals based on student data

Person Responsible

Michele Holmes

Schedule

Monthly, from 9/19/2018 to 9/19/2018

Evidence of Completion

Teacher IPDP

Plan to Monitor Effectiveness of Implementation of G2.B13.S1 7

Teachers will utilize data to monitor student progress on unit assessments.

Person Responsible

Michele Holmes

Schedule

Monthly, from 9/19/2018 to 5/17/2019

Evidence of Completion

Progress Monitoring forms

G2.B13.S2 Supplement teacher data analysis with assistance by curriculum specialists in content areas

4

 S286743

Strategy Rationale

Content area curriculum specialists can provide insight into Test Item Specs as well as curriculum

Action Step 1 5

Curriculum specialists will assist teachers on data interpretation and curriculum development

Person Responsible

Dariyall Brown

Schedule

Every 3 Weeks, from 8/27/2018 to 5/17/2019

Evidence of Completion

Lesson plans and data chat forms

Plan to Monitor Fidelity of Implementation of G2.B13.S2 6

Monitoring of curriculum specialists' meetings with department chairs

Person Responsible

Dariyall Brown

Schedule

Monthly, from 10/15/2018 to 5/17/2019

Evidence of Completion

Meeting minutes and emails from curriculum specialists

Plan to Monitor Effectiveness of Implementation of G2.B13.S2 7

Increased teacher proficiency in data monitoring

Person Responsible

Dariyall Brown

Schedule

Monthly, from 10/15/2018 to 5/17/2019


Evidence of Completion

Progress monitoring documents

G2.B14 New students in advanced level courses for the first time **2**

 B270829

G2.B14.S1 Provide academic supports for all students **4**

 S286744

Strategy Rationale

With additional support, students will be successful in more challenging courses

Action Step 1 **5**

Subject area teachers will provide tier 1 and tier 2 supports for all students

Person Responsible

Michele Holmes

Schedule

Daily, from 8/13/2018 to 5/17/2019

Evidence of Completion

administrator observations/walk throughs, teacher lesson plans

Action Step 2 **5**

After school tutoring

Person Responsible

Kevin Van Brimmer

Schedule

Weekly, from 8/27/2018 to 5/17/2019

Evidence of Completion

sign in sheet/database

Action Step 3 5

Write Score will be utilized to assist ELA teachers with scoring and understanding student writing progress

Person Responsible

Thomas Lange

Schedule

Semiannually, from 10/15/2018 to 2/20/2019

Evidence of Completion

Reports provided by WriteScore

Action Step 4 5

Funding for ACT fees for students who have used both fee waivers

Person Responsible

Enrique Valencia

Schedule

Every 6 Weeks, from 9/17/2018 to 5/17/2019

Evidence of Completion

Student success on ACT test

Plan to Monitor Fidelity of Implementation of G2.B14.S1 6

Administrators will conduct frequent classroom walk throughs and monitor teacher lesson plans

Person Responsible

Dariyall Brown

Schedule

Weekly, from 8/13/2018 to 5/17/2019

Evidence of Completion

administrator notes and teacher lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B14.S1 7

Student success in advanced level courses

Person Responsible

Kelly Durwin

Schedule

Quarterly, from 9/24/2018 to 5/17/2019

Evidence of Completion

student success rates in advanced courses

G2.B14.S2 Implement peer tutoring program 4

 S286745

Strategy Rationale

Peer tutoring facilitates both cognitive and social gains in both higher-performing mentors and low-performing mentees in an individualized and positive way

Action Step 1 5

Peer tutors will be selected and trained

Person Responsible

Jaime Sturgeon

Schedule

Evidence of Completion

sign in sheets

Plan to Monitor Fidelity of Implementation of G2.B14.S2 6

Student attendance at tutoring sessions

Person Responsible

Jaime Sturgeon

Schedule

Weekly, from 9/24/2018 to 5/17/2019

Evidence of Completion

attendance logs and student success rates in core courses

Plan to Monitor Effectiveness of Implementation of G2.B14.S2 7

Student success in advanced courses

Person Responsible

Enrique Valencia

Schedule

Quarterly, from 10/15/2018 to 5/17/2019


Evidence of Completion

Student success rates (grades)

G2.B16 Using data effectively to enhance student achievement **2**

 B270831

G2.B16.S1 Conduct Data Chats to encourage teachers to examine their data **4**

 S286750

Strategy Rationale

Teachers must collaboratively analyze unit assessment, standardized testing, end-of-course assessment data and structured instructional interventions based upon determined strengths and weakness areas in student learning.

Action Step 1 **5**

Teachers will conduct Data Chats after every unit assessment

Person Responsible

Dariyall Brown

Schedule

Monthly, from 8/31/2018 to 5/17/2019

Evidence of Completion

Progress monitoring forms

Plan to Monitor Fidelity of Implementation of G2.B16.S1 **6**

Administrators will attend department/subject Data Chats

Person Responsible

Dariyall Brown

Schedule

Monthly, from 8/31/2018 to 5/17/2019

Evidence of Completion

Rosters and notes from Data Chats

Plan to Monitor Effectiveness of Implementation of G2.B16.S1 7

Student scores on Unit Assessments for courses with an EOC attached

Person Responsible

Dariyall Brown

Schedule

Monthly, from 8/31/2018 to 5/17/2019

Evidence of Completion

Graphs/charts listing student scores in each EOC tested area

Plan to Monitor Effectiveness of Implementation of G2.B16.S1 7

Student attendance and grades for non-EOC courses

Person Responsible

Dariyall Brown


Schedule

Monthly, from 8/31/2018 to 5/17/2019

Evidence of Completion

For teachers who teach courses with an LCA (as opposed to those who teach courses with an EOC or Industry Certification), student grades and attendance will be reviewed

G2.B16.S2 Encourage teachers to collaboratively plan 4

 S286751

Strategy Rationale

Research has shown that "students showed higher gains in math achievement when their teachers reported frequent conversations with their peers that centered on math, and when there was a feeling of trust or closeness among teachers." <https://blogcea.org/2011/09/30/collaboration-raises-achievement/>

Action Step 1 5

Encourage teachers to plan collaboratively

Person Responsible

Dariyall Brown

Schedule

Weekly, from 8/13/2018 to 5/17/2019

Evidence of Completion

Teacher unit and lesson plans

Plan to Monitor Fidelity of Implementation of G2.B16.S2 6

Administrators will monitor the lesson plans of their respective department

Person Responsible

Dariyall Brown

Schedule

Biweekly, from 8/13/2018 to 5/17/2019

Evidence of Completion

Ultimately, student scores on common assessments will demonstrate fidelity of implementation

Plan to Monitor Effectiveness of Implementation of G2.B16.S2 7

Student scores on unit assessments, student grades, student attendance

Person Responsible

Dariyall Brown

Schedule

Biweekly, from 8/31/2018 to 5/17/2019

Evidence of Completion

Achieve 3000, Unify and FOCUS data

V. Professional Development Opportunities

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

G1. SRHS will maintain and improve a positive learning environment for staff and students.

G1.B9 Lack of respect for self/others/environment

G1.B9.S2 Implementation of Restorative Justice program

PD Opportunity 1

Have a cadre of teachers trained in Restorative Justice practices

Facilitator

Lavonne Walker

Participants

Amy Kolb, Robin Rickert, Wylie Green, Jerry Golliher, Terrie Rogers, Candace Fitzgordon, Eric Eberhardt, Joe Nathaniel, Alisha Dillion

Schedule

On 7/26/2018

PD Opportunity 2

Roll out of RJ to administrators and faculty

Facilitator

Kevin Van Brimmer

Participants

all administrators and faculty

Schedule

On 8/13/2018

G2. SRHS will improve academic achievement for all students.

G2.B13 Teacher proficiency in performance monitoring

G2.B13.S1 Provide teachers with continuous training in ways to examine their data.

PD Opportunity 1

Provide teachers with training on how to access data in PM2 through use of baseball card data by district staff.

Facilitator

Brian McMahon

Participants

all teachers

Schedule

Quarterly, from 9/19/2018 to 5/17/2019

VI. Technical Assistance Items

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

G2. SRHS will improve academic achievement for all students.

G2.B13 Teacher proficiency in performance monitoring

G2.B13.S2 Supplement teacher data analysis with assistance by curriculum specialists in content areas

TA Opportunity 1

Curriculum specialists will assist teachers on data interpretation and curriculum development

Facilitator

Dariyall Brown

Participants

Department Chairs, Teachers

Schedule

Every 3 Weeks, from 8/27/2018 to 5/17/2019

VII. Budget

1	G1.B12.S1.A1	MTSS Team will review ODRs of frequent offenders from 2017-18 and determine list of major offenders or "frequent flyers" in need of conflict resolution/anger management sessions or tiered behavior support.				\$0.00
2	G1.B9.S1.A1	All teachers will post signs showing the school-wide SHARK expectations.				\$50.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	9800	120-Classroom Teachers	0291 - Sebastian River High School	General Fund		\$50.00
			Notes: large posters for all areas of the school at \$4 each			
3	G1.B9.S1.A2	Teachers' class rules will reflect incorporation of SHARK expectations.				\$0.00
4	G1.B9.S2.A1	Have a cadre of teachers trained in Restorative Justice practices				\$0.00
5	G1.B9.S2.A2	Roll out of RJ to administrators and faculty				\$0.00
6	G1.B9.S2.A3	Execution of program by administration				\$0.00
7	G2.B13.S1.A1	Provide teachers with training on how to access data in PM2 through use of baseball card data by district staff.				\$0.00
8	G2.B13.S2.A1	Curriculum specialists will assist teachers on data interpretation and curriculum development				\$0.00
9	G2.B14.S1.A1	Subject area teachers will provide tier 1 and tier 2 supports for all students				\$0.00



















Indian River - 0291 - Sebastian River High School - 2018-19 SIP
Sebastian River High School

10	G2.B14.S1.A2	After school tutoring				\$12,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	5900	100-Salaries	0291 - Sebastian River High School	General Fund		\$7,000.00
	3354		0291 - Sebastian River High School	General Fund		\$5,000.00
11	G2.B14.S1.A3	Write Score will be utilized to assist ELA teachers with scoring and understanding student writing progress				\$9,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	3336		0291 - Sebastian River High School	General Fund		\$9,000.00
			<i>Notes: Write Score - 9th and 10th grade students will complete writing assessments scored by outside company; results returned to teachers, along with suggestions for intervention strategies.</i>			
12	G2.B14.S1.A4	Funding for ACT fees for students who have used both fee waivers				\$3,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2018-19
	3429		0291 - Sebastian River High School	General Fund		\$3,000.00
13	G2.B14.S2.A1	Peer tutors will be selected and trained				\$0.00
14	G2.B16.S1.A1	Teachers will conduct Data Chats after every unit assessment				\$0.00
15	G2.B16.S2.A1	Encourage teachers to plan collaboratively				\$0.00
					Total:	\$24,050.00

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2019					
G2.B14.S2.A1 A388168	Peer tutors will be selected and trained	Sturgeon, Jaime	8/27/2018	sign in sheets	No End Date one-time
G1.B9.S2.A1 A388155	Have a cadre of teachers trained in Restorative Justice practices	Brown, Dariyall	7/23/2018	PD rosters from training	7/26/2018 one-time
G1.B9.S2.A2 A388156	Roll out of RJ to administrators and faculty	Van Brimmer, Kevin	8/13/2018	Meeting agendas, sign in sheets	8/13/2018 one-time
G2.B13.S1.MA1 M424104	Teachers create SMART goals based on student data	Holmes, Michele	9/19/2018	Teacher IPDP	9/19/2018 monthly
G2.B14.S1.A3 A388166	Write Score will be utilized to assist ELA teachers with scoring and understanding student writing...	Lange, Thomas	10/15/2018	Reports provided by WriteScore	2/20/2019 semiannually
G1.MA1 M424096	PBIS team will conduct walk-throughs to determine if tier 1 interventions are in place - are signs...	Van Brimmer, Kevin	8/14/2018	Walkthrough reports	5/17/2019 monthly
G1.MA2 M424097	Student Climate Survey	Holmes, Michele	10/1/2018	Results of student climate surveys	5/17/2019 quarterly
G1.MA3 M424098	Monthly Student Discipline Referral review	Holmes, Michele	8/31/2018	ODR report	5/17/2019 monthly
G2.MA1 M424119	Various progress monitoring tools	Brown, Dariyall	8/13/2018	all sources of data	5/17/2019 monthly
G1.B9.S1.MA1 M424090	Administration will examine the number of student discipline referrals as related to SHARK...	Holmes, Michele	8/31/2018	Discipline referrals	5/17/2019 monthly
G1.B12.S1.MA1 M424094	Discipline referrals for the selected group of students will be monitored	Eberhardt, Eric	8/31/2018	Students identified as "high flyers" will be monitored.	5/17/2019 biweekly
G1.B12.S1.MA1 M424095	Attendance at counseling sessions will be monitored and number of violent/confrontation related...	Eberhardt, Eric	9/28/2018	Attendance logs and ODR records.	5/17/2019 quarterly
G1.B12.S1.A1 A388158	MTSS Team will review ODRs of frequent offenders from 2017-18 and determine list of major offenders...	Eberhardt, Eric	8/13/2018	Attendance rosters for sessions.	5/17/2019 semiannually
G2.B13.S1.MA1 M424103	Teachers will utilize data to monitor student progress on unit assessments.	Holmes, Michele	9/19/2018	Progress Monitoring forms	5/17/2019 monthly
G2.B13.S1.A1 A388162	Provide teachers with training on how to access data in PM2 through use of baseball card data by...	Brown, Dariyall	9/19/2018	sign in sheets from PD session	5/17/2019 quarterly
G2.B14.S1.MA1 M424107	Student success in advanced level courses	Durwin, Kelly	9/24/2018	student success rates in advanced courses	5/17/2019 quarterly
G2.B14.S1.MA1 M424108	Administrators will conduct frequent classroom walk throughs and monitor teacher lesson plans	Brown, Dariyall	8/13/2018	administrator notes and teacher lesson plans	5/17/2019 weekly
G2.B14.S1.A1 A388164	Subject area teachers will provide tier 1 and tier 2 supports for all students	Holmes, Michele	8/13/2018	administrator observations/walk throughs, teacher lesson plans	5/17/2019 daily
G2.B14.S1.A2 A388165	After school tutoring	Van Brimmer, Kevin	8/27/2018	sign in sheet/database	5/17/2019 weekly
G2.B14.S1.A4 A388167	Funding for ACT fees for students who have used both fee waivers	Valencia, Enrique	9/17/2018	Student success on ACT test	5/17/2019 every-6-weeks

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B16.S1.MA1  M424114	Student scores on Unit Assessments for courses with an EOC attached	Brown, Dariyall	8/31/2018	Graphs/charts listing student scores in each EOC tested area	5/17/2019 monthly
G2.B16.S1.MA3  M424115	Student attendance and grades for non-EOC courses	Brown, Dariyall	8/31/2018	For teachers who teach courses with an LCA (as opposed to those who teach courses with an EOC or Industry Certification), student grades and attendance will be reviewed	5/17/2019 monthly
G2.B16.S1.MA1  M424116	Administrators will attend department/subject Data Chats	Brown, Dariyall	8/31/2018	Rosters and notes from Data Chats	5/17/2019 monthly
G2.B16.S1.A1  A388172	Teachers will conduct Data Chats after every unit assessment	Brown, Dariyall	8/31/2018	Progress monitoring forms	5/17/2019 monthly
G1.B9.S2.MA1  M424092	Administration will monitor ODRs resulting in suspensions	Brown, Dariyall	8/31/2018	FOCUS reports and RJ attendance logs	5/17/2019 monthly
G1.B9.S2.MA1  M424093	Administration will monitor the number of referrals overall and referrals resulting in suspensions	Holmes, Michele	8/31/2018	FOCUS reports, RJ attendance logs	5/17/2019 monthly
G1.B9.S2.A3  A388157	Execution of program by administration	Brown, Dariyall	8/13/2018	Restorative Justice logs, ODRs	5/17/2019 weekly
G2.B13.S2.MA1  M424105	Increased teacher proficiency in data monitoring	Brown, Dariyall	10/15/2018	Progress monitoring documents	5/17/2019 monthly
G2.B13.S2.MA1  M424106	Monitoring of curriculum specialists' meetings with department chairs	Brown, Dariyall	10/15/2018	Meeting minutes and emails from curriculum specialists	5/17/2019 monthly
G2.B13.S2.A1  A388163	Curriculum specialists will assist teachers on data interpretation and curriculum development	Brown, Dariyall	8/27/2018	Lesson plans and data chat forms	5/17/2019 every-3-weeks
G2.B14.S2.MA1  M424109	Student success in advanced courses	Valencia, Enrique	10/15/2018	Student success rates (grades)	5/17/2019 quarterly
G2.B14.S2.MA1  M424110	Student attendance at tutoring sessions	Sturgeon, Jaime	9/24/2018	attendance logs and student success rates in core courses	5/17/2019 weekly
G2.B16.S2.MA1  M424117	Student scores on unit assessments, student grades, student attendance	Brown, Dariyall	8/31/2018	Achieve 3000, Unify and FOCUS data	5/17/2019 biweekly
G2.B16.S2.MA1  M424118	Administrators will monitor the lesson plans of their respective department	Brown, Dariyall	8/13/2018	Ultimately, student scores on common assessments will demonstrate fidelity of implementation	5/17/2019 biweekly
G2.B16.S2.A1  A388173	Encourage teachers to plan collaboratively	Brown, Dariyall	8/13/2018	Teacher unit and lesson plans	5/17/2019 weekly
G1.B9.S1.MA1  M424091	PBIS Team will complete walkthroughs with 90% completion	Van Brimmer, Kevin	9/17/2018	PBIS team Walkthroughs	5/22/2019 quarterly
G1.B9.S1.A1  A388153	All teachers will post signs showing the school-wide SHARK expectations.	Van Brimmer, Kevin	8/13/2018	signs displayed in all classrooms	5/24/2019 one-time
G1.B9.S1.A2  A388154	Teachers' class rules will reflect incorporation of SHARK expectations.	Holmes, Michele	8/13/2018	Teacher syllabi	5/24/2019 one-time