

Vero Beach High School



2014-15 School Improvement Plan

Vero Beach High School

1707 16TH ST, Vero Beach, FL 32960

www.indianriverschools.org

School Demographics

School Type

High

Title I

No

Free/Reduced Price Lunch

48%

Alternative/ESE Center

No

Charter School

No

Minority

38%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	B	B	A	B

School Board Approval

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

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

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

Table of Contents

Purpose and Outline of the SIP	4
Differentiated Accountability	5
Current School Status	8
8-Step Planning and Problem Solving Implementation	18
Goals Summary	18
Goals Detail	18
Action Plan for Improvement	23
Appendix 1: Implementation Timeline	35
Appendix 2: Professional Development and Technical Assistance Outlines	36
Professional Development Opportunities	37
Technical Assistance Items	40
Appendix 3: Budget to Support Goals	41

Purpose and Outline of the SIP

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

Part I: Current School Status

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

Part II: Needs Assessment

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

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

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

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

Appendices

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

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

Differentiated Accountability

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

DA Regions

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

DA Categories

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

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

DA Turnaround and Monitoring Statuses

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

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

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Vero Beach High School's rich tradition of excellence in academic, career/technical, extra-curricular, and arts programs provides 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.

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".

School Environment

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. The support system extends to a Student Support Specialist, Attendance Officer, School Psychologist, Teen Parenting Coordinator, and Career Occupational Specialist.

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 their doors to welcome them and staff is posted around the building before and after school to ensure student safety. Vero Beach High School offers many programs that including orientation, grade level presentations on procedures and school offerings, Teen Dating Violence Curriculum, Mock DUI Presentation, and the MTSS process. VBHS holds all appropriate emergency drills and have School Resources Officers that positively interact with students. VBHS students are told about the school's zero-tolerance anti-bullying campaign and signs are posted indicating proper procedures when witnessing bullying.

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

Vero Beach High School has a plan to reduce discipline school wide. VBHS has a policy that includes a minor incident behavior tracking form for incidents that are should 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.

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 social skills course. Guidance counselors provide individual counseling, group counseling, offers consultation with teachers, staff, and parents regarding student's needs, meets with each student individually to schedule, and offers parent workshops. Vero Beach High School also has an organizational plan to facilitate the MTSS process for student with academic or behavioral needs.

Early Warning Systems

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

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

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

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

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

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

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

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

Family and Community Involvement

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

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

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

Will the school use its PIP to satisfy this question?

No

PIP Link

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

Description

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 eSembler so that grades can be reviewed weekly. 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 PTSA, join the VBHS SAC, etc. As always, teachers are available during their planning and after school to discuss concerns or provide assistance.

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. White House Black Market is beginning to hold annual drives to collect school supplies and donating them to VBHS/FLC. They understand items are necessary for students to be prepared with necessary supplies in order to be successful. We have an active PTSA and SAC that supports our academic and cultural growth programs. VBHS holds community events that draws large crowds to our stadiums and Performance Art Center. Our CTE 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 campus.

Effective Leadership

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

School Leadership Team

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

Name	Title
O'keefe, Shawn	Principal
Taylor, Christopher	Assistant Principal
Bieber, Anne	Assistant Principal
Erickson, David	Assistant Principal
Daulby, Rachel	Assistant Principal
Humphrey, Chip	Assistant Principal
Ahrens, Greg	Assistant Principal

Duties

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, and athletically. Our leaders participate in the MTSS process, attended department meetings, and

communicate our vision and mission to the community. Furthermore, our leaders actively participate in district teacher in-services such as IRTIPS and IRFIL.

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 deficiencies and appropriate research-based interventions to address these deficiencies. The team will ensure that the necessary resources are available and the intervention is implemented with fidelity. These 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.

School Advisory Council (SAC)

Membership

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

Name	Stakeholder Group
Randy Bethel	Student
Dawn Brooks	Business/Community
Cori DeGroat	Student
Vivki DeGroat	Parent
Faith Frazier	Parent
Cindy Jorgenson	Teacher
Richard Lewis	Teacher
Scott McCracken	Parent
Shawn O'Keefe	Principal
Jesus Umberto Parada	Student
Angie Schepers	Parent

Duties

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

Evaluation of last year's school improvement plan

The SAC committee approved the SIP for last school year. The goals were updated based on preliminary data and the committee understands that the SIP is a working document and will readdress the goals when the school grades are released.

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.

Preparation of the school's annual budget and plan

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

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.

Attached are the forms required to request and evaluate the funds.

In 2013-2014, the funds granted were:

October:

1. Angela Combs – Approved \$250 for ebooks
2. Jeff Bush – Approved \$600 for gradecam.com trial run (not used: funded by school)
3. Mary Stephany Hiller – Approved \$320 for EOC practice (not used: funded by school)
4. Lisa Walburn – Approved \$270 for Scholastic SCOPE
5. Valerie Brant – Approved \$275 for pedometers (not used, project was not initiated)

February:

1. Wade Dues: \$700 for Classroom management software . (not used: withdrew request)
2. Jeff Bush –Approved \$345 for transportation funds to to USDA open house April 2nd for 30 students and cost of sub.

SAC funds at first meeting: \$9108.53

SAC funds at closing meeting: \$7,918.41

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

No

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

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
O'keefe, Shawn	Principal
Taylor, Christopher	Assistant Principal
Bieber, Anne	Assistant Principal
Erickson, David	Assistant Principal
Daulby, Rachel	Assistant Principal
Humphrey, Chip	Assistant Principal
Ahrens, Greg	Assistant Principal
Bayless, Victoria	Teacher, K-12
Combs, Angela	Teacher, K-12
Hiller, MaryStephany	Teacher, K-12
Hodges, Gina	Teacher, K-12
Martin, John	Teacher, K-12
Minton, Kere	Instructional Coach
Mosblech, Eric	Teacher, K-12
Payne, Jill	Teacher, K-12
Sammons, James	Teacher, K-12
Wiley, Kristin	Teacher, K-12

Duties

Describe how the LLT promotes literacy within the school

VBHS will continue to follow its Academic Plan that was put into place during the 2012-2013 school year.

Academic Plan includes four major focus areas:

1. Collaboration Efforts- common assessments, common course, syllabi, and PLCs
2. School Wide Departmental Goals- Syllabi reflect consistency and collaboration, develop smart goals, and learning goals, develop scales and rubrics, common formative assessments, use of data monitoring form
3. Differentiation- provide support that is timely, directive, and systematic, enrich and extend lessons when needed, plan and instruct for flexible groups
4. Keeping a Record- VBHS will use Data Collection Forms to consistently monitor the progress of achievement and school and district-based initiatives

Public and Collaborative Teaching

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

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

Vero Beach High School participates in the Indian River Fellowship of Instructional Leaders and IRTIPS. Both programs are designed to improve instructional practices and work together to achieve goals. VBHS teachers created a committee entitled C.H.I.E.F.S. which focuses on building positive working relationships. The committee handed out free shirts to all staff and faculty promoting one team, is planning free Bar-B-Que dinners before select school events such as football games, and hands out free snacks to staff. This year, VBHS implemented a common assessment program to promote collaborative

planning and instruction. The common assessments are standards based and allows teachers to better understand standards, analyze data, and improve instructional practices.

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, Greg Ahrens and Danielle Vogel

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 Danielle Vogel, 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.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

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

For the 2014-2015 school year, Vero Beach High School is implementing programs to ensure that all subjects are aligned with state standards. Professional Development was offered on teachers' first day back that included using CPALMS and data tracking. In addition to the first day back, in-service is offered throughout the year. All like-subject area teachers will work together 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.

Instructional Strategies

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

The Vero Beach High School academic plan addressed 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.

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.o'keefe@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.o'keefe@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.

Student Transition and Readiness

PreK-12 Transition

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

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

School level orientation for incoming the 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. 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.

College and Career Readiness

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

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

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. 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 Adobe Certified 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.

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.

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.

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.** Integration of more technology in the classroom to meet the needs of 21st century students i.e. CANVAS, GRADCAM, CPALMS, Bring Your Own Device (iPads, iPhones, etc.)
- G2.** The percent of all students scoring at level 3 and/or higher on EOCs and Florida Standards Assessment and the percent of all students in each subgroup making adequate yearly progress will increase by using standards based and literacy focused curriculum.
- G3.** Provide opportunities to allow teachers to work on common assessments in individual subject areas and review the data on a regular basis
- G4.** Increase student attendance for at-risk students.

Strategic Goals Detail

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

G1. Integration of more technology in the classroom to meet the needs of 21st century students i.e. CANVAS, GRADCAM, CPALMS, Bring Your Own Device (iPads, iPhones, etc.) 1a

G036050

Targets Supported 1b

Indicator	Annual Target
Math Gains	68.0
FSA - Mathematics - Proficiency Rate	53.0
FSA - English Language Arts - Proficiency Rate	71.0
Bio I EOC Pass	68.0
College Readiness Reading	74.0
College Readiness Mathematics	61.0

Resources Available to Support the Goal 2

- technology available in classroom (specifically- cell phones)
- Canvas program
- websites that provide student response systems
- GradeCam
- Document Cameras

Targeted Barriers to Achieving the Goal 3

- Low ratio of student to computer in classrooms
- Teachers may not understand how to implement technology properly.

Plan to Monitor Progress Toward G1. 8

Data from classroom formative assessments and summative assessments

Person Responsible

Christopher Taylor

Schedule

Every 6 Weeks, from 8/12/2014 to 6/5/2015

Evidence of Completion

Lesson plans, anecdotal

G2. The percent of all students scoring at level 3 and/or higher on EOCs and Florida Standards Assessment and the percent of all students in each subgroup making adequate yearly progress will increase by using standards based and literacy focused curriculum. **1a**

 G036051

Targets Supported **1b**

Indicator	Annual Target
Math Gains	69.0
AMO Math - All Students	56.0
AMO Math - Asian	90.0
AMO Math - African American	48.0
AMO Math - Hispanic	55.0
AMO Math - White	60.0
AMO Math - ELL	42.0
AMO Math - SWD	59.0
AMO Math - ED	53.0
AMO Reading - All Students	73.0
AMO Reading - Asian	61.0
AMO Reading - African American	55.0
AMO Reading - Hispanic	67.0
AMO Reading - White	78.0
AMO Reading - ELL	43.0
AMO Reading - SWD	51.0
AMO Reading - ED	61.0
Bio I EOC Pass	69.0
FAA Writing Proficiency	89.0
AMO Reading - All Students	73.0

Resources Available to Support the Goal **2**

- GradeCam
- Time for PLCs to meet
- CPALMS
- PM2 as a data resource

Targeted Barriers to Achieving the Goal **3**

- Lack of understanding how to use data in the classroom.
- Teachers need more training for technology, ie. GradeCam, PM2, etc.
- More literacy collaboration among teachers

Plan to Monitor Progress Toward G2. 8

Increase in proficiency of content area.

Person Responsible

Shawn O'keefe

Schedule

Quarterly, from 8/1/2014 to 6/15/2015

Evidence of Completion

Formative and Summative Assessments across content areas

G3. Provide opportunities to allow teachers to work on common assessments in individual subject areas and review the data on a regular basis 1a

G036052

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	56.0
AMO Reading - All Students	73.0
Bio I EOC Pass	69.0
FAA Writing Proficiency	89.0

Resources Available to Support the Goal 2

- Scheduling appropriately
- lesson planning professional development
- More time to meet
- Detailed plan available to all teachers

Targeted Barriers to Achieving the Goal 3

- Willingness of teachers to work together
- Lack of understanding common assessments
- Data review protocol

Plan to Monitor Progress Toward G3. 8

Increase in proficiency of all students.

Person Responsible

Shawn O'keefe

Schedule

Monthly, from 8/12/2014 to 6/4/2015

Evidence of Completion

Student achievement through grades and scores on standardized tests

G4. Increase student attendance for at-risk students. 1a

G036055

Targets Supported 1b

Indicator	Annual Target
Attendance Below 90%	18.6
2+ Behavior Referrals	19.2
Attendance rate	95.0

Resources Available to Support the Goal 2

- PM2 Data

Targeted Barriers to Achieving the Goal 3

- Reaching all parents due to lack of communication pathway
- Keeping students motivated to come to school

Plan to Monitor Progress Toward G4. 8

attendance rates

Person Responsible

Shawn O'keefe

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

Agendas from IRFIL meetings and data on yearly attendance rates as provided by the district

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. Integration of more technology in the classroom to meet the needs of 21st century students i.e. CANVAS, GRADCAM, CPALMS, Bring Your Own Device (iPads, iPhones, etc.) **1**

 G036050

G1.B1 Low ratio of student to computer in classrooms **2**

 B086345

G1.B1.S1 choose web-based programs that can be used with student desktops in classroom or WCDs of students **4**

 S097037

Strategy Rationale

Each classroom only has four computer stations, therefore the Bring Your Own Device program will allow students to use their own cellphone, tablet, etc. in the classroom. This will allow more students to use technology during instructional time.

Action Step 1 **5**

Teachers will monitor and survey classes to get an inventory of WCD available.

Person Responsible

Shawn O'keefe

Schedule

Semiannually, from 8/18/2014 to 6/1/2015

Evidence of Completion

Teachers will document and share with department chairs.

Action Step 2 5

Administration and department chairs will monitor the use of technology in the classroom across the campus.

Person Responsible

Shawn O'keefe

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Teachers will document and share use of technology with department chairs.

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

data from web-based system

Person Responsible

Shawn O'keefe

Schedule

Every 2 Months, from 8/18/2014 to 6/1/2015

Evidence of Completion

Teachers will document and share use of technology with department chairs.

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

Data from classroom formative assessments and summative assessments.

Person Responsible

Shawn O'keefe

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Evidence of Completion

Student data from assessments

G1.B2 Teachers may not understand how to implement technology properly. 2

 B096051

G1.B2.S1 More professional development and training is need to assist teachers. 4

 S107325

Strategy Rationale

Teachers will become more comfortable with the technology and therefore will be more effective when using it during instruction.

Action Step 1 5

Teachers will receive training for programs, such as Performance Matters, canvas, and GradeCam.

Person Responsible

Shawn O'keefe

Schedule

Every 2 Months, from 8/18/2014 to 6/1/2015

Evidence of Completion

Records of trainings offered and teacher rosters of attendance.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Administration and department chairs will monitor attendance of trainings.

Person Responsible

Shawn O'keefe

Schedule

On 6/1/2015

Evidence of Completion

Records of trainings offered and teacher rosters of attendance.

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 7

Data will be monitored from common formative assessments, benchmarks, and the Florida Standards Assessment.

Person Responsible

Shawn O'keefe

Schedule

Every 6 Weeks, from 8/18/2014 to 6/1/2015

Evidence of Completion

Documentation for PLC discussions over data from classroom formative assessments and summative assessments will be monitored by department chairs and administration.

G2. The percent of all students scoring at level 3 and/or higher on EOCs and Florida Standards Assessment and the percent of all students in each subgroup making adequate yearly progress will increase by using standards based and literacy focused curriculum. 1

 G036051

G2.B1 Lack of understanding how to use data in the classroom. 2

 B086346

G2.B1.S1 Teachers need to be able to better monitor data. 4

 S097038

Strategy Rationale

Understanding data will allow teachers the opportunity to increase student achievement based on their needs.

Action Step 1 5

More training on PM2 and other data resources,

Person Responsible

Shawn O'keefe

Schedule

Every 6 Weeks, from 8/12/2014 to 6/4/2015

Evidence of Completion

rosters of attending trainings

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

Monitoring of teachers attending trainings

Person Responsible

Shawn O'keefe

Schedule

Every 6 Weeks, from 8/12/2014 to 6/4/2015

Evidence of Completion

attendance records of sessions

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

Data will be monitored from common formative assessments, benchmarks, and the Florida Standards Assessment.

Person Responsible

Shawn O'keefe

Schedule

Every 2 Months, from 8/12/2014 to 6/4/2015

Evidence of Completion

Data from common assessments and PM2

G2.B3 More literacy collaboration among teachers **2**

 B114729

G2.B3.S1 Subject area teachers will work together to develop literacy based programs. **4**

 S126260

Strategy Rationale

Working together, teachers develop and administer subject specific common assessments that include a literary component.

Action Step 1 **5**

Teachers will work in small groups to develop, administer, and analyze data in regards to literacy.

Person Responsible

Shawn O'keefe

Schedule

Monthly, from 8/11/2014 to 6/4/2015

Evidence of Completion

Teachers will turn in copies of test and a data analysis.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 **6**

Discussions will occur at every department meeting, department chair meeting, and faculty meeting.

Person Responsible

Christopher Taylor

Schedule

Monthly, from 8/12/2014 to 6/4/2015

Evidence of Completion

The evidence that is collected includes records of attendance of meetings and meeting minutes.

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Administration will lead discussions with teachers and department chairs and each administrator will discuss progress with teachers.

Person Responsible

Shawn O'keefe

Schedule

Monthly, from 8/12/2014 to 6/4/2015

Evidence of Completion

Records of attendance of meetings and data from common assessments.

G3. Provide opportunities to allow teachers to work on common assessments in individual subject areas and review the data on a regular basis 1

 G036052

G3.B1 Willingness of teachers to work together 2

 B086347

G3.B1.S1 Professional development will be provided that shows that proper prior lesson planning improves student achievement which will ultimately increase VAM scores and provide teachers more time 4

 S097039

Strategy Rationale

When teachers have meaningful professional development they will be able to improve instructional practices to increase student achievement.

Action Step 1 5

Professional Development

Person Responsible

Shawn O'keefe

Schedule

Quarterly, from 8/12/2014 to 6/4/2015

Evidence of Completion

Samples of lesson planning, attendance of meetings

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

Lesson planning and student achievement

Person Responsible

Shawn O'keefe

Schedule

Evidence of Completion

Lesson plans showing use of what PD training

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

Student achievement

Person Responsible

Shawn O'keefe

Schedule

Quarterly, from 8/12/2014 to 6/4/2015

Evidence of Completion

Data will be collected from common formative assessments, benchmarks, and Florida Standards Assessments results.

G3.B2 Lack of understanding common assessments **2**

 B111508

G3.B2.S1 Teachers will gain a better understand of how common assessments and data analysis will increase student achievement. **4**

 S122953

Strategy Rationale

The use of common assessments will allow teachers to increase instructional practices.

Action Step 1 **5**

Professional Development will be offer through departments.

Person Responsible

Shawn O'keefe

Schedule

Quarterly, from 8/12/2014 to 6/4/2015

Evidence of Completion

Records of trainings offered and teacher rosters of attendance.

Plan to Monitor Fidelity of Implementation of G3.B2.S1 **6**

Administration will monitor the use of the common assessments. Department chairs will meet monthly with administration to discuss progress of common assessments and to discuss any issues.

Person Responsible

Christopher Taylor

Schedule

Monthly, from 8/12/2014 to 6/4/2015

Evidence of Completion

Records of trainings offered and teacher rosters of attendance.

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Monthly department meetings and department chair meetings to discuss common assessments.

Person Responsible

Christopher Taylor

Schedule

Monthly, from 8/12/2014 to 6/4/2015

Evidence of Completion

Data from classroom formative assessments and summative assessments

G4. Increase student attendance for at-risk students. 1

 G036055

G4.B1 Reaching all parents due to lack of communication pathway 2

 B086351

G4.B1.S1 Use ConnectED from the principal to encourage students and parents to come to school. Include importance of attendance in the principal's newsletter. 4

 S097042

Strategy Rationale

Getting the word out will help parents understand the importance of sending their child to school on a regular basis.

Action Step 1 5

Use statistics from EWS (early warning signs) concerning attendance rates.

Person Responsible

Christopher Taylor

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Evidence of Completion

attendance rates

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

Announcements will be made and newsletters will be sent home.

Person Responsible

Shawn O'keefe

Schedule

Quarterly, from 9/22/2014 to 6/4/2015

Evidence of Completion

attendance rates and records of announcements

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

Attendance rates will analyzed.

Person Responsible

Greg Ahrens

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

higher attendance rates documented through district ran reports

G4.B2 Keeping students motivated to come to school 2

B111724

G4.B2.S1 Although VBHS has an attendance rate of 93% - 46% of our students have attendance issues. We will increase the attendance rates and decrease the number of students attending less than 95% of the school year. 4

S130338

Strategy Rationale

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

Action Step 1 5

Mr. Ahrens will meet with students who have high absenteeism individually to discuss importance of attendance and give consequences as needed.

Person Responsible

Greg Ahrens

Schedule

Biweekly, from 8/11/2014 to 6/12/2015

Evidence of Completion

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

Plan to Monitor Fidelity of Implementation of G4.B2.S1 6

Administration will work monitor the implementation of the attendance plan.

Person Responsible

Greg Ahrens

Schedule

Biweekly, from 8/11/2014 to 6/12/2015

Evidence of Completion

Bi-weekly monitoring reports, documentation of meetings.

Plan to Monitor Effectiveness of Implementation of G4.B2.S1 7

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

Person Responsible

Greg Ahrens

Schedule

Biweekly, from 8/11/2014 to 6/12/2015

Evidence of Completion

Attendance rates reports will be pulled showing attendance rates.

Appendix 1: Implementation Timeline

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

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G1.B1.S1.A1	Teachers will monitor and survey classes to get an inventory of WCD available.	O'keefe, Shawn	8/18/2014	Teachers will document and share with department chairs.	6/1/2015 semiannually
G2.B1.S1.A1	More training on PM2 and other data resources,	O'keefe, Shawn	8/12/2014	rosters of attending trainings	6/4/2015 every-6-weeks
G3.B1.S1.A1	Professional Development	O'keefe, Shawn	8/12/2014	Samples of lesson planning, attendance of meetings	6/4/2015 quarterly
G4.B1.S1.A1	Use statistics from EWS (early warning signs) concerning attendance rates.	Taylor, Christopher	8/18/2014	attendance rates	6/4/2015 quarterly
G1.B2.S1.A1	Teachers will receive training for programs, such as Performance Matters, canvas, and GradeCam.	O'keefe, Shawn	8/18/2014	Records of trainings offered and teacher rosters of attendance.	6/1/2015 every-2-months
G3.B2.S1.A1	Professional Development will be offer through departments.	O'keefe, Shawn	8/12/2014	Records of trainings offered and teacher rosters of attendance.	6/4/2015 quarterly
G2.B3.S1.A1	Teachers will work in small groups to develop, administer, and analyze data in regards to literacy.	O'keefe, Shawn	8/11/2014	Teachers will turn in copies of test and a data analysis.	6/4/2015 monthly
G4.B2.S1.A1	Mr. Ahrens will meet with students who have high absenteeism individually to discuss importance of attendance and give consequences as needed.	Ahrens, Greg	8/11/2014	Documentation will be keep on meetings with students and attendance rates are pulled bi-weekly.	6/12/2015 biweekly
G1.B1.S1.A2	Administration and department chairs will monitor the use of technology in the classroom across the campus.	O'keefe, Shawn	8/18/2014	Teachers will document and share use of technology with department chairs.	6/1/2015 monthly
G1.MA1	Data from classroom formative assessments and summative assessments	Taylor, Christopher	8/12/2014	Lesson plans, anecdotal	6/5/2015 every-6-weeks
G1.B1.S1.MA1	Data from classroom formative assessments and summative assessments.	O'keefe, Shawn	8/18/2014	Student data from assessments	6/1/2015 monthly
G1.B1.S1.MA1	data from web-based system	O'keefe, Shawn	8/18/2014	Teachers will document and share use of technology with department chairs.	6/1/2015 every-2-months
G1.B2.S1.MA1	Data will be monitored from common formative assessments, benchmarks, and the Florida Standards Assessment.	O'keefe, Shawn	8/18/2014	Documentation for PLC discussions over data from classroom formative assessments and summative	6/1/2015 every-6-weeks

Indian River - 0031 - Vero Beach High School - 2014-15 SIP
Vero Beach High School

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				assessments will be monitored by department chairs and administration.	
G1.B2.S1.MA1	Administration and department chairs will monitor attendance of trainings.	O'keefe, Shawn	8/18/2014	Records of trainings offered and teacher rosters of attendance.	6/1/2015 one-time
G2.MA1	Increase in proficiency of content area.	O'keefe, Shawn	8/1/2014	Formative and Summative Assessments across content areas	6/15/2015 quarterly
G2.B1.S1.MA1	Data will be monitored from common formative assessments, benchmarks, and the Florida Standards Assessment.	O'keefe, Shawn	8/12/2014	Data from common assessments and PM2	6/4/2015 every-2-months
G2.B1.S1.MA1	Monitoring of teachers attending trainings	O'keefe, Shawn	8/12/2014	attendance records of sessions	6/4/2015 every-6-weeks
G2.B3.S1.MA1	Administration will lead discussions with teachers and department chairs and each administrator will discuss progress with teachers.	O'keefe, Shawn	8/12/2014	Records of attendance of meetings and data from common assessments.	6/4/2015 monthly
G2.B3.S1.MA1	Discussions will occur at every department meeting, department chair meeting, and faculty meeting.	Taylor, Christopher	8/12/2014	The evidence that is collected includes records of attendance of meetings and meeting minutes.	6/4/2015 monthly
G3.MA1	Increase in proficiency of all students.	O'keefe, Shawn	8/12/2014	Student achievement through grades and scores on standardized tests	6/4/2015 monthly
G3.B1.S1.MA1	Student achievement	O'keefe, Shawn	8/12/2014	Data will be collected from common formative assessments, benchmarks, and Florida Standards Assessments results.	6/4/2015 quarterly
G3.B1.S1.MA1	Lesson planning and student achievement	O'keefe, Shawn	Lesson plans showing use of what PD training	one-time	
G3.B2.S1.MA1	Monthly department meetings and department chair meetings to discuss common assessments.	Taylor, Christopher	8/12/2014	Data from classroom formative assessments and summative assessments	6/4/2015 monthly
G3.B2.S1.MA1	Administration will monitor the use of the common assessments. Department chairs will meet monthly with administration to discuss progress of common assessments and to discuss any issues.	Taylor, Christopher	8/12/2014	Records of trainings offered and teacher rosters of attendance.	6/4/2015 monthly
G4.MA1	attendance rates	O'keefe, Shawn	8/18/2014	Agendas from IRFIL meetings and data on yearly attendance rates as provided by the district	6/4/2015 quarterly
G4.B1.S1.MA1	Attendance rates will analyzed.	Ahrens, Greg	8/18/2014	higher attendance rates documented through district ran reports	6/5/2015 monthly
G4.B1.S1.MA1	Announcements will be made and newsletters will be sent home.	O'keefe, Shawn	9/22/2014	attendance rates and records of announcements	6/4/2015 quarterly
G4.B2.S1.MA1	Attendance rates will be monitored to ensure that more students are attending classes.	Ahrens, Greg	8/11/2014	Attendance rates reports will be pulled showing attendance rates.	6/12/2015 biweekly
G4.B2.S1.MA1	Administration will work monitor the implementation of the attendance plan.	Ahrens, Greg	8/11/2014	Bi-weekly monitoring reports, documentation of meetings.	6/12/2015 biweekly

Appendix 2: Professional Development and Technical Assistance Outlines

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

Professional Development Opportunities

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

G1. Integration of more technology in the classroom to meet the needs of 21st century students i.e. CANVAS, GRADCAM, CPALMS, Bring Your Own Device (iPads, iPhones, etc.)

G1.B2 Teachers may not understand how to implement technology properly.

G1.B2.S1 More professional development and training is need to assist teachers.

PD Opportunity 1

Teachers will receive training for programs, such as Performance Matters, canvas, and GradeCam.

Facilitator

Rachel Daulby, Chris Taylor and district personnel.

Participants

All teachers

Schedule

Every 2 Months, from 8/18/2014 to 6/1/2015

G2. The percent of all students scoring at level 3 and/or higher on EOCs and Florida Standards Assessment and the percent of all students in each subgroup making adequate yearly progress will increase by using standards based and literacy focused curriculum.

G2.B1 Lack of understanding how to use data in the classroom.

G2.B1.S1 Teachers need to be able to better monitor data.

PD Opportunity 1

More training on PM2 and other data resources,

Facilitator

Literacy Coaches, administration, and department chairs

Participants

Teachers

Schedule

Every 6 Weeks, from 8/12/2014 to 6/4/2015

G2.B3 More literacy collaboration among teachers

G2.B3.S1 Subject area teachers will work together to develop literacy based programs.

PD Opportunity 1

Teachers will work in small groups to develop, administer, and analyze data in regards to literacy.

Facilitator

Shawn O'Keefe, Chris Taylor

Participants

Teachers

Schedule

Monthly, from 8/11/2014 to 6/4/2015

G3. Provide opportunities to allow teachers to work on common assessments in individual subject areas and review the data on a regular basis

G3.B1 Willingness of teachers to work together

G3.B1.S1 Professional development will be provided that shows that proper prior lesson planning improves student achievement which will ultimately increase VAM scores and provide teachers more time

PD Opportunity 1

Professional Development

Facilitator

Administration and Dept Chairs

Participants

Teachers, administration

Schedule

Quarterly, from 8/12/2014 to 6/4/2015

G3.B2 Lack of understanding common assessments

G3.B2.S1 Teachers will gain a better understand of how common assessments and data analysis will increase student achievement.

PD Opportunity 1

Professional Development will be offer through departments.

Facilitator

Chris Taylor

Participants

Teachers, administrators

Schedule

Quarterly, from 8/12/2014 to 6/4/2015

G4. Increase student attendance for at-risk students.

G4.B1 Reaching all parents due to lack of communication pathway

G4.B1.S1 Use ConnectED from the principal to encourage students and parents to come to school. Include importance of attendance in the principal's newsletter.

PD Opportunity 1

Use statistics from EWS (early warning signs) concerning attendance rates.

Facilitator

Greg Ahrens

Participants

VBHS IRFIL team, administration

Schedule

Quarterly, from 8/18/2014 to 6/4/2015

Technical Assistance Items

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

G1. Integration of more technology in the classroom to meet the needs of 21st century students i.e. CANVAS, GRADCAM, CPALMS, Bring Your Own Device (iPads, iPhones, etc.)

G1.B1 Low ratio of student to computer in classrooms

G1.B1.S1 choose web-based programs that can be used with student desktops in classroom or WCDs of students

PD Opportunity 1

Teachers will monitor and survey classes to get an inventory of WCD available.

Facilitator

Chris Taylor, Rachel Daulby

Participants

Teachers

Schedule

Semiannually, from 8/18/2014 to 6/1/2015

PD Opportunity 2

Administration and department chairs will monitor the use of technology in the classroom across the campus.

Facilitator

Chris Taylor, Rachel Daulby

Participants

Teachers

Schedule

Monthly, from 8/18/2014 to 6/1/2015

Budget Rollup

Summary

Description	Total
Goal 1: Integration of more technology in the classroom to meet the needs of 21st century students i.e. CANVAS, GRADCAM, CPALMS, Bring Your Own Device (iPads, iPhones, etc.)	0
Grand Total	0

Goal 1: Integration of more technology in the classroom to meet the needs of 21st century students i.e. CANVAS, GRADCAM, CPALMS, Bring Your Own Device (iPads, iPhones, etc.)

Description	Source	Total
B2.S1.A1 - Training for the faculty at large is funded through district resources provided by the professional development office as well as increased time which has been provided through the addition of modified instructional days.		0
Total Goal 1		0