School District of Indian River County

Vero Beach High School

2019-20 School Improvement Plan

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Vero Beach High School

1707 16TH ST, Vero Beach, FL 32960

www.indianriverschools.org

Demographics

Principal: Shawn Okeefe

Start Date for this Principal: 8/16/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 9-12
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	48%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: B 2016-17: C 2015-16: C 2014-15: A 2013-14: B
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	Diane Leinenbach
Turnaround Option/Cycle	
Year	

Support Tier	NOT IN DA
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <u>click here</u>.	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <u>www.floridacims.org.</u>

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. 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: School Information

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

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 Leadership Team

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

Name	Title	Job Duties and Responsibilities
O'keefe, Shawn	Principal	
Riskin, Robert	Assistant Principal	
Ahrens, Greg	Assistant Principal	
Bethel, Robyn	Assistant Principal	
Erickson, David	Assistant Principal	
Morgan, Rashard	Assistant Principal	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

FTE units allocated to school (total number of teacher units)

Date this data was collected or last updated

Wednesday 8/21/2019

Prior Year - As Reported

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 with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

Prior Year - Updated

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	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2019			2018		
	School	District	State	School	District	State
ELA Achievement	56%	58%	56%	51%	57%	56%
ELA Learning Gains	52%	54%	51%	49%	52%	53%
ELA Lowest 25th Percentile	44%	40%	42%	39%	42%	44%
Math Achievement	50%	48%	51%	45%	49%	51%
Math Learning Gains	54%	46%	48%	47%	49%	48%
Math Lowest 25th Percentile	47%	39%	45%	36%	36%	45%
Science Achievement	67%	68%	68%	61%	67%	67%
Social Studies Achievement	71%	68%	73%	75%	73%	71%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
Number of students enrolled	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	0 ()	0 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA

Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2019	58%	55%	3%	55%	3%
	2018	51%	52%	-1%	53%	-2%
Same Grade Comparison		7%				
Cohort Comparison						
10	2019	50%	51%	-1%	53%	-3%
	2018	50%	51%	-1%	53%	-3%
Same Grade Comparison		0%				
Cohort Comparison		-1%				

MATH

Grade	Year	School	District	School-District Comparison	State	School-State Comparison

SCIENCE

Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC

Year	School	District	School Minus District	State	School Minus State
2019	64%	64%	0%	67%	-3%
2018	59%	61%	-2%	65%	-6%
Compare		5%			

CIVICS EOC

Year	School	District	School Minus District	State	School Minus State
2019					
2018					

HISTORY EOC

Year	School	District	School Minus District	State	School Minus State
2019	69%	64%	5%	70%	-1%
2018	73%	70%	3%	68%	5%
Compare		-4%			

ALGEBRA EOC

Year	School	District	School Minus District	State	School Minus State
2019	44%	58%	-14%	61%	-17%
2018	43%	61%	-18%	62%	-19%
Compare		1%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	50%	53%	-3%	57%	-7%
2018	42%	50%	-8%	56%	-14%
Compare		8%			

Subgroup Data

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	24	41	37	31	51	34	43	31		90	19
ELL	16	40	38	33	60		38	50		80	50
ASN	86	52		82	79		81	93		100	92
BLK	30	46	42	32	43	35	41	45		86	42
HSP	53	53	44	44	57	56	61	62		89	55
MUL	52	47	46	53	44	30	63	71		97	43
WHT	64	53	44	60	57	49	77	82		96	78
FRL	42	44	41	43	52	45	56	56		89	51

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	21	30	28	32	37	32	25	54		83	36
ELL	4	42	45	24	38	21	33	40		57	31
ASN	77	64		60	47		77	76		92	67
BLK	30	36	32	19	29	30	31	53		87	43
HSP	44	46	45	40	46	30	50	72		89	65
MUL	38	35	27	37	32	50	55	68		89	69
AMI	40	50		50							
WHT	61	55	43	57	55	42	74	84		93	76
FRL	37	40	35	36	41	32	46	64		87	54

ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	59
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	46
Total Points Earned for the Federal Index	647

ESSA Federal Index	
Total Components for the Federal Index	11
Percent Tested	96%

Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	40
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	45
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0

Asian Students	
Federal Index - Asian Students	83
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0

Black/African American Students	
Federal Index - Black/African American Students	44
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0

Hispanic Students	
Federal Index - Hispanic Students	56
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0

Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	0

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A

Native American Students	
Number of Consecutive Years Native American Students Subgroup Below 32%	0
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	0
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	51
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection
Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

ELA Lowest quartile. The contributing factors for this metric were substantial change to staff and district personnel. VBHS hired several new teachers that were either new to the profession or new to the subject area. The majority of these teachers were assigned our lowest performing students. There was also some shifting at the district level with personnel who were supporting our ELA department. Finally, the instructional program Achieve 3000, was in its inaugural year of implementation. Although this component showed the lowest performance it still outperformed the district by 4% and the state by 2%. It also rose by 5% from the previous year.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

Social Studies Achievement. This data component dropped 4% from the previous year and was the only component that declined. Factors that contributed to the decline were new teachers to the subject area and low scores of incoming students. Social studies department changes forced teachers who were unfamiliar with standards into a new role. We also had one of our seasoned teachers out of school for a significant time due to personal reasons. This shakeup caused a widening range of instructional variability and a lack of collaboration and cohesiveness among the department.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

Social Studies Achievement. The contributing factors are the same as previously stated. Departmental changes and the unfamiliarity of content and standards prevented VBHS to maintain or exceed the state average.

Which data component showed the most improvement? What new actions did your school take in this area?

Math Bottom 25%. Our school utilized common boards in each classroom to help students and teachers identify subject area standards and plan lessons to meet the rigor of each standard. Teachers were also more collaborative with each other which helped share best practices and reduce the instructional variability from class to class.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

N/A

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Continue to promote and improve standards based instruction in every classroom
2. Provide every student with a highly engaging and relevant instructional lesson
3. Create a positive school climate and culture where students and staff members are motivated each and every day.
4. Create quality professional development sessions for staff members to help identify researched based strategies in order to improve student achievement.
5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Professional Development to Improve Classroom Instruction and Climate and Culture
Rationale	If teachers have the option to choose their own pillar of professional development then it becomes more relevant and meaningful. Each Pillar of study will focus on providing evidenced based instructional strategies that meets the needs of all students including our SWD subgroup.

State the measureable outcome the school plans to achieve	Increase ELA by 3 percentage points Increase Math,Science,Social Studies by 3 percentage points. Decrease Office discipline referrals by 2% Decrease number of students absent 18 or more days by 3%
Person responsible for monitoring outcome	Robert Riskin (robert.riskin@indianriverschools.org)
Evidence-based Strategy	1. Ongoing instruction for a significant duration of time 2, Support for teachers during the implementation stage. 3. Active learning opportunities for teachers
Rationale for Evidence-based Strategy	1. Continual professional development gives teachers time to learn and implement new strategies. Studies have concluded that teachers may need as many as 50 hours of instruction, practice, and coaching before a new teaching strategy is mastered and implemented in class. 2. According to "Student Achievement Through Staff Development," teachers take an average of 20 separate instances of practice to master a new skill, and this number may increase if the skill is exceptionally complex. Providing support addresses the challenges associated with changing a classroom practice. 3. While many forms of active learning help teachers decipher concepts, theories, and research-based practices in teaching, modeling the new practice has been shown to help teachers understand and apply a concept and remain open to adopting it.
Action Step	
Description	1. Identify teacher leaders to facilitate PD sessions 2. Allow teachers to identify which Pillar is the most relevant to their own classroom needs 3. Define S.M.A.R.T. goals in order to remain focused and create measurable outcomes 4. Use pertinent data to gather evidence of success 5. Teacher survey for feedback throughout the year.
Person Responsible	Robert Riskin (robert.riskin@indianriverschools.org)

#2	
Title	By continuing to focus on providing Standards Based Instruction and creating meaningful, personalized and engaging tasks for students, that are aligned to the rigor of the standards, we will increase student achievement in ALL subject areas.
Rationale	If teachers provide every student with a highly engaging and relevant lesson that aligns to the rigor of each standard, not only will students be motivated to attend school, but student achievement will significantly improve, including our SWD subgroup. When students are engaged and motivated, classroom disruptions will be minimized which leads to a decline in referrals and suspension rates among all student subgroups.
State the measureable outcome the school plans to achieve	Increase ELA by 3 percentage points Increase Math,Science,Social Studies by 3 percentage points Specifically increase all subgroups including SWD by 3 percentage points. Decrease Office discipline referrals by 2% Decrease number of students absent 18 or more days by 3%
Person responsible for monitoring outcome	Robert Riskin (robert.riskin@indianriverschools.org)
Evidence-based Strategy	1. The use of common boards in every classroom 2. Administration conducting walk-throughs and leaving non-evaluative feedback forms (NEF) 3. Shared out Role-A likes during department meetings including opportunities for teachers to observe fellow colleagues while simultaneously receiving shoulder to shoulder coaching from district personnel. 4. Professional development sessions conducted by teacher leaders to help identify evidence based strategies to improve classroom instruction. 5. Personalize learning that provides every student with an entry point as well as targeted interventions for struggling students.
Rationale for Evidence-based Strategy	The rationale for selecting these strategies is simple. If we focus on standards based instruction that engages students and meets their personal skill set then all student subgroups will improve their academic achievement. Further more, with the targeted Professional development and the the department collaboration teachers will be able to employ more evidenced based instructional strategies in the classroom. These instructional strategies combined with effective lesson planning and targeted interventions will directly impact our most struggling students including our SWD subgroup.
Action Step	
Description	1. Meet with Department heads and have them disseminate aligned standards for each subject taught 2. Infuse the use of common boards as a must see in every classroom 3. Conduct Administrative walk thru to monitor progress and leave non-evaluative feedback 4. Provide targeted professional development including follow up for all staff 5. Use the Marzano evaluation tool as well as relevant data to monitor teacher and student progress.

Person Responsible   [no one identified]

#3	
Title	Develop and enhance school programs, policies, and environment to improve climate and culture among students and staff.
Rationale	Students who attend schools with a positive school climate have been found to have increased self-esteem and self-concept, decreased absenteeism, reduced behavioral issues and disciplinary actions, and increased school completion. Also, teachers need a positive climate so that they can guide, encourage, and support students' learning.

State the measureable outcome the school plans to achieve	1. Decrease number of referrals and suspension rates by 3% 2. Decrease number of students who fail to meet the 90% attendance threshold by 5% 3. Increase attendance rate of school staff by 3% 4. Increase student participation in school activities by 2% 5. Increase graduation rate by 2%
Person responsible for monitoring outcome	Robert Riskin (robert.riskin@indianriverschools.org)
Evidence-based Strategy	1. Creation of peer tutoring program 2. Enhance CHIEFS to help promote comradery and acknowledgement 3. Create clubs that specifically target all student subgroups 4. Offer alternatives to suspension that promote social services for students 5. Honor and recognize student and staff member of the month. 6. Continue PBIS program and utilization of our Reflection Room.
Rationale for Evidence-based Strategy	1. Students helping students helps promote a positive learning environment for all paries involved 2. CHIEFS promotes social gatherings and celebrating teacher success which givers teachers a sense of belonging that becomes contagious to the students. 3. If students become involved in after school activities their attendance rate improves which leads to higher academic success. 4. When we offer students social-emotional help they are less likely to repeat non-appropriate behaviors. 5. When staff and students are recognized in positive ways their own self worth improves and they become role models for colleagues and peers. 6. Our PBIS model has proven to be a deterrent to negative behaviors and allows VBHS to be proactive in our discipline instead of reactive.
Action Step	
Description	1. Use Professional Development to focus on relationship building and personalize learning 2. Identify students for peer tutoring program and pair them with struggling students. 3. Recruit staff members for CHIEFS and set up social gatherings 4. Conduct administrative walk throughs to monitor for fidelity. 5. Use student,staff, and parent surveys to to identify success and weaknesses of program.

Person Responsible	Robert Riskin (robert.riskin@indianriverschools.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

N/A

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

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

N/A

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

N/A

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

N/A

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

N/A

Part V: Budget

1	III.A	**Areas of Focus: Professional Development to Improve Classroom Instruction and Climate and Culture**				**$3,114.00**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0031 - Vero Beach High School	General Fund		$3,114.00
			Notes: Bought each faculty member a book to be used for our PLC book studies. These books make up our four pillars of professional development study.			
2	III.A	**Areas of Focus: By continuing to focus on providing Standards Based Instruction and creating meaningful, personalized and engaging tasks for students, that are aligned to the rigor of the standards, we will increase student achievement in ALL subject areas.**				**$0.00**
3	III.A	**Areas of Focus: Develop and enhance school programs, policies, and environment to improve climate and culture among students and staff.**				**$0.00**
					Total:	**$3,114.00**