
Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	5
Needs Assessment	9
Planning for Improvement	15
Positive Culture & Environment	22
Budget to Support Goals	22

Vero Beach High School

1707 16TH ST, Vero Beach, FL 32960

www.indianriverschools.org

Demographics

Principal: Shawn Okeefe

Start Date for this Principal: 7/28/2020

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
2019-20 Title I School	No
2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	44%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: B (56%) 2016-17: C (53%) 2015-16: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, [click here](#).

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 www.floridacims.org.

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 the job title, we are all educators at VBHS, working diligently to provide the best instruction and learning environment possible for students and families. VBHS supports the goals of the school district and the community. The school's families are proud to say that their children attend VBHS. With great pride in their school, students are happy and exhibit honorable qualities of respect, tolerance, hard work, and perseverance in all that they do. Working collaboratively, instructional staff seek to answer the critical questions of learning and to develop learning goals that are strategic, specific, measurable, attainable, results oriented, and time bound in order to realize the school's collective educational aspirations. Together, we are goal-oriented, supportive, and the school's decisions and actions keep the best interests of 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, position title, and job duties/responsibilities for each member of the school leadership team.:

Name	Title	Job Duties and Responsibilities
O'Keefe, Shawn	Principal	Principal of VBHS's Main Campus and the Freshman Learning Center
Ahrens, Greg	Assistant Principal	Assistant Principal, VBHS's Main Campus, Facilities and Student Discipline
Erickson, David	Assistant Principal	Assistant Principal, Main Campus, Curriculum and Master Schedule
Morgan, Rashard	Assistant Principal	Assistant Principal, Main Campus, Student Activities, and Student Discipline
Gonzalez, Vanessa	Assistant Principal	Assistant Principal, Main Campus, Testing and Student Discipline
Hart, Denny	Assistant Principal	Vice Principal, Freshman Learning Center, Student Discipline
Griffin, Joy	Assistant Principal	Assistant Principal, FLC, Safety and Security, Student Discipline

Demographic Information

Principal start date

Tuesday 7/28/2020, Shawn Okeefe

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

Total number of teacher positions allocated to the school

177

Demographic Data

2020-21 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
2019-20 Title I School	No

2019-20 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	44%
2019-20 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
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2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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	744	769	667	731	2911
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	136	163	174	240	713
One or more suspensions	0	0	0	0	0	0	0	0	0	68	86	36	33	223
Course failure in ELA	0	0	0	0	0	0	0	0	0	74	214	99	139	526
Course failure in Math	0	0	0	0	0	0	0	0	0	47	127	160	134	468
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	0	0	0	159	164	106	129	558
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	0	0	0	141	126	38	201	506

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	139	211	150	207	707

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	26	27	23	19	95
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected or last updated

Tuesday 7/28/2020

Prior Year - As Reported

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	
Number of students enrolled	0	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	0
One or more suspensions	0	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	0
Level 1 on statewide assessment	0	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	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	0
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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
Number of students enrolled	0	0	0	0	0	0	0	0	0	869	803	840	744	3256
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	235	274	331	335	1175
One or more suspensions	0	0	0	0	0	0	0	0	0	101	50	41	31	223
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	381	312	336	248	1277
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	320	199	380	155	1054

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	263	212	281	194	950

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	26	27	23	19	95
Students retained two or more times	0	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%	50%	55%	53%
ELA Learning Gains	52%	54%	51%	46%	49%	49%
ELA Lowest 25th Percentile	44%	40%	42%	34%	34%	41%
Math Achievement	50%	48%	51%	42%	44%	49%
Math Learning Gains	54%	46%	48%	42%	38%	44%
Math Lowest 25th Percentile	47%	39%	45%	32%	31%	39%
Science Achievement	67%	68%	68%	62%	64%	65%
Social Studies Achievement	71%	68%	73%	73%	74%	70%

EWS Indicators as Input Earlier in the Survey					
Indicator	Grade Level (prior year reported)				Total
	9	10	11	12	
	(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.

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 2017-18	C & C Accel 2017-18
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 2016-17	C & C Accel 2016-17
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

2017 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	7	25	24	6	21	20	19	37		66	13
ELL	7	31	26	21	30		25	9			
ASN	59	54		46	41		53	92		80	
BLK	24	33	30	17	29	26	36	50		76	36
HSP	41	35	22	37	35	38	56	53		86	55

2017 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
MUL	42	51	50	51	47		56	71		86	33
WHT	63	55	45	53	49	37	76	84		94	70
FRL	34	37	32	28	31	29	50	58		85	47

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
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

Black/African American Students	
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
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.

School Data

Data for 2019 indicates that math achievement was VBHS's lowest performance. Despite the fact that this was VBHS's lowest performance area, it should be noted that math learning gains outpaced the State average by 6 percent.

Grade Level Data

Grade level data indicated lowest performance in the 2019 sophomore class' ELA performance. These numbers were slightly below District and State averages and indicate a potential need for enrichment opportunities after school (e.g. course recovery, tutoring, SAT/ACT test prep). While Biology EOC scores were up 5 percent from 2018-2019, scores are still below the State's average, 6 and 3 percent respectively. Geometry scores were 7 percent below the State average; Algebra scores were 17 percent below the State average. When comparing to State averages, Algebra scores represent the largest potential for school improvement, and that is consistent with School Data above.

Subgroup Data

Lowest ELA performance when controlling for subgroup indicated ELL, SWD, and BLK students were 16, 24, and 30 respectively. Math performance for these three groups was 33, 31, and 32 respectively. It should be noted that ELA achievement scores trended up significantly for ELL students and SWD's from 2018 to 2019, 4 to 16 and 21 to 24 respectively. Substantial yearly growth was also documented in Math achievement scores for ELL students and BLK students with ELL students posting a nine point gain, and BLK students posting a 13 point gain.

ESSA

SWD's were at 40% on the Federal Index.

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

A four percent decline was observed in Social Studies Achievement from 2018-2019. When controlling by subgroup, SWD, BLK, HSP, and FRL students all declined from the 2018 to the 2019 school year. A significant factor in this decline was tied to a lack of continuity among teachers of US History.

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.

The Algebra EOC had the greatest gap when compared to the state average. This was true of both 2018 and 2019. A substantial gap was also recorded for 2018 and 2019 in Geometry. The fact that the data affects two EOC's within the mathematics subject and has persisted from 2018-2019 suggests that course progression may be a contributing factor. The school is working with district level leadership to address this concern.

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

Performance on the Biology EOC was up 5 percent from 2018 to 2019. The Science Department Chair led an effort to increase performance by contacting the parents of students that were struggling on formative assessments and asking that their students report to tutoring after school. While the Geometry EOC was one of our greatest gaps when compared to the state average, interestingly enough, it was also an area where the school showed significant improvement, increasing the Geometry EOC achievement score from 42 percent in 2018 to 50 percent in 2019. In addition to increasing parent contact and offering instructional tutoring after school, changes were also made to instructional staff that were responsible for instruction of Geometry coursework. It should be noted that instructional staff was able to increase this performance with students that had previously struggled with Algebra I, the prerequisite to Geometry.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern?

One area of concern is the ELA performance for 2019's sophomore cohort. Data above reflects a potential negative impact for the graduation rate of this cohort. ESSA data related to the federal index of students with disabilities is also an area of concern.

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

1. Culture and climate
2. Educational equity
3. Standards based instruction
4. Data driven instruction
5. STEAM designation

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to Instructional Coaching

Area of Focus Description and Rationale:

Through instructional coaching, teachers will improve routine and systematic formative assessment data to adjust curriculum and differentiate instruction to meet the needs of all students. Emphasis will be placed on the school's SWD group identified in Section II part D of this document as falling below the 41 percent threshold. Through improving questioning, monitoring, and differentiation techniques, teachers will be able to increase student engagement and differentiate instruction to meet the needs of all students in the classroom. The data reviewed and included in this SIP indicates that there are learning gaps among VBHS's sub-groups. In theory, by focusing instruction on the monitoring and engaging students from these specific sub-groups, the school should be able to accelerate learning gains.

Measurable Outcome:

BLK, ELL, and SWD will increase ELA achievement scores by 5%, and students from the same three sub-groups will increase overall math achievement scores by 5%. Additionally, administration will conduct walkthroughs using the school's non-evaluative feedback form and document evidence of the school's focus on SWD. Evidence of this will be collected from:

- * general education classrooms
- * access point classrooms
- * learning Strategies classes
- * classrooms where ESE teachers are pushing in

Person responsible for monitoring outcome:

David Erickson (david.erickson@indianriverschools.org)

Evidence-based Strategy:

VBHS will use two fully-trained and highly successful instructional coaches to assist instructional staff in developing questioning techniques, and using data to drive engagement.
Marzano, R. J., & Simms, J.A. (2013) Coaching Classroom Instruction. Marzano Research Labratory.

Rationale for Evidence-based Strategy:

This strategy was selected based off of sub-group performance data listed in section II of the school improvement plan. According to the school's data, learning gaps exist among the school's sub-groups, and the school is committed to providing equitable access to instruction for all. This is in consortium with SDIRC's African-American Achievement Plan.

Action Steps to Implement

Two instructional coaches will be selected: one with a background in mathematics, and one with a background in reading and Language Arts. Both instructional coaches will be trained in the instructional coach framework, and will be made available to work with all teachers at VBHS. Instructional coaches will create and share logs that define which teachers they are working with, and which strategies they are working on. Administration will review instructional coach logs.

Person Responsible

Shawn O'Keefe (shawn.okeefe@indianriverschools.org)

Instructional coaches will have ongoing opportunities to offer professional development to staff throughout the year. Coaches will work with faculty from 8/10/20-8/21/20 on: adjusting instruction to a block schedule, preparing for district's 10 days of Unity initiative, and using virtual learning platforms like Edgenuity and MS Teams. Instructional coaches will also work together to create a "Student Engagement" pillar, to complement the school's professional development plan for 2020-2021. Participants will be identified by administration, and the initial offering will be on 9/23.

Person Responsible Joy Griffin (joy.griffin@indianriverschools.org)

Administration will complete monthly walkthroughs using the school's Non-Evaluative Feedback Form (NEFF). This progress monitoring tool will provide data on levels of student engagement throughout the school year. Administration will review data collected from the NEFF's in conjunction with instructional coaching logs to monitor implementation. Student engagement will be monitored on the NEFF form to ensure instruction is being differentiated for the SWD sub-group.

Person Responsible Joy Griffin (joy.griffin@indianriverschools.org)

Instructional coaches will hold data chats with English and math teachers after data is collected from unit assessments. Instructional coaches will include the SWD demographic in data chats. Instructional coaches will also review lesson planning and differentiation according to the SWD's needs as presented in the data.

Person Responsible Meghan Teachout (meghan.teachout@indianriverschools.org)

#2. Instructional Practice specifically relating to Standards-aligned Instruction

Area of Focus Description and Rationale: When teachers facilitate lessons using the Standards Based Instructional Framework, then student engagement increases, positively impacting academic outcomes.

Measurable Outcome: Increase overall performance on ELA, Math, Social Studies, and Science assessments by 3 percent.

Person responsible for monitoring outcome: David Erickson (david.erickson@indianriverschools.org)

Evidence-based Strategy: Professional development and instructional coaching will focus on planning, scaffolding, and deliberate practice. Hattie, J. (2012) Visible learning for teachers: Maximizing impact on learning, Routledge.

Rationale for Evidence-based Strategy: The most effective way for VBHS to increase student engagement is to help instructional staff increase their performance. In theory, doing so will lead to an increase in academic performance for students. The criteria used to select these strategies were based on the school's needs according to academic performance data in section II of the SIP and discipline data from the previous school year. These strategies were selected because of the associated effect sizes found by Hattie (2012).

Action Steps to Implement

Teachers will participate in ongoing professional development topics for the 20-21 school year. This PD Plan, known as VBHS's Pillars, is broken up into half-day school-based in service, and teachers are able to choose between four different sessions.. All teachers are expected to attend, and attendance will be taken.

Person Responsible Joy Griffin (joy.griffin@indianriverschools.org)

Instructional coach will assist teachers in implementation of strategies and document efforts on instnctional coach logs.

Person Responsible Meghan Teachout (meghan.teachout@indianriverschools.org)

Administrative walkthroughs will focus on evidence of PD in practice. The school's NEFF will be used to monitor rigor and accountable talk.

Person Responsible Vanessa Gonzalez (vanessa.gonzalez@indianriverschools.org)

#3. Culture & Environment specifically relating to Social Emotional Learning

Area of Focus Description and Rationale: When teachers incorporate social emotional learning in their classes, students are more likely to feel better connected and supported in the educational environment. School discipline data indicates that minority students are being suspended at higher rates than peers. According to data by Hattie, the school believes that by focusing on social emotional learning, it can have a significant positive impact on equity and diversity, resulting in less out of school suspensions for minority students.

Measurable Outcome: The school will see a 50 percent reduction in out of school suspensions for the BLK and SWD sub-groups.

Person responsible for monitoring outcome: Vanessa Gonzalez (vanessa.gonzalez@indianriverschools.org)

- The school is taking multiple actions to impact culture and diversity:
- * A faculty member at both campuses will have access to "Success Coach" training.
 - * Professional Development related to Cultural Competency will continue for all staff.
 - * CHAMPS training will be introduced and offered throughout 2020-2021.
 - * The school will implement the SDIRC's initiative focusing on "10 Days of Unity."
 - * In accordance with the district's African American Achievement Plan, a mentor/mentee program will be established for students.
 - * African-American Student council has been established, and will report directly to the school's Principal.

Evidence-based Strategy: This school-wide approach to increase Social Emotional Learning is grounded in the following research:
 Hattie, J. (2012) Visible learning for teachers: Maximizing impact on learning, Routledge.
 Jagers, R., Rivas-Drake, D & Williams, B. (2019). Transformative Social and Emotional. Collaborative for Academic, Social, and Emotional Learning (CASEL). (2020) Retrieved July 27, 2020 from <https://casel.org>

Rationale for Evidence-based Strategy: Both discipline and academic performance data indicate that SEL is an area where VBHS can improve. There is a district wide focus on improving educational equity, and VBHS not only acknowledges that need and believes very strongly in it, VBHS endeavors to lead the way for Indian River County Schools. As the district's largest school, VBHS has extensive ties to the community, and has a sense of urgency for prioritizing improvement in the focus area.

Action Steps to Implement

A success coach will be identified at both of VBHS's campuses. Each coach will work with district personnel to receive the appropriate training. Training in regards to mentoring students will be offered by Lavonne Walker. Training in regards to Ripple Effects will be offered by Dede Williams. The first of these trainings will be offered on 9/8, and will continue throughout the school year.

Person Responsible Joy Griffin (joy.griffin@indianriverschools.org)

In an effort to impact the school's cultural competence, VBHS has established a teacher led professional development focusing on Manny Scott's work. This professional development is a follow up to the district

wide presentation given by Manny Scott at the beginning of the 2019-2020 school year. The training will be offered on the school led professional development early release days beginning 9/23.

Person Responsible Joy Griffin (joy.griffin@indianriverschools.org)

SDIRC has created an initiative at the beginning of the 2020-2021 school year titled "Ten Days of Unity." VBHS's instructional coaches have developed activities for each class to complete that are designed to impact Social Emotional Learning at VBHS. Activities include teacher/student relationship building activities, as well as overall school community building activities.

Person Responsible MaryStephany Hiller (mary.hiller@indianriverschools.org)

A mentor/mentee program is being developed in concordance with SDIRC's African American Achievement Plan. Selected teachers will be contacted and invited to serve as a mentor to an identified group of African American students that are considered off track of not graduating. The mentors will meet with administration to offer input as to how the program can have the largest impact of the identified students.

Person Responsible Vanessa Gonzalez (vanessa.gonzalez@indianriverschools.org)

Administration will oversee CHAMPS training on 8/5/20 and 10/14/20.

Person Responsible Vanessa Gonzalez (vanessa.gonzalez@indianriverschools.org)

Administration along with Math and Literacy Coaches will be conducting individual data chats with all 9th and 10th grade Math and English Language Arts teachers, and with 9th through 11th grade Intensive Reading teachers during the week of October 5th, and monthly after that. The one-on-one chats will cover disaggregated data - including how students performed for each standard as well as how each teacher's African American student subgroup performed in relation to their counterparts on the Unit Benchmark tests and/or the Achieve 3000 Level Set. Coaches and administrators will also follow-up with each of these teachers after our data chats and coaching cycles will commence with individual teachers on an as needed basis to support acceleration and close achievement gaps.

Person Responsible MaryStephany Hiller (mary.hiller@indianriverschools.org)

VBHS Multicultural Coordinator Natira Williams is newly incorporating a program here at VBHS called "Mentoring Tomorrows Leaders". Here's a quick overview of the program: Mentoring Tomorrow's Leaders (MTL) is a peer-to-peer mentoring and student leadership program that serves youth who are off track for graduating and/or remaining in school. The program aims to decrease dropout rates, particularly among minority males, to ensure successful school graduation.

Person Responsible Shawn O'Keefe (shawn.okeefe@indianriverschools.org)

#4. Instructional Practice specifically relating to Student Engagement

Area of Focus Description and Rationale:

VBHS is establishing a STEAM program during the 2020-2021 school year. The STEAM strategic plan involves STEAM professional development, collaborative teacher planning, and learning experiences designed to encourage creative problem solving, digital integration, and data driven decision making. The STEAM program will drive instruction and extend learning activities both inside and outside the confines of the brick and mortar setting. The rationale behind STEAM program implementation is that increase kinesthetic learning activities will lead to an increase in intrinsic student motivation. In order to be successful, VBHS will need to build teacher efficacy in the STEAM fields.

VBHS is also dedicating one of it's pillars to STEAM engagement. Teachers have been selected by administration to participate in this innovative pillar in an effort to engage in collective BEST practices school wide. The selection criteria was based off of total teaching years of experience, the wide range of varying STEAM subjects, and various professional experiences. This innovative group has been chosen to complement one another strengths.

Measurable Outcome:

One of VBHS's pillar groups issued a survey that measured aspects of teacher efficacy. The original survey was sent to all instructional staff. It will be used to establish baseline data on teacher efficacy. At the end of the school year, the survey will be resent to all instructional staff, and data will be analyzed to measure the change in teacher efficacy.

Person responsible for monitoring outcome:

David Erickson (david.erickson@indianriverschools.org)

Evidence-based Strategy:

Build teacher efficacy through STEAM based professional development. Increase collaborative planning among STEAM subjects. Use data to drive decision-making.

Rationale for Evidence-based Strategy:

Per John Hattie's Ranking of 252 influences and effect sizes related to student achievement (December 2017 visiblelearningplus.com) the above listed evidence based strategies that will be highlighted in the VBHS STEAM program offer some of the most significant correlations to student achievement.

Additional research by ACT testing (2017 "STEM Education in the US" ACT.org) has published 7 significant findings related to the rationale of STEAM implementation:

- * Growing interest in STEAM achievement
- * Expressed interest in STEAM associated with increased college readiness
- * Increased interest in science instruction
- * Minority students are at a huge disadvantage in STEAM subjects
- * Gender gaps still persist in STEAM subjects
- * STEAM presents opportunities for much needed Physics and Computer Science learning opportunities

Action Steps to Implement

Survey instructional staff for needed baseline data on teacher efficacy. Data will be collected, organized, and preserved.

Person Responsible

David Erickson (david.erickson@indianriverschools.org)

A STEAM steering committee will be established and will have its initial meeting on 9/9. The committee will discuss implementation of the school's STEAM plan. Ongoing professional development regarding

STEAM will be offered on school-based professional development days. Selected teachers will engage in an innovative STEAM pillar.

Person Responsible John Martin (john.martin@indianriverschools.org)

Instructional staff will be surveyed at the end of the first year of STEAM implementation. Data will be used to measure staff's efficacy in regards to STEAM implementation. Data will be presented to the STEAM committee and a plan for year two of STEAM implementation will be developed.

Person Responsible John Martin (john.martin@indianriverschools.org)

Additional Schoolwide Improvement Priorities

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities.

The school leadership team will look to provide concordant score opportunities for the class in question. It will also work with teacher leaders and instructional coaches to identify tutors and other educational interventions to prepare students for college and career readiness. Progress monitoring, documentation, and data driven decision making will be an ongoing part of this process.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment ensuring all stakeholders are involved.

Vero Beach High School has created a Focus Area in Section III which addresses Positive Culture and Climate in greater depth than required in this section, please reference that section of the plan for this information.

Parent Family and Engagement Plan (PFEP) Link

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

Part V: Budget

1	III.A.	Areas of Focus: Instructional Practice: Instructional Coaching				\$500.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21

			0031 - Vero Beach High School	School Improvement Funds		\$500.00
			<i>Notes: NEFF forms/instructional coaching materials (e.g. books, technology costs).</i>			
			0031 - Vero Beach High School			\$0.00
2	III.A.	Areas of Focus: Instructional Practice: Standards-aligned Instruction				\$640.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	7800	3000-TAXES	0031 - Vero Beach High School			\$640.00
			<i>Notes: Students will be provided transportation home from after tutoring and course recovery one day a week</i>			
3	III.A.	Areas of Focus: Culture & Environment: Social Emotional Learning				\$18,504.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5000	200-Employee Benefits	0031 - Vero Beach High School	School Improvement Funds		\$5,004.00
			<i>Notes: Textbook for African-American History Class</i>			
	5100	399000-OTHER MATERIAL AND SUPPLIES	0031 - Vero Beach High School	General Fund		\$13,500.00
			<i>Notes: PO for African American Achievement Plan</i>			
4	III.A.	Areas of Focus: Instructional Practice: Student Engagement				\$2,400.00
	Function	Object	Budget Focus	Funding Source	FTE	2020-21
	5100	120-Classroom Teachers	0031 - Vero Beach High School			\$2,400.00
			<i>Notes: Students will be offered after school tutoring to help prepare for EOC's.</i>			
					Total:	\$22,044.00