

School District of Indian River County

Vero Beach High School



2022-23 Schoolwide 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: 7/2/2012

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
2021-22 Title I School	No
2021-22 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	44%
2021-22 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	2021-22: I (%) 2020-21: (48%) 2018-19: B (60%) 2017-18: B (56%)
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 was approved by the Indian River County School Board on 10/24/2022.

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 our job title, we are all educators at VBHS, working diligently to provide the best instruction, learning environment, and facility possible for our t students and 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 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

For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities.:

Name	Position Title	Job Duties and Responsibilities
O'Keefe, Shawn	Principal	
Morgan, Rashard	Other	Vice Principal
Ahrens, Greg	Assistant Principal	
Gonzalez, Vanessa	Assistant Principal	
Teachout, Meghan	Assistant Principal	
Thelusma, Juliette	Assistant Principal	
Griffin, Joy	Assistant Principal	
Hiller, MaryStephany	Math Coach	
Molton, Dawn	Reading Coach	

Demographic Information

Principal start date

Monday 7/2/2012, Shawn Okeefe

Number of teachers with a 2022 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.*

0

Number of teachers with a 2022 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.*

35

Total number of teacher positions allocated to the school

159

Total number of students enrolled at the school

2,872

Identify the number of instructional staff who left the school during the 2021-22 school year.

21

Identify the number of instructional staff who joined the school during the 2022-23 school year.

9

Demographic Data

Early Warning Systems

Using prior year's data, complete the table below with the number of students by current 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	773	786	675	596	2830
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	235	270	219	225	949
One or more suspensions	0	0	0	0	0	0	0	0	0	53	53	9	8	123
Course failure in ELA	0	0	0	0	0	0	0	0	0	189	215	123	130	657
Course failure in Math	0	0	0	0	0	0	0	0	0	166	205	167	158	696
Level 1 on 2022 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	172	122	122	117	533
Level 1 on 2022 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	176	157	199	141	673
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Using the table above, complete the table below with the number of students by current grade level who have 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	280	320	239	201	1040

Using current year data, complete the table below with the number of students identified as being "retained.":

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	4	0	1	2	7
Students retained two or more times	0	0	0	0	0	0	0	0	0	22	14	7	10	53

Date this data was collected or last updated

Friday 10/21/2022

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

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		
Number of students with a substantial reading deficiency		

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

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

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	819	717	595	606	2737
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	200	153	129	153	635
One or more suspensions	0	0	0	0	0	0	0	0	0	51	57	39	36	183
Course failure in ELA	0	0	0	0	0	0	0	0	0	143	131	108	117	499
Course failure in Math	0	0	0	0	0	0	0	0	0	93	92	119	129	433
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	0	0	0	152	133	128	69	482
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	0	0	0	192	218	162	95	667
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	152	133	128	69	482

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	199	168	149	130	646

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	27	0	0	0	27
Students retained two or more times	0	0	0	0	0	0	0	0	0	19	6	12	0	37

Part II: Needs Assessment/Analysis

School Data Review

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	2022			2021			2019		
	School	District	State	School	District	State	School	District	State
ELA Achievement		51%	52%	44%			56%	58%	56%
ELA Learning Gains		49%	52%	40%			52%	54%	51%
ELA Lowest 25th Percentile		40%	41%	37%			44%	40%	42%
Math Achievement		28%	41%	29%			50%	48%	51%
Math Learning Gains		33%	48%	25%			54%	46%	48%
Math Lowest 25th Percentile		41%	49%	29%			47%	39%	45%
Science Achievement		57%	61%	58%			67%	68%	68%
Social Studies Achievement		62%	68%	65%			71%	68%	73%

Grade Level Data Review - State Assessments

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

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
2022					
2019	64%	64%	0%	67%	-3%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	69%	64%	5%	70%	-1%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	44%	58%	-14%	61%	-17%

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2022					
2019	50%	53%	-3%	57%	-7%

Subgroup Data Review

2022 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 2020-21	C & C Accel 2020-21
SWD	19	36	32	13	29	34	25	30		95	29
ELL	16	47	43	13	38	45	22	23		97	48
ASN	60	74					62			100	100
BLK	31	39	34	13	29	34	37	35		95	37
HSP	49	51	45	25	33	45	51	53		97	59
MUL	53	44	45	26	31	31	61	53		93	54
WHT	58	51	45	36	36	41	62	68		97	71
FRL	39	43	38	19	29	39	48	44		94	52
2021 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 2019-20	C & C Accel 2019-20
SWD	14	26	27	13	27	31	28	37		93	7
ELL	9	38	42	16	31	30	22	24		93	37
ASN	65	59		38	17		70	75		100	80
BLK	20	30	35	12	23	30	31	34		94	30
HSP	41	39	35	24	24	30	53	61		96	47
MUL	47	40	31	19	29	38	59	79		93	35
WHT	53	45	41	40	26	28	70	76		96	64
FRL	29	33	35	21	23	28	45	47		94	38
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

ESSA Data Review

This data has not been updated for the 2022-23 school year.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index – All Students	53
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	74
Total Points Earned for the Federal Index	582
Total Components for the Federal Index	11
Percent Tested	94%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	34
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	42
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	79
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	38
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
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	49
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	57
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	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Part III: Planning for Improvement

Data Analysis

Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The trends on the FSA Reading, FSA Algebra 1 EOC, FSA Geometry EOC, FSA Biology EOC, and FSA US History EOC have not rebounded back to the scores that were achieved during the 2018-2019 school year. Ninth grade ELA has rebounded at a faster rate than mathematics. Our African American and ESE subgroups continue to struggle on statewide assessments. Our Hispanic subgroup is one that has noticeably improved over the last three years.

What data components, based off progress monitoring and 2022 state assessments, demonstrate the greatest need for improvement?

Achievement data:

Math ACH

18-19 50%

20-21 29%

21-22 27%

Math achievement decreased 2 percentage points from 20-21 whereas Math ACH decreased 23 percentage points compared to the 18-19 school year.

SS ACH

18-19 71%

20-21 65%

21-22 58%

Social Studies achievement decreased 7 percentage points from 20-21 whereas SS ACH decreased 13 percentage points compared to the 18-19 school year.

Science Biology ACH

18-19 67%

20-21 58%

21-22 54%

Biology achievement decreased 4 percentage points from 20-21 whereas Biology ACH decreased 13 percentage points compared to the 18-19 school year.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Math achievement decreased 2 percentage points from 20-21 whereas Math ACH decreased 23 percentage points compared to the 18-19 school year. If we focus staff development on Monitoring Strategies, this data will improve a minimum of 5%.

Social Studies achievement decreased 7 percentage points from 20-21 whereas SS ACH decreased 13 percentage points compared to the 18-19 school year. If we focus staff development on Monitoring Strategies, this data will improve a minimum of 5%.

Biology achievement decreased 4 percentage points from 20-21 whereas Biology ACH decreased 13 percentage points compared to the 18-19 school year. If we focus staff development on Monitoring Strategies, this data will improve a minimum of 5%.

What data components, based off progress monitoring and 2022 state assessments, showed the most improvement?

The FSA Reading for 9th and 10th grade have shown the greatest improvement over the 2021- 2022 school year on the state assessments.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The English Department worked on new pacing guides and the BEST standards with the new textbook adoption. We feel that the collaboration efforts among the 9th and 10th grade English classes benefited the instruction that students were given.

What strategies will need to be implemented in order to accelerate learning?

Collaborative student learning groups. prioritizing standards that are deficient on Progress Monitoring Assessments, formative assessments that help teachers diagnose missed learning, and constant monitoring in the classroom.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Teachers will meet with their Emerging Strategy Pillar Leader at the Main Campus from 2:15 pm-2:55 pm. Leaders will be given information at the monthly meeting by Instructional Coaches Mary Stephany Hiller/ Dawn Molton, as to what strategy they are to work on that month in the Emerging Strategy Pillar. Engagement, Culture/Climate, Differentiation, Formative Assessment/Monitoring are the 4 areas in our School Improvement Plan that we will cycle through the 3rd Wednesday.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

A2 tutoring at the Freshmen Learning Center is currently being used by 9th grade students to get assistance in Algebra 1, Geometry, and English 1 courses. This assistance can range from help with their homework or help with reviewing topics that will be on upcoming Tests or Quizzes. FLC Math and English Teachers are personally inviting students who scored a 2.5 or above on their FSA 8th grade Reading Test, FSA 8th grade Math Test, or FSA Algebra 1 EOC Test to receive assistance to maintain their academic progress. The list of students has been created and sent to Algebra 1, Geometry, and English 1 teachers at the FLC by their population. The Instructional Reading Coach and the Instructional Math coach will be looking at the data from the first progress monitoring test that was finished on 10/12/2022. The coaches are going to provide in- school intervention of standards that were not mastered on the PM1 during a non-academic course to bridge the gap before administration of PM2.

Areas of Focus

Identify the key Areas of Focus to address your school's highest priorities based on any/all relevant data sources.

:

#1. Instructional Practice specifically relating to Math

<p>Area of Focus</p> <p>Description and Rationale:</p> <p>Include a rationale that explains how it was identified as a critical need from the data reviewed.</p>	<p>We must secure the score this year on these students that are 2.5 and above on the previous 8th grade FSA Math or the EOC Algebra 1. It will also be crucial to keep an eye on the students who do not have a previous test score for us to see what they might score on the EOC this year. We must look at the progress monitoring data to make sure and fill in gaps right away.</p>
<p>Measurable Outcome:</p> <p>State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.</p>	<p>457=9th grade Algebra 1 Students 129=no score from 8th grade 137= scored a 2.5 or higher on the FSA 8th grade math</p> <p>137/457=29.9% if all of the 2.5 and higher passed the Algebra 1 EOC</p> <p>754=9th -12th grade Geometry Students 253=scored a 2.5 or higher on the Algebra 1 EOC Test</p> <p>253/754=33.56% if all 2.5 and higher passed the Geometry EOC</p>
<p>Monitoring:</p> <p>Describe how this Area of Focus will be monitored for the desired outcome.</p>	<p>We will pull students at the FLC and Main campus that are the students who are on these 2.5 lists and seeing what I can do to make sure they are a 3 in May on their course EOC. This remediation will take place during the school day. The students that attend A2 tutoring after school are not attending to fill in gaps in their knowledge, they are going to receive help on a homework assignment or to study for a test. We need to work on taking the data from the progress monitoring and working with the students on what they missed in the first quarter.</p>
<p>Person responsible for monitoring outcome:</p>	<p>MaryStephany Hiller (mary.hiller@indianriverschools.org)</p>
<p>Evidence-based Strategy:</p> <p>Describe the evidence-based strategy being implemented for this Area of Focus.</p>	<p>The evidence-based strategy that we will be using to implement this Area of Focus will be providing the students with feedback to see where they are in the process of mastering the standards that they need improvement.</p>
<p>Rationale for Evidence-based Strategy:</p> <p>Explain the rationale for selecting this specific strategy. Describe the resources/criteria used for</p>	<p>The rationale for selecting this specific strategy is to work with the student in a small pull out group setting in order to receive instant feedback as to where they went wrong and allowing them to explain their reasoning.</p>

selecting this strategy.

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Step 1- Pull data from Unify on previous last years 8th grade FSA Math Scores and FSA Algebra 1 EOC Scores.

Step 2- Figure out the schedules of all the students that are in need of a small group setting to receive interventions.

Step 3- Document the daily attendance and standards that were covered during each meeting to document in FOCUS.

Step 4- On the Progress Monitoring 2 test that will be administered in December record progress of former standards.

Person

Responsible

MaryStephany Hiller (mary.hiller@indianriverschools.org)

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 is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies that impact the school culture and environment. 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.

Describe how the school addresses building a positive school culture and environment.

Data Findings:

- Attendance data will increase to 90% as compared to 21-22 at 87%.
- Discipline data will decrease from Q1 21-22 total 325 ODRs.

Rationale for Selection of Data:

- Data was selected to increase overall school culture. If culture improves, overall attendance will increase (90%) and discipline will decrease.

High Yield Strategy: Environment

Goal: Students will show a positive connection to school through the implementation of the action steps as evidenced by student attendance of 90% or higher during quarter 1, as well as a decrease in 22-23 Q1 discipline from 325 ODRs for 21-22 school year.

Identify the stakeholders and their role in promoting a positive school culture and environment.

(Administration and Academic Coach)

- CHAMPS

(Teachers and Principal)

- Principal P.R.O.P.S.- Principal Reporting Out Positive Superlatives

(Administration and Teachers)

- 90% Attendance Policy