

SEBASTIAN RIVER High SCHOOL

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To Whom It May Concern,

Thank you for the feedback concerning Sebastian River High School's self-study (000850). We were pleased with the results of the study. After reviewing and reflecting on the commendations, recommendations, and matters-to-be-addressed, we, as a faculty, created the following documents and policies. We continue to grow as a school community as we hone our practices and policies.

The following MTBA are found below: B1.5b, B1.5c, B1.5d, B1.5e, B2.1+1a+1b, and B2.10+10a+10b+10c. Also, we have begun to utilize the Action Plan section of MY IB. Again, we thank you for your time, effort, and feedback.

Sincerely,

Jaime K. Sturgeon

Jaime K. Sturgeon

IBDP Coordinator

SRHS, 000850



MTBA B1.5b

Sebastian River High School's Language Philosophy

Recognizing that intercultural awareness and communication are fundamental concepts of the International Baccalaureate Programme, Sebastian River High School has adopted the following Language Philosophy for our students:

At Sebastian River High School our belief is language is the central component of learning. Through language and literacy, our students can pursue academic excellence by exploring their interests and developing into nationally and globally conscious citizens. To support this desire to become life-long learners, ALL SRHS teachers are recognized as language teachers, and therefore, are responsible for fostering and teaching language skills across the curriculum. Sebastian River High School teachers meet regularly to discuss motivational/engaging teaching strategies, curriculum, and assessment in their Subject Areas; these collaborative meetings are called SALT (Student Achievement Learning Teams). Language strategies are promoted on a school-wide basis to enhance the teaching of language across all areas of the curriculum. Language A and Language B teachers work cooperatively with other DP subject area teachers to create units of instruction, which foster the development of language skills and critical-thinking skills across the curriculum.

The primary language of instruction for Sebastian River High School is English. However, many of our students speak Spanish primarily at home. Through schoolwide instruction, students develop the literacy skills necessary to ensure their ability to communicate effectively and responsibly within our community. Learning more than one language enhances personal growth and is an integral part of becoming a global citizen.

Sebastian River High School's Plan of Support for Mother Tongues

Since the mother tongue language helps form cultural and personal identity, they are respected at Sebastian River High School. Although it is not possible at this time to offer courses for all of the mother tongue languages of our students, we offer support by recognizing and celebrating the different mother-tongue languages within the school. Students, whose mother tongue is not English, are encouraged to maintain their mother tongue through technology supports, community resources, as well as connections to tutors and mentors who speak their mother tongue. We provide information for families regarding language support opportunities in the community, such as mentorships and mother tongue language classes, and by encouraging connections with community clubs, organizations and events that support mother tongue languages. The Media Center also provides books written in Spanish and French. Additionally, Sebastian River High School's news bulletins and phone messages are also available in Spanish. All Language Arts teachers are required to have 300 hours of ESOL training and content area teachers are required 30 to 60 hours of ESOL training. All educators at Sebastian River High School are responsible for the development of student language. Teachers, administrators, media specialists, and support staff engage in ongoing professional development to continually improve literacy instruction.

Sebastian River High School's support for students who are not proficient in the language of instruction

Students who are not proficient in the language of instruction are supported in language development by holistic instruction through project-based learning and inquiry driven instructional practices. Differentiation is noted in instructional units to meet diverse learning preferences.

Sebastian River High School's plan for learning of the host country or regional language and culture

Sebastian River High School provides support for students who are enrolled with English as their second language to develop competence in both spoken and written English. The state mandated English for Speakers of Other Languages (ESOL) Program provides special resources for instruction in the mother tongue for some

students and supports students in the acquisition of English and content area subjects, using ESOL strategies. Students, who come from a home environment where another language is spoken or who were not born in the United States, and have a mother tongue other than English, are assessed for language proficiency upon entering our school system. A plan is developed for each of these students and progress in language acquisition is monitored continuously. Teachers provide the necessary adjustments to classroom practices to support the language needs of all students by using ESOL strategies. All teachers are required to have ESOL training and document the ESOL strategies they are using in their lesson plans, which are reviewed regularly by a school administrator. Parental involvement is encouraged and interpreters are available when the need arises. Currently, the Diploma Programme at SRHS has five students who entered our school system as ESOL students in the Diploma Programme.

Sebastian River High School's course offerings in group 1 and group 2

Sebastian River High School offers the following:

Group 1—English A: Literature HL

Group 2—French ab initio SL; Spanish B SL, and Spanish ab initio SL

Sebastian River High School provides the following information to all teachers

Indian River County School District

Teacher Name: Grade/Subject: Dates:

ESOL Strategies for ELL students K-12

Classroom Practices

- C1- Plan cooperative activities to include students who can translate
- C2- Set clear expectations, procedures, and goals
- C3- Connect lessons with students own culture or experiences
- C4- Check frequently for understanding
- C5- Avoid overly correcting errors of pronunciation, grammar, and vocabulary
- C6- Use preferential setting
- C7- Reinforce effort and provide recognition
- C8- Use cooperative learning strategies
- C9- Assign reasonable homework & practice (student should be able to work independently with little or no family support; be aware many ELLs do not have access to computers)
- C10-Maintain content
- C11-Refrain from using sided copies when students are required to refer to more than one page to complete answers

Listening/Speaking

- LS1- Speak at a slightly slower pace
- LS2- Use repetition
- LS3- Clarify and rephrase instructions frequently
- LS4- Recap important ideas
- LS5- Ask students to summarize passages read aloud
- LS6- Control the vocabulary used
- LS7- Use simpler verb tenses such as present, simple past or simple future
- LS8- Accept words and phrases initially and build towards the use of longer sentences
- LS9- Use variety of technology, media, drama, gestures/pictures

Reading

- R1- Analyze text to anticipate comprehension problems
- R2- Activate prior knowledge students have about a topic
- R3- Provide opportunities for pre-reading activities such as brainstorming
- R4- Identify and teach essential vocabulary
- R5- Limit vocabulary & spelling list to 12 word or less and build up
- R6- Use visuals, demonstrations, manipulative, and gestures to increase student comprehension
- R7- Encourage use of bilingual dictionaries
- R8- Help students to guess word meanings for clarification by using context clues cognates, and knowledge from home language.
- R9- Model comprehension strategies with students
- R10- Divide reading passages into chunks for questions, predictions, and summaries

Writing

- W1- Teacher modeled writing/teacher modeled responses/Print-utilize board and overheads
- W2- Give students opportunities to use diagrams, charts, and graphic organizers
- W3- Allow students to print, not use cursive. Teachers model use of cursive then give opportunity to make a choice

W4- Have students keep a personal vocabulary. book or glossary that also includes home language translations

W5- Incorporate use of word walls

W6- Ask students to retell/restate orally and in writing, allowing response to reflect language level

W7- Use variety: journals, process, guided, modeled, shared, language experience

Assessment

A1- Establish consistent classroom routines during assessments

A2- List steps for completing assignments

A3- Simplify test directions and provide examples/model sample answer for test items

A4- Allow extra time for completion

A5- Provide alternate assessments such as oral test, use rubrics, portfolios, individual group projects

A6- Maintain “rigor” while simplifying language demand

A7- Reduce choices on multiple choice test from 4 to 2

A8- For fill-in-the-blank sentences; limit the number of blanks per sentence to 1 or 2

A9- Minimize the use of negatives in test questions

A10- Avoid too many TRUE/FALSE statements

A11- Limit items to be placed in chronological order

A12- Give open-book test; allow use of notes or outlines

A13- Provide necessary vocabulary in word lists or word banks

A14- Limit extended response questions; allow response to reflect student’s language level

A15- Vary the form of questions asked to allow for different levels of comprehension and participation

ESOL Parent Teacher Conference Tips

1. Only employees should be used when bilingual interpreters are needed for a conference. It is a violation of FERPA (Family Educational Rights and Privacy Act) to use community members or family members to interpret for parent meetings.
 - A. And for obvious reasons students should never be used to interpret for their parents.
2. Be aware and sensitive of cultural differences.
3. Keep it simple.
 - A. Avoid educational jargon
 - B. Avoid overusing acronyms
4. Always face and speak directly to the parents; not the interpreter.
 - A. Chunk information in small sections to allow the interpretation to occur.
 - C. Be aware interpreting causes lengthier conferencing, schedule accordingly.
5. Be prepared for siblings to attend
6. Share work samples
7. Allow for parent input
 - A. questions & answers
8. Review expectations
 - B. rules, homework, agendas

MTBA B1.5c

Special Education/Inclusion Policy

The International Baccalaureate Diploma Programme recognizes that students come from a variety of cultures, backgrounds, and have a range of academic, physical and unique needs. There are many students who may have a diagnosed, special educational need; other students may have special needs that have not yet been diagnosed and are brought to the attention of our school multi-tiered system of support (MTSS Team).

Examples of these special needs include:

- specific learning disabilities
- language and communication disorders
- social/emotional and behavioral disorders
- physical difficulties affecting mobility
- sensory impairments (such as visual or hearing difficulties)
- medical conditions (such as asthma, epilepsy or diabetes)
- mental health conditions (such as attention deficit hyperactivity disorder or anxiety)
- gifted and talented students

Sebastian River High School implements the DP utilizing inclusive teaching techniques. SRHS reaches out and invites students of various learning abilities to consider the full Diploma Programme or to enroll in a DP course(s). There is an application for the full Diploma Programme; however, all students are allowed “open admission” into Diploma courses. The student, guidance counselor, teacher, and IB Coordinator meet to discuss the placement of the student and specific supports that will be necessary for student success. Throughout the year, the student’s progress is tracked in an effort to provide the supports necessary for success.

Students from social-economically disadvantaged homes are encouraged to apply for the full Diploma Programme. SRHS has utilized an approach that helps the IB Coordinator identify students from various socio-economic backgrounds. SRHS serves a population that is economically disadvantaged; currently 68% of our student body receives federal aid through the “free and reduced” lunch program. SRHS, with the approval of the Indian River County School District, provides the IB Diploma and Diploma courses at no charge to our students. Furthermore, SRHS incurs the entire cost for all IB testing to ensure our students can display their abilities without worry of financial cost.

Understanding the rigors of the Diploma Programme, SRHS utilizes an advanced curriculum in the 9th and 10th grades to prepare students for the rigors of the DP. During these developmental years, teachers, guidance counselors, parents, and students help identify/self-identify students for the DP. Currently, the SRHS DP consists of 34% minority and 72% of socio-economically disadvantaged students.

IDEA

The individuals with Disabilities Education Improvement Act of 2004 is the federal law that requires the provision of special education and related services for students who are identified as children with a disability. The determination of eligibility and types of services required is completed following specific procedures for a multidisciplinary assessment and through an IEP process. When children are determined to have a disability under IDEA 2004, they become members of a protected class in the United States; therefore, they secure procedural safeguards, which are realized in the procedural requirements of special education and are outlined in the law.

Special education services are individualized to meet the unique needs of students with varying disabilities. The models that support Exceptional Student Education are inclusion, consultation between ESE teachers and general education teachers, in class support facilitation, resource room setting, and full time classrooms. Specialized services such as physical, occupational, speech, language therapy and mental health counseling are also available. These services are provided in accordance with an Individualized Education Plan (IEP), which is specifically tailored to the unique needs of each student.

Over the years, the faculty has been committed to working with students who have disabilities by incorporating differentiated teaching strategies and providing accommodations and modifications that support the needs of the student. In addition, Sebastian River High School provides tutoring to students who are working below grade level twice per week.

We document our compliance for the needs of students with disabilities, through our lesson plans, ESE department head, and guidance department, and we update each IEP or 504 plan yearly. All information regarding the progress and performance of our ESE students is contained in the student's personal cumulative folder and housed in a secure room. This documentation is protected under Family Education Rights Privacy Act (FERPA) and The Health Insurance Portability and Accountability Act (HIPAA).

The following quote from *Meeting student learning diversity in the classroom (2013)* best sums up SRHS's inclusion policy: *Developing a positive classroom climate conducive to supporting the learning of all students requires that students are appropriately challenged by their learning, that expectations of them are high but realistic, where students belong to the community and feel cared for, trusted, understood, valued and safe.*

The School District of Indian River County's position statement on Least Restrictive Environment is:

We believe that all students with disabilities should be taught in the least restrictive environment, that is, the environment which most closely resembles the educational environment of their peers without disabilities. This inclusive setting should provide a continuum of educational services at a level which best benefits the student without infringing on the safety or learning of others.

MTBA B1.5d

Assessment Policy Sebastian River High School

Purposes of Assessment:

Assessments of any form are designed to be indicators of learning. Assessments should support and encourage student learning by providing feedback and measuring achievement through the objectives for each subject. Assessments can promote positive student attitudes regarding learning while supporting intercultural awareness. Assessments are critical tools used to develop effective teaching and should provide students, parents, teachers, and administrators with information to support student learning. SRHS expects our students to be life-long learners. This passion starts in the classroom daily with each teacher. In order for the students to be knowledgeable inquirers, we want them to be thinkers, and this is monitored through various types of assessments. From formative to summative, students are evaluated based on benchmarks, rubrics, and criteria from both state and IB expectations.

Understanding that assessment is the tool that allows teachers to analyze what has been learned by students, Sebastian River High School has the following assessment policy. DP teachers use a variety of assessments to measure student achievement. Students are assessed regularly, using diagnostic, formative and summative assessments. Diagnostic assessments are used to assess prior knowledge and skills in order to guide planning and teaching for effective learning. Formative assessments occur during the teaching and learning process and are designed to provide feedback to both the teachers and the students regarding student learning and the effectiveness of instructional practices. Curricular and/or instructional modifications or adjustments are made when indicated by student assessment data. Summative assessments occur at the end of the instructional unit and are designed to measure the student's mastery of the knowledge and skills taught. Self-reflection is an important part of the assessment process for both teachers and students. Assessments may take the form of lab work, student performances, oral presentations, research papers, essays, projects, etc. DP teachers use their subject area guides, DP developed syllabi, and the DP assessment markschemes, as well as other rubrics, to evaluate student progress. DP teachers utilize practice papers to gauge student performance and for student self-reflection.

IB DP Internal Assessment:

Internal assessments are mandatory assessments completed during the 11th and 12th grade that focus on skills as well as the subject content. These assessments are graded by the classroom teacher using the rubric published by IB. The internal assessment scores are submitted to IB for moderation to ensure all internal assessment scores worldwide are consistent. Examples of this type of assessment include, but are not limited to, oral presentations, science lab reports, math portfolios, and other major projects. Internal assessments can serve as both classroom assignments which contribute to the students' school grades as well as assignments that contribute to the students' IB score for that subject.

External Assessment:

External IB assessments are mandatory assessments that are completed during the 11th and 12th grade that are not scored by the classroom teacher. These assessments are IB exams that are administered during the May testing session and essays that are sent directly to IB examiners for evaluation. It is very important to note that students must take the external assessment (IB exams) on the assigned test date.

MTBA B1.5e

Academic Honesty Policy

Moving forward, Sebastian River High School will provide the following Academic Honesty Policy to all DP students each year to ensure adherence to the stated aims of the policies below.

Honesty and integrity form the foundation of the International Baccalaureate Honor Code at Sebastian River High School and are essential to the high standards by which all students should follow. Using the IB Learner Profile for guidance and support Sebastian River High School students are expected to adhere to academic honesty and integrity (PRINCIPLED). We expect that our students will be principled academically. Furthermore, we expect our teachers, administrators, and others to model academic honesty by citing sources, refraining from infringing on copyrights, and establishing classrooms that promote learning while discouraging cheating or plagiarizing. Teachers are encouraged to help students learn how to use all forms of resources properly. Academic honesty is the responsibility of schools, parents, teachers and students in the DP.

By utilizing this honor policy, we hope to create an academic atmosphere of trust, honesty, integrity, and principled learners. Students will often be working with their peers and using multiple sources. **Hence, we expect students to:**

- Work together while also giving credit to the contributions of each individual
- To understand that assessments are meant to provide feedback for what a student knows or does not know
- To cite sources appropriately
- To complete his/her own work—classwork or homework
- To seek help from adults, but not allow the adult to “complete” the project/work

Academic dishonesty may include:

- Plagiarism- presenting someone else’s ideas as your own
- Copying and Complicity—allowing your work to be copied or to copy the work of another
- Duplication of work—turning in the same assignment for two separate classes
- Cheating—using unauthorized materials on an exam or other assessments
- Dishonest reporting and fabricating – creating or altering signatures; collecting information in an inappropriate manner including falsifying documents

To promote academic honesty teachers will:

- Model good practice in academic honesty.
- Provide students with explicit requirements and directions.
- Structure conditions during testing to promote completion of original work.
- Specify types of collaboration that are allowable and those that are not allowed.
- Make clear what the expectations are regarding citing reference materials.
- Use anti-plagiarism tools as teaching instruments in raising awareness of academic honesty.

Penalties:

Sebastian River High School recognizes that there are different levels of academic dishonesty. Teachers and administrators will refer to the Range of Disciplinary Infraction and School Interventions for a listing of consequences relating to violations of academic honesty. The standard consequences for plagiarism and academic dishonesty are listed below.

Possible Consequences of Academic Misconduct:

- The student will receive a letter or phone call home. The letter or phone call home will be kept in the student's file.
- The student will be asked to complete a new or equivalent assignment.
- A parent conference will be requested.
- The student will be asked to write an assignment related to the offense.
- The parent and student will be asked to come to a meeting after school to meet with the DP Coordinator and/or administration.
- In-School suspension may be assigned to the student.

Parent Signature

Date

Student Signature

Date

MTBA B2.1+1a+1b

Sebastian River High School Theory of Knowledge

In section 8.3.a of the Diploma Programme General regulations guide, IBO states the following: In addition to the six subjects, candidates for the IB Diploma must complete the core requirements of a course in theory of knowledge including the required assessment, for which the IB recommends at least 100 hours of teaching over the two-year period of the DP.

Sebastian River High School has attempted to fulfill both requirements for TOK. SRHS DP students begin and complete the TOK course in Year 2 of the DP (not meeting the requirement); however, SRHS DP students are in the TOK class for 120 hours—20 hours more than recommended by IBO (meeting the requirement). SRHS has utilized various strategies in the past to ensure compliance with the two-year requirement without success. Since SRHS adheres to a 7-period school day, and since many of our DP students participate in the nationally-recognized Marching Sharks band, our DP students do not have room in their schedule for the six DP courses and TOK. Knowing that IBO recognizes the importance of a well-rounded student, we do not want our students to forgo the band program. Therefore, SRHS has created the plan below to address the two-year requirement while increasing the number of TOK hours.

Starting in the academic year 2018-2019, DP students will begin TOK studies in Year 1 of the DP. Through coordination with DP teachers, the current TOK teacher, and the DP Coordinator, the DP Coordinator will utilize class time from four DP subjects to implement the “Introduction to TOK” segment of the course. The four DP subjects will be History of the Americas HL, English A: Literature HL, Biology HL, and Spanish B SL. IBO requires all HL courses meet for 240 hours; SRHS DP students meet for 300 hours in HL classes; furthermore, Spanish B SL also meets for 300 hours as opposed to the required 150 hours. The DP Coordinator, once trained in TOK, will create a schedule to begin teaching TOK in Year 1. The number of hours taught for TOK in Year 1 will be 20 hours. SRHS DP students will receive 140 hours of TOK over the two-year period (20 in Year 1 and 120 in Year 2). Furthermore, by utilizing class time from each of the subject areas, the DP Coordinator will be modeling ways for the DP subject area teacher to incorporate TOK more often into the subject area.

The DP Coordinator will go to TOK training in the summer/autumn of 2018 in preparation for implementation of this plan. The estimated cost for training is \$1400.

MTBA B2.10+10a+10b+10c

Sebastian River High School Schedules

Below is a schedule from an SRHS DP student taking IB Visual Arts. By error, SRHS indicated that a Visual Arts student is in class only four hours per year. As evidenced below, each class meets daily. Each period of the school day is 50 minutes long. When multiplying 50 minutes per day times 180 school days, students are in each class for 150 hours per year. The screen shot utilized has been taken from our Student Information System, FOCUS.

Since schedules for the 2018-2019 academic year have not been created, we are unable to show TOK in both Year 1 and Year 2. As we work on implementing our new strategy for teaching TOK over the two-year period, we will create a schedule that meets the expectations.

DP student taking IB Visual Arts

Student Schedule Jaime Sturgeon Admin Sebastian River High

Setup Students Users **Scheduling** Grades Assessment Attendance Discipline Eligibility Florida Reports SSS Reports

Demographic Enrollment **Schedule** Requests Grades Gradebook Absences Activities Referrals Test History

Effective Date: February 2 2018 Include Inactive Courses

9 Classes

Course	Period - Teacher	Meeting Days	Room	Term	Enrolled
BIO 3-IB	Period 1 - 100 - Karyn Daniel	MTWHF	F F211	Full Year	Aug 14, 2017
THEORY/KNWLG 1 IB	Period 2 - 200 - Michael Hall	MTWHF	M M107	Full Year	Aug 14, 2017
SPANISH 5-B-IB	Period 3 - 200 - Mireya Labranche	MTWHF	V V107	Full Year	Aug 14, 2017
IB CALCULUS/DESC STA	Period 4 - 200 - Sandra Baker	MTWHF	L L205	Full Year	Aug 14, 2017
IB Visual Arts 3	Period 5 - 200 - Maria Maul	MTWHF	B B122	Full Year	Aug 14, 2017
CONTEMP HIST-IB	Period 6 - 200 - Lori Infanzon	MTWHF	V V106	Full Year	Aug 14, 2017
ENG 4-IB	Period 7 - 200 - Whitney Elizabeth Barnes	MTWHF	G G108	Full Year	Aug 14, 2017