

# FLORIDA DIFFERENTIATED ACCOUNTABILITY PROGRAM 2010 - 2011 SCHOOL IMPROVEMENT PLAN



School Name: SEBASTIAN RIVER HIGH SCHOOL

District Name: Indian River

Principal: Daniel E. Gilbertson

SAC Chair: Enrique Valencia

Superintendent: Dr. Harry La Cava

Date of School Board Approval:

Last Modified on: 09-29-2010

Dr. Eric J. Smith, Commissioner  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

Dr. Frances Haithcock, Chance  
K-12 Public Schools  
Florida Department of Education  
325 West Gaines Street  
Tallahassee, Florida 32399

## PART I: CURRENT SCHOOL STATUS

### STUDENT ACHIEVEMENT DATA

*Note: The following links will open in a separate browser window.*

[School Grades Trend Data](#)

(Use this data to complete Sections 1-4 of the reading and mathematics goals and Section 1 of the writing and science goals.)

[Adequate Yearly Progress \(AYP\) Trend Data](#)

(Use this data to complete Section 5 of the reading and mathematics goals and Section 3 of the writing goals.)

[Florida Comprehensive Assessment Test \(FCAT\) Trend Data](#)

(Use this data to inform the problem solving process when writing goals.)

### HIGHLY QUALIFIED ADMINISTRATORS

List your school's highly qualified administrators and briefly describe their certification(s), number of years at the current school, number of years as an administrator, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP).

Position	Name	Degree(s) / Certification(s)	# of Years at Current School	# of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (High Standards, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Daniel Gilbertson	Ed. Specialist Degree	2	12	School Grade A
Assis Principal	Mr. Billy Wilson	B.S. Florida A&M University, M.S. Nova Southeastern University	16	16	SRHS A School 2009, B School 2007-2008
Assis Principal	Mr. Craig Kinsley	B.S. FAU, M.S. Nova Southeastern University	6	6	SRHS A School 2009, B School 2007-2008
Assis Principal	Ms. Kelly Ward	B.A. Florida Institute of Technology, M.S. Florida Atlantic University	3	6	SRHS A School 2009, B School 2007-2008
Assis Principal	Ms. Jessica Keaton	Masters of Ed. Florida Atlantic University	1	1	SRHS A School 2009, B School 2007-2008

### HIGHLY QUALIFIED INSTRUCTIONAL COACHES

List your school's highly qualified instructional coaches and briefly describe their certification(s), number of years at the current school, number of years as an instructional coach, and their prior performance record with increasing student achievement at each school. Include history of school grades, FCAT performance (Percentage data for Proficiency, Learning Gains, Lowest 25%), and Adequate Yearly Progress (AYP). Instructional coaches described in this section are only those who are fully released or part-time teachers in reading, mathematics, or science and work only at the school site.

Subject Area	Name	Degree(s)/ Certification(s)	# of Years at Current School	# of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Reading	Martha Rubio	Texas A & I University	9	2	Reading Teacher- SRHS SRHS A School 2009-10

## HIGHLY QUALIFIED TEACHERS

Describe the school-based strategies that will be used to recruit and retain high quality, highly qualified teachers to the school.

	Description of Strategy	Person Responsible	Projected Completion Date	Not Applicable (If not, please explain why)
1	1. Strategic Plan Goal 4.0 - The School District of Indian River County will strive to recruit and retain the highest quality personnel, including an emphasis on minority recruitment.	Mr. Gilbertson	Ongoing	
2	2. Objective 4.1 - The district will continue an aggressive effort to recruit and retain highly qualified personnel.	Mr. Gilbertson Mrs. Burton	Ongoing	
3	3. Objective 4.1.a - The District will expand opportunities to attend job fair and university recruitment programs, in efforts to recruit certified and highly qualified personnel.	Mr. Gilbertson Mrs. Burton	Ongoing	
4	4. Objective 4.2 - The District will provide specific support to new teachers during their first three years of teaching.	Mr. Gilbertson Mrs. Burton	Ongoing	
5	5. Objective 4.3 - The District will strive to retain highly qualified teachers and administrators, and promote other growth activities.	Mr. Gilbertson Mrs. Burton	Ongoing	
6	1. Strategic Plan Goal 4.0 - The School District of Indian River County will strive to recruit and retain the highest quality personnel, including an emphasis on minority recruitment. 2. Objective 4.1 - The district will continue an aggressive effort to recruit and retain highly qualified personnel. 3. Objective 4.1.a - The District will expand opportunities to attend job fair and university recruitment programs, in efforts to recruit certified and highly qualified personnel. 4. Objective 4.2 - The District will provide specific support to new teachers during their first three years of teaching. 5. Objective 4.3 - The District will strive to retain highly qualified teachers and administrators, and promote other growth activities. 6. Objective 4.4 - The District will ensure proper accountability for all employees through an appropriate assessment system based on data.	Mr. Gilbertson Mrs. Burton	Ongoing	

## Non-Highly Qualified Instructors

List all instructional staff and paraprofessionals who are teaching out-of-field and/or who are NOT highly qualified.

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Terri Amy	English	PBD (online credit recovery)	Plan to take state certification test in Math
Kritin Gephardt	ESE VE	ESE	ESOL
Joanne Jacob	ESE/Reading	ESE	ESOL courses
Rebecca McLaughlin	Reading	Reading	ESOL courses
Tyrone Perry	ESE and P.E	Hope	State test; ESOL Courses
Eric Shelburne	Reading and Social Studies	Social Studies	ESOL courses
Beth Wynn	Intensive Reading 10th grade	10th grade reading	ESOL courses

## Staff Demographics

Please complete the following demographic information about the instructional staff in the school who are teaching at least one academic course.

*\*When using percentages, include the number of teachers the percentage represents (e.g., 70% (35)).*

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
112	0.9%(1)	17.0%(19)	44.6%(50)	37.5%(42)	33.9%(38)	100.0% (112)	8.9%(10)	7.1%(8)	0.0%(0)

## Teacher Mentoring Program

Please describe the school's teacher mentoring program by including the names of mentors, the name(s) of mentees, rationale for the pairing, and the planned mentoring activities.

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
Chris Taylor	Nick Vivirito	Mr. Taylor is a veteran teacher experienced with assisting new teachers	<p>Regularly scheduled meetings both formal and informal to address pacing guides, instructional strategies, classroom rules, use of data. SRHS has a teacher mentoring program led by Mrs. Bev Burton. This program has been in place for six years and has been very successful for new teachers.</p> <p>Also, mentors and peer teachers are provided for all teachers who are hired new to the district. Mentors offer training for new teachers in on-going sessions/meetings throughout the year. They work as a team with the group of new teachers as well as with individual teachers. It is a "proactive" position - helping new teachers to be prepared for upcoming events (ex. report cards, attendance procedures, open house, parent conferencing, roles of support personnel, training specific to your school site, etc) - a structured program of support for new teachers. Mentor teachers keep logs of their contacts with new teachers and are paid an hourly stipend for their work. Mentor teachers will be members of support teams for new teachers who are in the Alternative Certification Program.</p> <p>Peer teachers are the "buddy" teachers who teach (preferably) the same subject or grade level. They are not responsible for formal training, but rather assist the new teacher in an informal way on an "as-needed" basis. Peer teachers may be members of support teams for new teachers who are in the Alternative Certification Program. They provide a less</p>

			structured support for new teachers. Peer teachers receive up to 20 inservice points for the year for assisting a new teacher and should not be assigned to more than two new teachers (if possible, only to one new teacher).
Tony Flemming	Kendrick Willis	Mr. Flemming is a veteran teacher experienced with assisting new teachers	Same as above
Lynn Phillips	Aleida Pena	Ms. Phillips is a veteran counselor experienced with assisting new teachers	Same as above

## ADDITIONAL REQUIREMENTS

### Coordination and Integration

**Note: For Title I schools only**

Please describe how federal, state, and local services and programs will be coordinated and integrated in the school. Include other Title programs, Migrant and Homeless, Supplemental Academic Instruction funds, as well as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, career and technical education, and/or job training, as applicable.

Title I, Part A

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Nutrition Programs

Housing Programs

Head Start

Adult Education

Career and Technical Education

Job Training

Other

Response to Instruction/Intervention (RtI)

School-based RtI Team

Identify the school-based RtI Leadership Team.

The school-based RtI Leadership Team is made up of the Principal, Assistant Principal, Reading Coach, Resource Specialist, School Psychologist, Speech Language Pathologist, and Student Support Specialist.

Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?

The school-based RtI Team meets every other week to analyze reading, math, and behavioral data. The core team identifies strengths as well as areas of concern, and then formulates goals to address these areas. The team uses a problem solving approach. The data is reviewed to address changes at all three Tiers of instruction. Leadership Team representatives meet with grade level groups to problem solve implementation of interventions at each Tier of instruction.

Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?

The role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan is tied directly to data, achievement and behavior. The team determines, based on data, strengths and weaknesses, and then formulates the needs assessment for the school improvement plan. The team then develops methods to achieve the goals to strengthen the areas of concern. These plans are shared and reviewed with grade level personnel. A procedure is developed on how the improvement plan will be implemented to foster academic and behavioral growth with all students.

RtI Implementation

Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.

The data management system used to summarize the tiered data is Performance Matters (PM2), Progress Monitoring and Reporting Network (PMRN) and School Wide Information System (SWIS). These data management systems are used district wide and show patterns, trends, strengths and weaknesses. The data can be generated and viewed by school, class and individual student criteria. Providing Data in multiple formats allows schools to meet the needs at each of the three Tiers of instruction.

Describe the plan to train staff on RtI.

Staff trainings will be ongoing throughout the year. The core team will be trained first, and then the staff will be trained over the course of the year during curriculum meetings and Problem Solving/ Response to Intervention meetings. These trainings will start with a broad overview of requirements at each Tier of Instruction. Trainings will become more focused on specific issues (i.e. Progress Monitoring, Data analysis, Intervention Development) over the course of the year. As specific issues arise throughout the year they will be addressed with additional training to meet those needs.

Literacy Leadership Team (LLT)

### School-Based Literacy Leadership Team

Identify the school-based Literacy Leadership Team (LLT).

Martha Rubio, Dondra Watkins, Kathleen Darcy, Becky McLaughlin, Gayle Bruce, Daniel Gilbertson.

Describe how the school-based LLT functions (e.g., meeting processes and roles/functions).

Monthly meetings to review student benchmark assessments, discuss scope and sequence of pacing guides, and review instructional strategies to share to increase student reading comprehension.

What will be the major initiatives of the LLT this year?

Reading Across the Curriculum monthly in all classes.

### NCLB Public School Choice

- Notification of (School in Need of Improvement) SINI Status  
[No Attached a copy of the Notification of SINI Status to Parents](#)
- Public School Choice with Transportation (CWT) Notification  
[No Attached a copy of the CWT Notification to Parents](#)
- Notification of (School in Need of Improvement) SINI Status  
[No Attached a copy of the SES Notification to Parents](#)

### \*Elementary Title I Schools Only: Pre-School Transition

Describe plans for assisting preschool children in transition from early childhood programs to local elementary school programs as applicable.

### \*Grades 6-12 Only

**Sec. 1003.413(b) F.S.**

For schools with Grades 6-12, describe the plan to ensure that teaching reading strategies is the responsibility of every teacher.

### \*High Schools Only

**Note: Required for High School - Sec. 1008.37(4), F.S., Sec. 1003.413(g)(j) F.S.**

How does the school incorporate applied and integrated courses to help students see the relationships between subjects and relevance to their future?

SRHS offers several integrated science and mathematics courses as well as a wide variety of career and technical courses. Within these courses, students are provided with real-world, project-based instruction using the Intel Essentials training. Technology is a vital component to the process. Students are challenged to look at the big picture when making decisions about their future.

How does the school incorporate students' academic and career planning, as well as promote student course selections, so that students' course of study is personally meaningful?

Tech Prep Program  
The Tech Prep/School-to-Work System is a college preparatory program where the students learn technical skills integrated with academic courses that prepare them for the workplace. Students are encouraged to continue their education at a community college, technical school, or a four-year university.

### Postsecondary Transition

Note: Required for High School - Sec. 1008.37(4), F.S.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the School Feedback Report

Sebastian River High School was below the state average in FCAT Reading and Math Level 3 and above at 76.8% and 44.1% respectively. In addition, only 34.2% of our graduating seniors in 2007 took an AP, IB, AICE, or Dual Enrollent course in comparison to 56.2% for the state. In order to reduce this trend, we will begin to offer IB certificate courses instead of just the IB diploma. We are also going to offer a selection of Dual-Enrollment courses at SRHS after school beginning this spring. SRHS has also added a section of Pre-AP English and will continue to build the AP program to provide students with a solid base leaving high school.

## PART II: EXPECTED IMPROVEMENTS

### Reading Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students achieving proficiency (FCAT Level 3) in reading Reading Goal #1:	In 2009-10 school year 46% of our students taking the Reading FCAT Assessment scored at Level 3 or above.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
46% or 457 students.	50% or 497 students will be proficient in Reading on the 2010-11 state assessments.

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Bringing the percentage of the lowest quartile students up to the school proficiency level of 60%.	Intensive Reading teachers have aligned the curriculum and reorganized instructional resources to improve student achievement. School wide research based reading across the curriculum strategies will be implemented in every class based on a set monthly calendar.	Daniel Gilbertson and Data Leadership team members	Benchmark Assessments and PM2 Data Monitoring, teacher records.	FAIR Test, Benchmark Assessments, Internal Assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading Reading Goal #2:	SRHS students had 14% of the students achieve a level four and 7% a level five in 2009-10 school year. This school year our goal will be to increase level four percentage to at least 17% and level five to 10%.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
Out of 520 total students tested in reading during the 2009-10 school year, 21% scored at Levels four and five.	This school year we expect to have a 27% or 140 students or more score at a level 4 or 5 on the REading FCAT.

#### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Bringing the level three students to reach level four.	Increase the number of IB, AP, and honors courses and implement the reading across the curriculum initiative.	Mr. Gilbertson and Mrs. Rubio	Monitor Reading Benchmark and teacher assessments.	PM 2. Teacher assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Percentage of students making Learning Gains in reading  Reading Goal #3:	In 2009-10 school year we had 54% of our students make learning gains in Reading and we have set our goal to reach 57% in 2010-11 school year.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
Current level of performance within the percentage of students making learning gains is 54% or 280 students.	Our goal for 2010-11 school year is to have 57% or 296 students make learning gains.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing the number of students with disabilities, are Economically Disadvantaged,	Incorporate additional reading instructional materials into the curriculum. Increase the number of students who have a reading endorsed teacher in the core academic courses.	Mr. Gilbertson and Mrs. Rubio	Data Analysis	Benchmark Assessments

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. Percentage of students in Lowest 25% making learning gains in reading  Reading Goal #4:	The percent of lowest 25% making learning gains in reading was 44% in 2009-2010. Our goal for 2010-11 school year will be to increase the percentage to 47%.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
44% or 437 students.	47% or 467 students will make learning gains among the lowest 25% in Reading during the 2010-11 school year.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Financial constraints and reduction of Federal dollars used to support ESOL and Migrant Programs.	After school tutoring for the lowest 25% of our reading students as measured by FCAT.	Mr. Gilbertson and Martha Rubio	Reading instruction, FCAT prep, and reading across the curriculum.	Benchmark assessments, teacher assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):

5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading  Reading Goal #5A:	White, Black, Hispanic, ED, and SWD did not make AYP in 2009-10 school year.
Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	

2010 Current Level of Performance: *		2011 Expected Level of Performance: *			
979		783 total students will be proficient in Reading during the 2010-11 school year.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting the AYP proficiency target of 35% and 31% in Reading for the Subgroups for Black and Hispanic.	Reading Across the Curriculum School Wide, Intensive reading classes for Level 1 and 2's, targeted instruction based on Benchmark assessments, and use of AR.	Reading Coach and administration.	Monthly meetings to review benchmark assessments, classroom assessments, and ongoing collaboration among and between departments.	Fair test, AR scores, Benchmark Assessments, FCAT scores.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5B:	Total student population. White, Black, Hispanic, Economically Disadvantaged, and Students with Disabilities did not make AYP for Reading in 2009-10.
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Reading Goal #5B: English Language Learners (ELL)

2010 Current Level of Performance: *		2011 Expected Level of Performance: *	
NA		NA	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5C:	Black, Hispanic, Economically Disadvantaged, Students with Disabilities.
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Reading Goal #5C: Students with Disabilities (SWD)

2010 Current Level of Performance: *		2011 Expected Level of Performance: *	
124 total students		99 total students with disabilities will reach proficiency.	

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting the AYP requirements.	Reading across the curriculum school wide on a weekly basis. AR Program, System 44, Read 180, and classroom interventions based on the IEP's, FCAT explorer. Tutoring.	Reading Coach, Department Heads, Administration.	Consistent monitoring of assessment results.	Classroom assessments, PM2, internal surveys, lesson plans.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading Reading Goal #5D:	Black, Hispanic, Economically Disadvantaged, Students with Disabilities.
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Writing Goal #5D: Economically Disadvantaged

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
556	445 total students will be proficient who are classified as ED.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting the 80% Goal for AYP.	Reading Across the Curriculum. Accelerated Reader Program, Read 180, and after school tutoring, Reading Intensive classes.	Reading Coach, Department Heads, Administration.	Monitoring of Data by all levels of educators.	PM2, Lesson Plans, Surveys, Class Room Assessments.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading Across the Curriculum	All	District and school level Reading Coach	School Wide	Regularly Scheduled Department Meetings and Staff Meetings	Benchmark Assessments	Martha Rubio and Daniel Gilbertson

Reading Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
New Materials aligned to Sunshine State Standards	Textbooks	District Funds	\$2,324.00
			Subtotal: \$2,324.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$2,324.00

*End of Reading Goals*

# Mathematics Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students achieving proficiency (FCAT Level 3) in mathematics Mathematics Goal #1:	The school will increase the percentage of students scoring at or above the proficiency level of 79% for 2010-11 school year.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
75% or 743 students were proficient in mathematics.	The School will increase the percentage of students scoring at or above grade level, from 75%(743 students) to 79% (783 students).

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Limited Budget	Pacing Guide Development and revisions. Additional purchases of graphic calculators. Benchmark (common) assessments.	Department Head, Data Leadership Team, Administration	Department Meetings to review data, discuss instructional strategies.	2011 FCAT Testing Benchmark Testing Semester and Final Exams Teacher Created Tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in mathematics Mathematics Goal #2:	The school will increase the current level of students who score at levels 4 and 5 during the 2010-11 school year to 40%.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
37% or 366 students.	40% or 396 students or more will meet levels 4 and 5 in 2010-11.

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Increasing the number of students to meet the 40% target goal.	Increased rigor of course offering in both AP, IB, and Honors courses.	Principal Assistant Principal Math Department Chair	Department meets regularly to discuss results from progress monitoring and baseline assessments. Instruction is then adjusted based on data.	2010 FCAT Testing Benchmark Testing Semester and Final Exams Teacher Created Tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

3. Percentage of students making Learning Gains in mathematics Mathematics Goal #3:	Sebastian River High School will improve the percentage of students making learning gains in mathematics from 74-77% in 2010-11.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
74% or 733 students.	77% or 763%

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting the AYP requirement.	Progress Monitoring / Benchmark Testing  Will utilize Performance Matters AYP Accelerator Report to identify student strengths and weaknesses at the subgroup level to guide instruction.	Principal Assistant Principal  Math Department Chair	Department meets regularly to discuss results from progress monitoring and baseline assessments. Instruction is then adjusted based on data.	2010 FCAT Testing Benchmark Testing Semester and Final Exams Teacher Created Tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

4. Percentage of students in Lowest 25% making learning gains in mathematics Mathematics Goal #4:	The following information will identify current level of performance among the lowest 25% of students making learning gains, expected performance for this year and the strategies to meet the goals.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
62% or 614 students made learning gains in Math.	65% or 644 or more students will meet the proficiency requirement for 2010-11 on the math assessments.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting the AYP requirement.	Several teachers will utilize the Accelerated Math Program with at-risk populations. The AM program targets instruction based on individual needs.	Principal Assistant Principal  Math Department Chair	Department meets regularly to discuss results from progress monitoring and baseline assessments. Instruction is then adjusted based on data.	2010 FCAT Testing Benchmark Testing Semester and Final Exams Teacher Created Tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):

5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:	Black, Hispanic, ED, SWD.
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Mathematics Goal #5A: Ethnicity

(White, Black, Hispanic, Asian, American Indian)					
2010 Current Level of Performance: *			2011 Expected Level of Performance: *		
75% or 991 students.			79% or 783 or more students will be proficient of the 2010-11 math assessments.		
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting the 79% proficiency level.	Work with middle schools through district training and vertical planning.	Principal Assistant Principal Math Department Chair	Department meets regularly to discuss results from progress monitoring and baseline assessments. Instruction is then adjusted based on data.	2010 FCAT Testing Benchmark Testing Semester and Final Exams Teacher Created Tests

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:	NA
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Mathematics Goal #5B: English Language Learners (ELL)

2010 Current Level of Performance: *			2011 Expected Level of Performance: *		
NA			NA		

Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	NA	NA	NA	NA	NA

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	Black, Hispanic, Economically Disadvantaged, Students with disabilities did not make AYP in 2000-10.
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Mathematics Goal #5C: Students with Disabilities (SWD)

2010 Current Level of Performance: *			2011 Expected Level of Performance: *		
50% or 496 students.			525 or 53% or more of our SWD are expected to meet or exceed the 2011 level of performance on the Math assessments.		

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Difficult to move students to proficiency among students with disabilities.	Locate weaknesses among students skills in math, develop a laser focus on areas of needed improvement with direct instructional interventions.	Math Dept. Head, Administration.	Review PM2 data, benchmark assessments, and classroom assessments.	PM2, Benchmark and Baseline assessments.

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:

5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics  Mathematics Goal #5D:	Black, Hispanic, Economically Disadvantaged and students with disabilities.
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Writing Goal #5D: Economically Disadvantaged

2010 Current Level of Performance: *	2011 Expected Level of Performance: *
70% or 693 of our students who are Economically Disadvantaged scored a 3 or above during the 2009-10 school year.	80% or 793 of our students will be proficient as measured by the 2011 targets outlined by the state requirements.

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Meeting the AYP requirement of 80% proficiency.	Instruction will be based on the Data from the FCAT scores, base line tests and benchmark assessments. Department head will identify academic weaknesses from PM2 and advise elective teachers to reinforce those skills within their content area.	Dept. Head. and Administrative team.	Instructional strategies will be based on the FCAT scores as well as Baseline and Benchmark Assessments.	Classroom assessments, FCAT prep materials, PM2 data.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Pacing Guide Development/Instructional Resource Training	9-12	District Math Coordinator, Math Department Head, Administration.	Google Apps, Texas Instrument Training, Data Analysis, District PD.	Continous	Department Meetings Google Apps Evaluation of Progress Monitoring	Department Head and school Administration
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Mathematics Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Text book adoption aligned to the new graduation requirements.	Textbook Adoption	District	\$187,310.66
			Subtotal: \$187,310.66
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
New technology for advanced math classes	Navigator System for Calculators	Stimulus Funds	\$11,585.00
			Subtotal: \$11,585.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
Training on Graphic Calculators	Trainers of resources.	Part of Purchase	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
			\$0.00
			Subtotal: \$0.00
			Grand Total: \$198,895.66

End of Mathematics Goals

Science Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:					
1. Students achieving proficiency (FCAT Level 3) in science  Science Goal #1:		SRHS will continue to score above the state average in Science on the FCAT test. Based on 2010 FCAT data, SRHS will increase the percentage of 11th grade students scoring at or above a Level 3 by at least 4 percentage points. (From 37% to 45% in 2011)			
2010 Current Level of Performance:*		2011 Expected Level of Performance:*			
40 % or 181 students scored a 3 or above.		45% or 203 students will score a 3 or above in 2011.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
	Students with Low reading and study skills.	Reading across the curriculum, and additional professional	Science Department Head and	The science department went over	FCAT Pretest Scores

1		development training on best practices.	Administration	Previous Year FCAT Reports. Revise Pacing guides and review student achievement data.	FCAT Released Questions
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Students achieving above proficiency (FCAT Levels 4 and 5) in science  Science Goal #2:	SRHS will increase the percentage of 11th grade students scoring at or above a Level 3 by at least 4 percentage points.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
9.3% or 32 students performed at level 4 and 5 on the FCAT science assessment.	12% or 38 students will perform at level 4 and 5 on the Science FCAT assessment in 2010-11.

**Problem-Solving Process to Increase Student Achievement**

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Developing a pacing guide in science k-12.	Inquiry Strategy	Department Head and administration.	The science department went over  Previous Year FCAT Reports	FCAT Pretest Scores  FCAT Released Questions

**Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity**

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Development of Pacing Guides	ALL	District Department Head	All Science Teachers	Continuous	Google Apps, Discussion Board, Evaluations	Administrative Team

**Science Budget:**

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Textbook replacements	Textbooks	District Funds	\$915.00
Lab Activities	Supplies		\$1,621.93
			Subtotal: \$2,536.93
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
Technology Tools for teachers	Google Apps Training	Free	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$2,536.93</b>

End of Science Goals

## Writing Goals

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing  Writing Goal #1:	The school will increase the percentage of white students scoring at 3.0 or higher in writing by at least 1%, from 95% to 96% as evidenced by the 2011 AYP report.
2010 Current Level of Performance: *	2011 Expected Level of Performance: *
95% of the students were proficient in 2010 in this category.	96% of students are expected to be proficient in this category for 2011

### Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	None	SRHS will utilize Write Score again this year to have students take essays and be graded by outside experts. The information provided by WriteScore will help us monitor student progress and tailor instruction. All Teachers will be expected to incorporate writing in all of their classrooms on a weekly basis.	Language Arts Department Head, Administration	Data team will convene and look at areas of strengths and weaknesses in student data. In addition, the English Department will participate look at data and tailor instruction accordingly.	FCAT Writes Test  Write Score Test 10th Grade Language Arts Online Essay Companion

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing  Writing Goal #2A:	
Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	
2010 Current Level of Performance: *	2011 Expected Level of Performance: *

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing				
Writing Goal #2B:				
Writing Goal #2B: English Language Learners (ELL)				
2010 Current Level of Performance: *		2011 Expected Level of Performance: *		

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing				
Writing Goal #2C:				
Writing Goal #2C: Students with Disabilities (SWD)				
2010 Current Level of Performance: *		2011 Expected Level of Performance: *		

Problem-Solving Process to Increase Student Achievement				
Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

No Data Submitted

Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:

2. Student subgroups not making Adequate Yearly Progress (AYP) in writing  
 Writing Goal #2D:

Writing Goal #2D: Economically Disadvantaged

2010 Current Level of Performance: *	2011 Expected Level of Performance: *

Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
No Data Submitted				

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Writing Skills	All	Language Arts Department Chair and Reading Coach	Language Arts Teachers All	12/10	Department Meetings / 10th Grade Team	Language Arts Department Chair

Writing Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
Writing across the curriculum	Writing Prompts and test assessments for grade 10	District	\$3,674.16
Subtotal:			\$3,674.16
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
Subtotal:			\$0.00
Professional Development			

Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$3,674.16</b>

End of Writing Goals

## Attendance Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of attendance data, and reference to "Guiding Questions", identify and define areas in need of improvement:	
1. Attendance Attendance Goal #1:	To maintain and/or improve the 2010 average attendance rate of 83.25%
2010 Current Attendance Rate: *	2011 Expected Attendance Rate: *
83.25%	1,614 students or more will be in attendance on a daily basis for the 2010-11 school year.
2010 Current Number of Students with Excessive Absences (10 or more)	2011 Expected Number of Students with Excessive Absences (10 or more)
919	750
2010 Current Number of Students with Excessive Tardies (10 or more)	2011 Expected Number of Students with Excessive Tardies (10 or more)
700	650

### Problem-Solving Process to Increase Student Achievement

Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Students not interested or valuing an education.	students with excessive absences here at SRHS we have the first line of contact the teachers calling home after 3 unexcused absences, per our school board attendance policy. We also have the automated calling system. Followed by the teacher or guidance counselor or Attendance officer calling the parent in for a conference, we also refer the student to	Peter Lembo and the Administrative Team	PS/RTI Team reviews of data.	Reviewing the data.

1		<p>P.S.R.T.I to try different academic interventions to help elevate any academic or behavioral problems. The schools Social worker/ Attendance will also refer the student and family to Children's Homes Society if the student is less than 16 years of age. That is the state contracted agency that handles children in need of services, which covers truancy, runaway and ungovernable. They are the ones that can file a truancy petition with the family court. If the student is 16 years of age or older and has a drivers license that can be revoked due to lack of attendance. We also counsel the student in other educational programs that are out there that might fit their personal needs. Because every child needs an education, and the best possible help we can provide them with to secede.</p>			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC,subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
No Data Submitted						

Attendance Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount

No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Professional Development</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
<b>Other</b>			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Attendance Goal(s)

## Suspension Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension					
Suspension Goal #1:		To reduce the percentage of suspensions for the 2010-11 school year by 10%			
2010 Total Number of In –School Suspensions		2011 Expected Number of In- School Suspensions			
75		65			
2010 Total Number of Students Suspended In School		2011 Expected Number of Students Suspended In School			
75		65			
2010 Number of Out-of-School Suspensions		2011 Expected Number of Out-of-School Suspensions			
240		200			
2010 Total Number of Students Suspended Out of School		2011 Expected Number of Students Suspended Out of School			
240		200			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Changing students perspective to take responsibility for their actions.	Train the staff and students how to use the research model of Thinking Responsibly About Choices (TRAC)	Principal	Monitor the weekly referrals to trac, meet with TRAC staff and our RTI coordinators to review data.	Monitoring referral rates to TRAC and suspension rates.

		based on Perpetual Control Theory.			
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Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Thinking Responsibly About Choices Training based on Perpetual Control Theory, Choice Theory, and the Responsible Thinking Process	All	Principal	Staff	August and October Inservice	Surveys and subsequent training sessions	Administration, RTI coordinator.

Suspension Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Suspension Goal(s)

Dropout Prevention Goal(s)

Note: Required for High School - F.S., Sec. 1003.53

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:

1. Dropout Prevention  Dropout Prevention Goal #1:  <i>*Please refer to the percentage of students who dropped out during the 2009-2010 school year.</i>	SRHS will maintain the district average of drop out rate to be no greater than 1.5%.
2010 Current Dropout Rate: *	2011 Expected Dropout Rate: *
Estimated 1.5%	Estimated Four students
2010 Current Graduation Rate: *	2011 Expected Graduation Rate: *
90.0 as February 2010.	413 Total Students

Problem-Solving Process to Increase Student Achievement

	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Students who have traditionally been unsuccessful academically are expected to meet more rigorous graduation requirements. The school has reduced staff and funding in order to meet higher expectations.	Offer online professional development for teachers, utilize data to alter instructional strategies based on the data.	Principal and counselors.	Review participation records of PD and educational blogs among staff.	PM2

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Drop Out Prevention	All	Administration	All Teaching Staff	Monthly Meetings	PS/RTI Data	Peter Lembo

Dropout Prevention Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00

Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			<b>Grand Total: \$0.00</b>

End of Dropout Prevention Goal(s)

## Parent Involvement Goal(s)

\* When using percentages, include the number of students the percentage represents (e.g., 70% (35)).

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Parent Involvement		Based on parent climate survey results, the majority of those who responded indicated satisfaction. We will continue to monitor the volunteer hours given by students and parents at Sebastian River High School. Over 17,494 hours were given to the school last year, and we wish to increase that by 3% from the 2008-2009 school year.			
Parent Involvement Goal #1:					
*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.					
2010 Current Level of Parent Involvement: *		2011 Expected Level of Parent Involvement: *			
Based on parent climate survey results, the majority of those who responded indicated satisfaction. We will continue to monitor the volunteer hours given by students and parents at Sebastian River High School. Over 16,894 hours were given to the school last year.		We expect to increase our parent level of involvement 2% in 2010-11.			
Problem-Solving Process to Increase Student Achievement					
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1	Raising student achievement scores among our minority and economically disadvantaged groups.	Reading Across the curriculum, development of pacing guides, alignment of curriculum, implementing common assessments.	Administration	Examination of data and revision of pacing guides.	Benchmark assessments, FCAT, End of Course Exams, Teacher assessments.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity

Please note that each Strategy does not require a professional development or PLC activity.

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules(e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Curriculum Alignment. Google Applicatoins Training. TRAC Discipline Program Training. Reading Across the Curriculum.	9-12	District TOA's, Principal, selected staff	School Wide	Ongoing through out the school year	Pacing Guides on Google Apps,	Principal and Reading Coach

Parent Involvement Budget:

Evidence-based Program(s)/Material(s)			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Technology			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Professional Development			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
Other			
Strategy	Description of Resources	Funding Source	Available Amount
No Data	No Data	No Data	\$0.00
			Subtotal: \$0.00
			Grand Total: \$0.00

End of Parent Involvement Goal(s)

# Additional Goal(s)

No Additional Goal was submitted for this school

# FINAL BUDGET

Evidence-based Program(s)/Material(s)				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Reading	New Materials aligned to Sunshine State Standards	Textbooks	District Funds	\$2,324.00
Mathematics	Text book adoption aligned to the new graduation requirements.	Textbook Adoption	District	\$187,310.66
Science	Textbook replacements	Textbooks	District Funds	\$915.00
Science	Lab Activities	Supplies		\$1,621.93
Writing	Writing across the curriculum	Writing Prompts and test assessments for grade 10	District	\$3,674.16
				Subtotal: \$195,845.75
Technology				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	New technology for advanced math classes	Navigator System for Calculators	Stimulus Funds	\$11,585.00
				Subtotal: \$11,585.00
Professional Development				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics	Training on Graphic Calculators	Trainers of resources.	Part of Purchase	\$0.00
Science	Technology Tools for teachers	Google Apps Training	Free	\$0.00
				Subtotal: \$0.00
Other				
Goal	Strategy	Description of Resources	Funding Source	Available Amount
Mathematics				\$0.00
				Subtotal: \$0.00
				Grand Total: \$207,430.75

## Differentiated Accountability

School-level Differentiated Accountability Compliance

<input type="checkbox"/> Intervene	<input checked="" type="checkbox"/> Correct II	<input type="checkbox"/> Prevent II	<input type="checkbox"/> Correct I	<input type="checkbox"/> Prevent I	<input type="checkbox"/> NA
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[Show Attached School's Differentiated Accountability Checklist of Compliance](#) (Uploaded on 9/29/2010 5:07:27 PM)

## School Advisory Council

School Advisory Council (SAC) Membership Compliance

The majority of the SAC members are not employed by the school district. The SAC is composed of the principal and an appropriately balanced number of teachers, education support employees, students (for middle and high school only), parents, and other business and community citizens who are representative of the ethnic, racial, and economic community served by the school.

Yes. Agree with the above statement.

Projected use of SAC Funds	Amount
Professional Development for Staff and or resources that impact student learning.	\$4,800.00

Describe the activities of the School Advisory Council for the upcoming year

Monthly Meetings (3rd Monday of the Month at 3:30 p.m.)

# AYP DATA

No Data Found  
No Data Found  
No Data Found

## SCHOOL GRADE DATA

Indian River School District SEBASTIAN RIVER HIGH SCHOOL 2008-2009						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	82%	86%	43%	262	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	55%	81%			136	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	50% (YES)	72% (YES)			122	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					530	
Percent Tested = 99%						Percent of eligible students tested
School Grade					A	Grade based on total points, adequate progress, and % of students tested

Indian River School District SEBASTIAN RIVER HIGH SCHOOL 2007-2008						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	51%	74%	79%	49%	253	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	62%	75%			137	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	49% (NO)	67% (YES)			116	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					516	
Percent Tested = 99%						Percent of eligible students tested
School Grade					B	Grade based on total points, adequate progress, and % of students tested

Indian River School District SEBASTIAN RIVER HIGH SCHOOL 2006-2007						
	Reading	Math	Writing	Science	Grade Points Earned	
% Meeting High Standards (FCAT Level 3 and Above)	49%	74%	78%	48%	249	Writing and Science: Takes into account the % scoring 3.5 and above on Writing and the % scoring 3 and above on Science. Sometimes the District writing and/or science average is substituted for the writing and/or science component.
% of Students Making Learning Gains	59%	74%			133	3 ways to make gains: <ul style="list-style-type: none"> <li>● Improve FCAT Levels</li> <li>● Maintain Level 3, 4, or 5</li> <li>● Improve more than one year within Level 1 or 2</li> </ul>
Adequate Progress of Lowest 25% in the School?	50% (YES)	68% (YES)			118	Adequate Progress based on gains of lowest 25% of students in reading and math. Yes, if 50% or more make gains in both reading and math.
Points Earned					500	
Percent Tested = 98%						Percent of eligible students tested

School Grade					B	Grade based on total points, adequate progress, and % of students tested
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