



**Pam Stewart, Commissioner**

## **2013-2014 SCHOOL IMPROVEMENT PLAN**

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**Sebastian River High School**

9001 90TH AVE

Sebastian, FL 32958

772-564-4170

[www.indianriverschools.org](http://www.indianriverschools.org)

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## School Demographics

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**School Type**

High School

**Title I**

No

**Free and Reduced Lunch Rate**

59%

**Alternative/ESE Center**

No

**Charter School**

No

**Minority Rate**

41%

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## School Grades History

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**2013-14**

PENDING

**2012-13**

A

**2011-12**

A

**2010-11**

B

**2009-10**

B

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## SIP Authority and Template

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Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridacims.org>. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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## Purpose and Outline of the SIP

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The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

### Part I: Current School Status

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Part I summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school’s Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

### Part II: Expected Improvements

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Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

### Part III: Coordination and Integration

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Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

### Appendix 1: Professional Development Plan to Support Goals

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Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

### Appendix 2: Budget to Support Goals

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Appendix 2 is the budget needed to implement the strategies identified in the plan.

## Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

### DA Regions

Florida's DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

### DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

### DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

### 2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

  

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

## Current School Status

### School Information

**School-Level Information**

**School**

Sebastian River High School

**Principal**

Todd Racine

**School Advisory Council chair**

Enrique Valencia

**Names and position titles of the School-Based Leadership Team (SBLT)**

Name	Title
Dariyall Brown	Assistant Principal
Jessica Keaton	Assistant Principal
Kelly Ward	Assistant Principal
William Wilson	Assistant Principal

**District-Level Information**

**District**

Indian River

**Superintendent**

Dr. Frances J Adams

**Date of school board approval of SIP**

Pending

### School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Membership of the SAC**

- Enrique Valencia, Committee Chair
- Keith Sloan, Secretary
- Alan Kayser, parent
- Todd Racine, Principal
- Debbie Taflinger, parent
- Myron Clemons, parent
- Jessica Keaton, Assistant Principal
- Bill Schultz, community member
- Maureen Nicolace, parent
- Ron Rompot, parent
- Aleida Gamez, Migrant Advocate
- Jovana Pena, parent
- Yaquelin Andrade, parent
- Jarez Parks, student

**Involvement of the SAC in the development of the SIP**

The SAC committee reviews the school improvement plan by reviewing the data provided, examining the proposed strategies for improvement, using inquiry to understand the dynamics of the school and when appropriate, and offering additional suggestions to be included in the plan. Upon conclusion of these activities, the SAC committee approves the SIP and refers it to the School Board for approval.

**Activities of the SAC for the upcoming school year**

The SAC committee provides support for the school in a variety of ways. SAC meets monthly to discuss the schools progress and upcoming needs. The SAC committee also accepts requests for funding of specific projects. Teachers are asked to present their plan to the committee so that constructive conversations about the need can be held. In order to be funded, projects must be academically structured, impact as many students as possible, assist in improving instruction, and promote learning gains.

The SAC committee also approves the A+ money when appropriate. This year, the SAC formulated procedures to expedite and simplify the process of staff voting. These suggested procedures will be shared with the faculty. The hope is that the faculty will utilize the procedures. After the faculty agrees on a plan to spend A+ dollars, the SAC committee must vote on approval of the plan in order for it to be accepted. The procedures set forth by the committee are intended to improve this process for both faculty and SAC committee.

**Projected use of school improvement funds, including the amount allocated to each project**

To date, there are no projected uses of SAC funds. Proposals which are academically based will be considered for funding during this school year.

**Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC**

In Compliance

**If not in compliance, describe the measures being taken to comply with SAC requirements**

**Highly Qualified Staff**

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Administrators**

**# of administrators**

5

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Administrator Information:**

<b>Todd Racine</b>		
Principal	Years as Administrator: 13	Years at Current School: 2

**Credentials**                      Bachelors of  
Masters of Science

**Performance Record**

**Darriyall Brown**

Asst Principal	Years as Administrator: 4	Years at Current School: 3
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**Credentials**                      Bachelors of Science  
 Masters of Educational Leadership

**Performance Record**

**Jessica Keaton**

Asst Principal	Years as Administrator: 5	Years at Current School: 5
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**Credentials**                      Bachelors of Social Sciences  
 Masters of Educational Leadership  
 Doctorate of Education

**Performance Record**

**Kelly Ward**

Asst Principal	Years as Administrator: 13	Years at Current School: 6
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**Credentials**                      Bachelors of Science  
 Masters of Educational Leadership

**Performance Record**

**William Wilson**

Asst Principal	Years as Administrator: 19	Years at Current School: 19
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**Credentials**                      Bachelors of Social Sciences  
 Masters of Educational Leadership

**Performance Record**

**Instructional Coaches**

**# of instructional coaches**

1

**# receiving effective rating or higher**

(not entered because basis is < 10)

**Instructional Coach Information:**



**Julia Stephanson**

Part-time / District-based

Years as Coach: 3

Years at Current School: 0

**Areas**

Reading/Literacy

**Credentials**

Masters in Curriculum and Instruction  
 Bachelors in Elementary Education  
 ESOL Endorsed  
 Reading Endorsed  
 Certified in Elementary Education  
 Certified in English 6-12

**Performance Record**

**Classroom Teachers**

**# of classroom teachers**

109

**# receiving effective rating or higher**

0%

**# Highly Qualified Teachers**

66%

**# certified in-field**

99, 91%

**# ESOL endorsed**

83, 76%

**# reading endorsed**

10, 9%

**# with advanced degrees**

43, 39%

**# National Board Certified**

4, 4%

**# first-year teachers**

5, 5%

**# with 1-5 years of experience**

19, 17%

**# with 6-14 years of experience**

50, 46%

**# with 15 or more years of experience**

35, 32%

**Education Paraprofessionals**

**# of paraprofessionals**

11

**# Highly Qualified**

, 0%

**Other Instructional Personnel****# of instructional personnel not captured in the sections above**

8

**# receiving effective rating or higher**

(not entered because basis is &lt; 10)

**Teacher Recruitment and Retention Strategies**

This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible**

Sebastian River High School seeks the most qualified individuals for instructional positions. All applicants are pre-screened to assure that they have the appropriate certifications for the position, and are highly qualified, prior to being offered an interview. The applicants are narrowed down and interviews are scheduled. Upon choosing an individual for the position, all references are contacted, as well as the most recent supervisor. Additionally, the appropriate background checks, fingerprinting and drug tests must be verified prior to being hired.

Retention of highly qualified and certified staff is very important for the consistency of instruction within the school. New teachers are supported with the New Teacher Mentor program. Additionally, ongoing professional development opportunities are provided to staff to ensure continued growth. Administration is responsible for this task.

**Teacher Mentoring Program/Plan**

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

**Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities**

The new teacher mentoring program is designed to provide new staff with information, training, strategies, and support for incoming instructional staff. Veteran teachers volunteer to be a peer teacher and are then assigned to a new teacher based on subject area and proximity. Additionally, a new teacher meeting is held monthly to further support the new teachers and mentors. Please see specifics below:

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 Ms. Aleida Peña. This program has been in place for six years and has been very successful for new teachers. 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. 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 structured support for new teachers. Peer

teachers receive up to 20 in-service 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).

### **Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)**

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

#### **Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs**

The MTSS team uses PM2 and TERMS to monitor the effectiveness of core-instruction in regards to the SIP. The data collected from PM2 and TERMS is used to formulate school wide interventions as well as Tier 2 interventions. Additionally, the administrator for the MTSS Committee also oversees the SIP, which improves the congruency between the support system and the plan for improvement.

MTSS monitors three tiers of support. Tier 1 is monitored by using benchmarks, PM2 data, and classroom observations. 80% of the student body falls into Tier 1 therefore the Reading Coach works very carefully with teachers to implement effective teaching strategies and to support the efforts of the teacher. Tier 2 students are comprised of 15% of the student body. These students are identified by teacher or staff observation or are self-identified as needing more assistance than students in Tier 1. Tier 3 Students are made up of the remaining 5% of students and are in need of individual strategies including pull outs, tutoring, intensive remediation, and possibly a change in placement.

Resources are allocated through the department Chair, who evaluates potential needs and creates a plan to address the needs of the department as well as the needs of groups of students within the department.

#### **Function and responsibility of each school-based leadership team member as related to MTSS and the SIP**

Each school based leadership team member is responsible for certain curriculum areas. It is their duty to ensure that departments are following curriculum guides; standards based planning and data-driven initiatives. Furthermore, leadership teams members must ensure that their departments are working towards the goals stated in the SIP and are properly communicating the advancement towards meeting those goals. When confronted with struggles, the team members are expected to seek assistance from the MTSS team.

Roles Member Responsible

Agenda, Meeting Facilitation, Observations Millie Chapman (SSS)

Note-Taker, Compliance Advisor, Eligibility, SIP Danna Norman (SRS)

Gen. Ed. Rep, Advisor on Scheduling, SIP Enrique Valencia (GC)

Screening, Advisor, Observations Renner Keller (SP)

Timekeeper, Observations, Speech and Language Advisor Valerie Conway(S&L)

Administrative Advisor, Behavior input, Progress Monitor, SIP Jessica Keaton (AP)

#### **Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP**

The Leadership Team monitors the reliability of the school's MTSS and SIP by assessing implemented programs and consistently seeking improvements in all subgroups to increase fidelity. They monitor fidelity of intensive reading class and double block students when necessary to improve students in Tier Three. Attendance is monitored through a weekly attendance report so that students can be identified for additional support in a timely manner. Additionally, MTSS maintains a running log of Tier 2 and 3 students that are constantly reviewed to ensure that implemented strategies continue to improve student achievement.

**Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement**

Performance Matters 2, Terms, and Esembler are all used to access and analyze data in order to monitor the effectiveness of support intended to improve student achievement. Furthermore, a school wide behavior plan has been implemented to improve student self-efficacy and school pride. Staff will use the behavior plan to encourage and reward students for appropriate or improved behaviors which will in turn lead to a healthy and positive learning environment. Additionally positive learning habits will be promoted to students and parents, starting with the importance of attendance being addressed in school newsletter and on the school website.

**Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents**

MTSS actively searches for way to better implement the problem solving process for students, staff and parents. Each Tier is analyzed using the available data to formulate a clear, concise, and measurable plan. MTSS meets bi-monthly as well as on demand as necessary. Staff members meet bimonthly as departments for Tier 1 strategies and bimonthly in smaller learning communities where Tier 2 and 3 students are the focus. Furthermore, professional development opportunities are offered by the district , school, and department as well as by collaborating with like subject area teachers to streamline lesson planning, data analysis, and goal setting.

**Literacy Leadership Team (LLT)**

**Names and position titles of the members of the school-based LLT**

Name	Title
Todd Racine	Principal
Kelly Ward	Assistant Principal
Michelle Holmes	Department Chair
Julie Stephanson	Reading Coach

**How the school-based LLT functions**

The LLT meets weekly to discuss and plan ways to increase literacy school wide. One initiative is to read and write in each subject area each day. Additionally, the LLT oversees the different literacy programs that have been implemented within subject areas as well as school wide to improve literacy.

**Major initiatives of the LLT**

One initiative for this school year includes the introduction of a program, Impact, which will be implemented in Reading courses. This program will unify curriculum and reinforce consistency. Another initiative is participation is a pilot program, Reading Performance System, which is a new model for reading instruction and practice utilizing the latest brain research to incorporate gaming as a strategy to improve reading habits. Additionally, the SIMS (Strategic Instructional Model) strategies are being implemented to improve, word identification and inference skills.

**Every Teacher Contributes to Reading Instruction**

**How the school ensures every teacher contributes to the reading improvement of every student**

The school ensures that every teacher contributes to the reading improvement of every student by providing lesson acquisition training, monitoring lesson plans, implementing data driven programs to

monitor student success, and making adjustments as necessary. Additionally, each department meets bi-monthly as professional learning communities to review data, plan lessons, adjust when needed, and explore different options within their subject area.

## College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### **How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future**

All instructors follow the mandated course curriculum /standards for each course taught. Teachers do instruct students on the relevance of each subject and reinforce the relevance to their future by inviting guest speakers and business partners to be involved in classroom lectures. Additionally, student are exposed to the PW IMPACT Program which imbeds college and career articles into the curriculum for additionally exposure to the importance of academic achievement as it is applied to future endeavors.

### **How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful**

Before course registration, guidance counselors meet with all students to advise students on course selections. All questions are answered in order to allow students to choose the most meaningful course of study for their interests. Additionally, Vocational Curriculum nights are held for 9th graders as they approach the decision-making process of choosing a vocational track. Student view videos on each vocation and are able to tour the vocational rooms to ask questions of the instructors and to be exposed to the type of skills they will be learning if they chose that track.

### **Strategies for improving student readiness for the public postsecondary level**

All students who do not meet the post-secondary level score of the PERT will take a remedial Math and/or English/Reading course as mandated by the state. In addition, students are offered afterschool tutoring and elective courses to help prepare for SAT/ACT/PERT examinations.

## Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Area 1: Reading

#### Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	62%	54%	No	66%
American Indian				
Asian	54%		No	58%
Black/African American	52%	45%	No	57%
Hispanic	46%	42%	No	51%
White	69%	60%	No	72%
English language learners	21%	14%	No	29%
Students with disabilities	43%	19%	No	49%
Economically disadvantaged	53%	45%	No	57%

#### Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	372	22%	66%
Students scoring at or above Achievement Level 4	396	18%	66%

#### Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	<i>[data excluded for privacy reasons]</i>		18%
Students scoring at or above Level 7	10	45%	49%

#### Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	143	16%	20%
Students in lowest 25% making learning gains (FCAT 2.0)	220	65%	69%

**Comprehensive English Language Learning Assessment (CELLA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	12	40%	45%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		27%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	<i>[data excluded for privacy reasons]</i>		17%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	60	31%	35%

**Area 2: Writing**

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	428	50%	54%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	10	62%	66%

**Area 3: Mathematics**

**High School Mathematics**

**Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA**

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	30%	51%	Yes	37%
American Indian				
Asian				
Black/African American	25%	41%	Yes	33%
Hispanic	28%	48%	Yes	36%
White	34%	55%	Yes	41%
English language learners	22%	20%	No	30%
Students with disabilities	36%	17%	No	42%
Economically disadvantaged	28%	43%	Yes	36%

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		35%
Students scoring at or above Level 7	[data excluded for privacy reasons]		22%

**Learning Gains**

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)	165	44%	49%
Students in lowest 25% making learning gains (EOC)	95	25%	29%

**Postsecondary Readiness**

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	49	25%	30%

**Algebra I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	165	43%	37%
Students scoring at or above Achievement Level 4	72	19%	23%

**Geometry End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	135	37%	41%
Students scoring at or above Achievement Level 4	66	16%	20%

**Area 4: Science**

**High School Science**

**Florida Alternate Assessment (FAA)**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	[data excluded for privacy reasons]		50%
Students scoring at or above Level 7	[data excluded for privacy reasons]		31%



**Biology I End-of-Course (EOC) Assessment**

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	148	33%	37%
Students scoring at or above Achievement Level 4	90	20%	24%

**Area 5: Science, Technology, Engineering, and Mathematics (STEM)****All Levels**

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	5		5
Participation in STEM-related experiences provided for students	200	15%	20%

**High Schools**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more <i>accelerated</i> STEM-related courses	613	46%	50%
Completion rate (%) for students enrolled in <i>accelerated</i> STEM-related courses		95%	95%
Students taking one or more advanced placement exams for STEM-related courses	67	95%	95%
CTE-STEM program concentrators	95		100
Students taking CTE-STEM industry certification exams	41	66%	72%
Passing rate (%) for students who take CTE-STEM industry certification exams		73%	77%

**Area 6: Career and Technical Education (CTE)**

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	1322	70%	74%
Students who have completed one or more CTE courses who enroll in one or more <i>accelerated</i> courses	334	25%	25%
Completion rate (%) for CTE students enrolled in <i>accelerated</i> courses		95%	95%
Students taking CTE industry certification exams	486	36%	40%
Passing rate (%) for students who take CTE industry certification exams		78%	82%
CTE program concentrators	935	70%	70%
CTE teachers holding appropriate industry certifications	10	100%	100%

## Area 8: Early Warning Systems

### High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	870	36%	30%
Students in ninth grade with one or more absences within the first 20 days	85	14%	11%
Students in ninth grade who fail two or more courses in any subject	120	26%	22%
Students with grade point average less than 2.0	352	19%	15%
Students who fail to progress on-time to tenth grade	86	19%	15%
Students who receive two or more behavior referrals	535	29%	25%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	351	19%	15%

### Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	16	3%	2%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	374	93%	95%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	6	1%	5%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	13	3%	2%

## Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### Parental involvement targets for the school

Sebastian River High School will improve parental involvement by encouraging parents, teachers, and staff to join the PTSA. Last year, there were 110 members, and to date this goal has increased 25%. By increasing the PTSA membership, parents, students, and staff will have the opportunity to collaborate and form relationships that will improve the climate and culture at Sebastian River High School. In an effort to promote membership, the PTSA President spoke to parents at the 9th grade orientation and Open House as well as having a "join today" table at the Open house.

**Specific Parental Involvement Targets**

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase membership and participation in the PTSA	94	1%	15%

## Goals Summary

- G1.** Sebastian River High School will improve attendance, thereby increasing instructional time as well as acquisition of materials resulting in greater achievement school wide.
- G2.** Sebastian River High School will decrease the number of students scoring Level 1 and 2 on the Algebra EOC and the Geometry EOC.
- G3.** Sebastian River High School will increase the number of students scoring Level 3, 4, and 5 on the required Algebra and Geometry EOC.
- G4.** Sebastian River High School will decrease the number of students scoring Level 1 and 2 on the Reading FCAT.
- G5.** Sebastian River High School will increase the number of students scoring Level 3, 4 and 5 on the Reading FCAT.

## Goals Detail

**G1.** Sebastian River High School will improve attendance, thereby increasing instructional time as well as acquisition of materials resulting in greater achievement school wide.

### **Targets Supported**

- All Areas
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration, High School, High School AMO's, High School FAA, High School FAA, High School Postsecondary Readiness)
- Algebra 1 EOC
- Geometry EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science
- Science - Elementary School
- Science - Middle School
- Science - High School
- Science - Biology 1 EOC
- STEM
- STEM - All Levels
- STEM - High School
- CTE
- Parental Involvement
- EWS
- EWS - Elementary School
- EWS - Middle School
- EWS - High School
- EWS - Graduation
- Additional Targets

### **Resources Available to Support the Goal**

- Implementation of a School Wide Positive Behavior program which encourages attendance.
- Attendance Officer
- Connect Ed
- ESembler

- MTSS Team
- PTSA
- SAC
- Extracurricular Activities

**Targeted Barriers to Achieving the Goal**

- Parental and student understanding of the importance of attending daily

**Plan to Monitor Progress Toward the Goal**

Progress will be monitor by using attendance reports to analyze attendance rates.

**Person or Persons Responsible**

Administration, MTSS, Attendance Officer

**Target Dates or Schedule:**

Weekly, Monthly, and Quarterly

**Evidence of Completion:**

Improved attendance

**G2.** Sebastian River High School will decrease the number of students scoring Level 1 and 2 on the Algebra EOC and the Geometry EOC.

**Targets Supported**

- Algebra 1 EOC
- Geometry EOC

**Resources Available to Support the Goal**

- Literacy Coach
- ESOL Resource Teacher
- ESOL Assistant
- Benchmark Testing
- Data Driven Instruction
- Reading and Writing Across the Curriculum Initiative
- Professional Learning Communities
- EOC Boot Camp
- After-School Program for additional reinforcement
- Facilitators in the Classroom
- Critical Thinking courses

**Targeted Barriers to Achieving the Goal**

- Attendance

## Plan to Monitor Progress Toward the Goal

Decrease the number of level 1 and 2 students by improving attendance by incorporating intriguing, engaging, and meaningful lessons.

### Person or Persons Responsible

Administration, Department Chairs, Reading Coach, Instructional Staff

### Target Dates or Schedule:

Year Round

### Evidence of Completion:

Increase in proficiency and improved attendance

**G3.** Sebastian River High School will increase the number of students scoring Level 3, 4, and 5 on the required Algebra and Geometry EOC.

### Targets Supported

- Algebra 1 EOC
- Geometry EOC

### Resources Available to Support the Goal

- Literacy Coach
- ESOL Resource Teacher
- ESOL Assistant
- Benchmark Testing
- Data Driven Instruction
- Reading and Writing Across the Curriculum Initiative
- Professional Learning Communities
- EOC Boot Camp
- After-School Program for additional reinforcement
- Facilitators in the Classroom
- Critical Thinking courses

### Targeted Barriers to Achieving the Goal

- Attendance

## Plan to Monitor Progress Toward the Goal

Attendance reports, Benchmark results, and EOC scores

### Person or Persons Responsible

Administration and Department chairs

### Target Dates or Schedule:

Year round

### Evidence of Completion:

Improved Attendance Increase in proficiency

**G4.** Sebastian River High School will decrease the number of students scoring Level 1 and 2 on the Reading FCAT.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

### Resources Available to Support the Goal

- Literacy Coach
- ESOL Resource Teacher
- ESOL Assistant
- Literacy Team
- SIMS Strategies
- Introduction of the IMPACT system
- Introduction of the pilot program, Reading Performance System
- Benchmark Testing
- Data Driven Instruction
- Reading and Writing Across the Curriculum Initiative
- Professional Learning Communities
- After-School Program for additional reinforcement
- Facilitators in the Classroom
- Reading blocks
- Critical Thinking courses

### Targeted Barriers to Achieving the Goal

- Student apathy in Benchmark Testing as well as in subject area.
- Facilitators in the classroom are on a 2, 3, or 5 day a week schedule which causes for breaks in assistance
- Attendance



## Plan to Monitor Progress Toward the Goal

Decrease the number of level 1 and 2 students by implementing intriguing, engaging, and meaningful lessons.

### Person or Persons Responsible

All instructional staff and Administration.

### Target Dates or Schedule:

Year round

### Evidence of Completion:

Attendance reports, Benchmark results, and FCAT scores

**G5.** Sebastian River High School will increase the number of students scoring Level 3, 4 and 5 on the Reading FCAT.

### Targets Supported

- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)

### Resources Available to Support the Goal

- Literacy Coach
- ESOL Resource Teacher
- ESOL Assistant
- Literacy Team
- SIMS Strategies
- Introduction of the IMPACT system
- Introduction of the pilot program, Reading Performance System
- Benchmark Testing
- Data Driven Instruction
- Reading and Writing Across the Curriculum Initiative
- Professional Learning Communities
- After- School Program for additional reinforcement
- Facilitators in the Classroom
- Reading blocks
- Critical Thinking courses

### Targeted Barriers to Achieving the Goal

- Student apathy in Benchmark Testing
- Facilitators in the classroom are on a 2, 3, or 5 day a week schedule which causes for breaks in assistance
- Attendance

## Plan to Monitor Progress Toward the Goal

Increase level 3, 4, and 5 students

**Person or Persons Responsible**

All instructional staff

**Target Dates or Schedule:**

Year-round

**Evidence of Completion:**

FCAT results

## Action Plan for Improvement

### Problem Solving Key

**G** = Goal

**B** = Barrier

**S** = Strategy

**G1.** Sebastian River High School will improve attendance, thereby increasing instructional time as well as acquisition of materials resulting in greater achievement school wide.

**G1.B2** Parental and student understanding of the importance of attending daily

**G1.B2.S2** Encouragement of improving attendance with a school wide Behavior Recognition System

#### Action Step 1

Form a Positive Behavior Recognition Committee

#### Person or Persons Responsible

Administration and Instructional Staff

#### Target Dates or Schedule

Fall 2013

#### Evidence of Completion

Meeting Agendas and minutes Plan for action

#### Plan to Monitor Fidelity of Implementation of G1.B2.S2

Monitor improvements in attendance.

#### Person or Persons Responsible

Administration, Positive Behavior Committee, MTSS Team, SAC Committee

#### Target Dates or Schedule

Weekly, bi-monthly and monthly.

#### Evidence of Completion

Increased attendance rates per period as well as per day.

## Plan to Monitor Effectiveness of G1.B2.S2

Improved attendance rates

### Person or Persons Responsible

Administration, Positive Behavior Committee, MTSS Team, SAC Committee

### Target Dates or Schedule

Weekly, bi-monthly and monthly.

### Evidence of Completion

Improved daily attendance rates.

**G1.B2.S4** Implement intriguing, engaging, and meaningful lessons to encourage improved attendance and increase achievement

### Action Step 1

Implement engaging lesson that motivate students to be in class

#### Person or Persons Responsible

All instructional staff

#### Target Dates or Schedule

Year round

#### Evidence of Completion

Lessons plans Classroom observations Improved attendance reports

#### Facilitator:

Lesson Planning Acquisition Team

#### Participants:

All Instructional Staff

### Plan to Monitor Fidelity of Implementation of G1.B2.S4

Well-constructed lesson plans

**Person or Persons Responsible**

Administration, Department Chairs, and Instructional Staff

**Target Dates or Schedule**

Year Round

**Evidence of Completion**

Submitted Lesson plans and classroom observation

### Plan to Monitor Effectiveness of G1.B2.S4

Lessons should be well planned and meaningful

**Person or Persons Responsible**

Administration, Department Chairs, and Instructional Staff

**Target Dates or Schedule**

Year round

**Evidence of Completion**

Classroom observations, improved attendance rates, improved achievement scores.

**G2.** Sebastian River High School will decrease the number of students scoring Level 1 and 2 on the Algebra EOC and the Geometry EOC.

**G2.B9** Attendance

**G2.B9.S3** Implement intriguing, engaging, and meaningful lessons.

**Action Step 1**

Implement intriguing, engaging, and meaningful lessons to encourage improved attendance and increase proficiency in levels 1 and 2.

**Person or Persons Responsible**

Instructional Staff

**Target Dates or Schedule**

Year round

**Evidence of Completion**

Increased attendance rates per period as well as per day.

**Facilitator:**

Lesson Planning Acquisition Team

**Participants:**

All instructional staff

**Plan to Monitor Fidelity of Implementation of G2.B9.S3**

Monitor the implementation of well planned lessons.

**Person or Persons Responsible**

Administration and Department Chairs

**Target Dates or Schedule**

Weekly, monthly, and quarterly.

**Evidence of Completion**

Lesson plans and classroom observations

### Plan to Monitor Effectiveness of G2.B9.S3

Lessons will be monitored for effectiveness.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Year round

#### Evidence of Completion

Lesson plans and classroom observations

**G3.** Sebastian River High School will increase the number of students scoring Level 3, 4, and 5 on the required Algebra and Geometry EOC.

### G3.B8 Attendance

**G3.B8.S2** Implement intriguing, engaging, and meaningful lessons.

#### Action Step 1

Implement intriguing, engaging, and meaningful lessons to encourage improved attendance and increase proficiency in levels 3, 4, and 5.

#### Person or Persons Responsible

All school staff

#### Target Dates or Schedule

Year round

#### Evidence of Completion

Improved Attendance Increase in proficiency

#### Facilitator:

Lesson Planning Acquisition Team

#### Participants:

All school staff

### Plan to Monitor Fidelity of Implementation of G3.B8.S2

Monitor lesson planning.

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Weekly, monthly, and quarterly

#### Evidence of Completion

Lesson plans and classroom visits

### Plan to Monitor Effectiveness of G3.B8.S2

Monitoring of lesson plans

#### Person or Persons Responsible

Administration

#### Target Dates or Schedule

Weekly

#### Evidence of Completion

Lesson plans and classroom observations

**G4.** Sebastian River High School will decrease the number of students scoring Level 1 and 2 on the Reading FCAT.

### G4.B8 Attendance

**G4.B8.S3** Emphasize the importance of the Teacher/Student relationship as a means to improve attendance.

#### Action Step 1

Improve school, student, staff, and family relationships.

#### Person or Persons Responsible

All school staff

#### Target Dates or Schedule

Year-round

#### Evidence of Completion

Improved attendance rates



### **Plan to Monitor Fidelity of Implementation of G4.B8.S3**

Monitor for improving school, student, staff, and family relationships.

#### **Person or Persons Responsible**

Administration, Positive Behavior Committee, MTSS Team, SAC Committee, PTA Committee, Booster Clubs, Attendance Officer.

#### **Target Dates or Schedule**

Weekly, bi-monthly, monthly and quarterly.

#### **Evidence of Completion**

Increased attendance rates per period as well as per day.

### **Plan to Monitor Effectiveness of G4.B8.S3**

Monitor for effectiveness of improving school, student, staff, and family relationships.

#### **Person or Persons Responsible**

Administration, Positive Behavior Committee, MTSS Team, Attendance Officer and Instructional Staff.

#### **Target Dates or Schedule**

Weekly, bi-monthly , monthly and quarterly.

#### **Evidence of Completion**

Positive relationship will be observed in the classroom and common areas, as well as improved after school communication with and availability to parents.

**G4.B8.S4** Implement intriguing, engaging, and meaningful lessons.

**Action Step 1**

Implement engaging and meaningful lessons.

**Person or Persons Responsible**

All instructional staff

**Target Dates or Schedule**

On all available professional development days Professional Learning Community meetings

**Evidence of Completion**

Lesson plans Classroom visits

**Facilitator:**

Lesson Planning Acquisition Team Department Chairs

**Participants:**

All instructional staff

**Plan to Monitor Fidelity of Implementation of G4.B8.S4**

Lesson Acquisition

**Person or Persons Responsible**

Administration and Department chairs

**Target Dates or Schedule**

Weekly

**Evidence of Completion**

Lesson plans Classroom visits

### Plan to Monitor Effectiveness of G4.B8.S4

Decrease the number of level 1 and 2 students by implementing intriguing, engaging, and meaningful lessons.

#### Person or Persons Responsible

All instructional staff and Administration.

#### Target Dates or Schedule

Year round

#### Evidence of Completion

Attendance reports, Benchmark results and FCAT scores

**G5.** Sebastian River High School will increase the number of students scoring Level 3, 4 and 5 on the Reading FCAT.

### G5.B8 Attendance

**G5.B8.S2** Emphasize the importance of the Teacher/Student relationship as a means to improve attendance.

#### Action Step 1

Improving school, student, staff, and family relationships.

#### Person or Persons Responsible

All school staff

#### Target Dates or Schedule

Year round

#### Evidence of Completion

Improved attendance rates

### **Plan to Monitor Fidelity of Implementation of G5.B8.S2**

Monitor improvements in attendance.

#### **Person or Persons Responsible**

Administration, Positive Behavior Committee, MTSS Team , Attendance Officer, SAC Committee, PTSA, Booster Organizations, and Instructional Staff.

#### **Target Dates or Schedule**

Weekly, bi-monthly , monthly and quarterly.

#### **Evidence of Completion**

Positive relationship will be observed in the classroom and common areas, as well as improved after school communication with and availability to parents.

### **Plan to Monitor Effectiveness of G5.B8.S2**

Monitor for effectiveness of improving school, student, staff, and family relationships.

#### **Person or Persons Responsible**

Administration, Positive Behavior Committee, MTSS Team , Attendance Officer and Instructional Staff.

#### **Target Dates or Schedule**

Weekly, bi-monthly , monthly and quarterly.

#### **Evidence of Completion**

Positive relationship will be observed in the classroom and common areas, as well as improved after school communication with and availability to parents.

**G5.B8.S3** Implement intriguing, engaging, and meaningful lessons.

**Action Step 1**

Implement engaging and meaningful lessons.

**Person or Persons Responsible**

All instructional staff

**Target Dates or Schedule**

On all available professional development days Professional Learning Community days.

**Evidence of Completion**

Lesson plans, classroom observation

**Facilitator:**

Lesson Planning Acquisition Team

**Participants:**

All instructional staff

**Plan to Monitor Fidelity of Implementation of G5.B8.S3**

Implement engaging and meaningful lessons.

**Person or Persons Responsible**

Administration, Department Chairs, Literacy Team, Reading Coach and Lesson Acquisition Team.

**Target Dates or Schedule**

Weekly, bi-monthly , monthly and quarterly.

**Evidence of Completion**

Improved daily attendance rates and increase in proficiency on Benchmarks and FCAT.

### Plan to Monitor Effectiveness of G5.B8.S3

Effective delivery of meaningful lessons and activities in the classroom.

#### Person or Persons Responsible

Administration, Department Chairs, Literacy Team, Reading Coach and Lesson Acquisition Team.

#### Target Dates or Schedule

Weekly, bi-monthly , monthly and quarterly.

#### Evidence of Completion

Improved daily attendance rates and increase in proficiency on Benchmarks and FCAT.

**G5.B8.S4** Improve student self-efficacy by guiding and empowering students to see the importance of attendance.

#### Action Step 1

Implement School Wide Positive Behavior program which encourages attendance.

#### Person or Persons Responsible

All school staff and students

#### Target Dates or Schedule

weekly, monthly, and quarterly

#### Evidence of Completion

Attendance reports

### Plan to Monitor Fidelity of Implementation of G5.B8.S4

Increase the number of students scoring 3,4, and 5 by improving attendance.

#### Person or Persons Responsible

Staff and studnents

#### Target Dates or Schedule

weekly, monthly, and quarterly

#### Evidence of Completion

Improved Attendance Increase in proficiency

## Plan to Monitor Effectiveness of G5.B8.S4

Improve attendance

### **Person or Persons Responsible**

Staff and students

### **Target Dates or Schedule**

weekly, monthly, and quarterly

### **Evidence of Completion**

Attendance reports

## Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

### How federal, state, and local funds, services, and programs are coordinated and integrated at the school

ESOL funding—ESOL Resource Teacher, ESOL Assistant, afterschool tutoring, Rosetta Stone

Migrant funding – Migrant Advocate, Afterschool Tutoring with transportation, Summer Camp

Homeless funding – School Liaison

Supplemental Academic Instruction – After school tutoring with transportation



## Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

*Professional development opportunities identified in the SIP as action steps to achieve the school's goals.*

**G1.** Sebastian River High School will improve attendance, thereby increasing instructional time as well as acquisition of materials resulting in greater achievement school wide.

**G1.B2** Parental and student understanding of the importance of attending daily

**G1.B2.S4** Implement intriguing, engaging, and meaningful lessons to encourage improved attendance and increase achievement

### **PD Opportunity 1**

Implement engaging lesson that motivate students to be in class

#### **Facilitator**

Lesson Planning Acquisition Team

#### **Participants**

All Instructional Staff

#### **Target Dates or Schedule**

Year round

#### **Evidence of Completion**

Lessons plans Classroom observations Improved attendance reports

**G2.** Sebastian River High School will decrease the number of students scoring Level 1 and 2 on the Algebra EOC and the Geometry EOC.

**G2.B9** Attendance

**G2.B9.S3** Implement intriguing, engaging, and meaningful lessons.

**PD Opportunity 1**

Implement intriguing, engaging, and meaningful lessons to encourage improved attendance and increase proficiency in levels 1 and 2.

**Facilitator**

Lesson Planning Acquisition Team

**Participants**

All instructional staff

**Target Dates or Schedule**

Year round

**Evidence of Completion**

Increased attendance rates per period as well as per day.

**G3.** Sebastian River High School will increase the number of students scoring Level 3, 4, and 5 on the required Algebra and Geometry EOC.

**G3.B8** Attendance

**G3.B8.S2** Implement intriguing, engaging, and meaningful lessons.

**PD Opportunity 1**

Implement intriguing, engaging, and meaningful lessons to encourage improved attendance and increase proficiency in levels 3, 4, and 5.

**Facilitator**

Lesson Planning Acquisition Team

**Participants**

All school staff

**Target Dates or Schedule**

Year round

**Evidence of Completion**

Improved Attendance Increase in proficiency

**G4.** Sebastian River High School will decrease the number of students scoring Level 1 and 2 on the Reading FCAT.

**G4.B8** Attendance

**G4.B8.S4** Implement intriguing, engaging, and meaningful lessons.

**PD Opportunity 1**

Implement engaging and meaningful lessons.

**Facilitator**

Lesson Planning Acquisition Team Department Chairs

**Participants**

All instructional staff

**Target Dates or Schedule**

On all available professional development days Professional Learning Community meetings

**Evidence of Completion**

Lesson plans Classroom visits

**G5.** Sebastian River High School will increase the number of students scoring Level 3, 4 and 5 on the Reading FCAT.

**G5.B8** Attendance

**G5.B8.S3** Implement intriguing, engaging, and meaningful lessons.

**PD Opportunity 1**

Implement engaging and meaningful lessons.

**Facilitator**

Lesson Planning Acquisition Team

**Participants**

All instructional staff

**Target Dates or Schedule**

On all available professional development days Professional Learning Community days.

**Evidence of Completion**

Lesson plans, classroom observation