

## 2009 – 2010 SCHOOL IMPROVEMENT PLAN

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School Name: Sarasota Military Academy  
District Name: Sarasota  
Principal: Daniel Kennedy  
SAC Chair: Terry Lipman  
Superintendent: Lori White  
Date of School Board Approval:

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### VISION and MISSION STATEMENTS

VISION: Sarasota Military Academy (SMA) envisions an exemplary, trend-setting approach to education. State and District academic objectives in concert with Army JROTC curriculum and high standards of discipline will yield dynamic and comprehensive educational programs. Our new building and state-of-the-art resources will enrich the students' experience in preparation for college and the career of their choice. The future of the American democracy will be enhanced by the knowledge, leadership, and patriotism of SMA graduates.

MISSION: The mission of Sarasota Military Academy is to provide high school students the highest quality education possible, incorporating the principles of leadership, discipline, patriotism, and honor in a military environment. Our primary intent is to enable students to become exemplary citizens and to help them shape their futures into satisfying and fulfilling lives.

## PART I: CURRENT SCHOOL STATUS

### SCHOOL PROFILE/DEMOGRAPHICS

#### Brief History and Background of the School

Sarasota Military Academy (SMA) began with the idea that there must be a better way to educate students. The idea was to offer a robust academic and athletic program encompassed by the structure and discipline from a Junior ROTC environment. That idea came to fruition in July 2002 when SMA was established as a charter school.

Since its initial enrollment of 265 students in 2002 to 700 students in 2009, SMA has accomplished a number of achievements. SMA is Sarasota's only five-star high school; has achieved 95% of No Child Left Behind standards; is a recipient of the United States Army's highest award "Honor Unit With Distinction"; is fully accredited by the Southern Association of Colleges and Schools; and is a recognized community leader for involvement in Veterans' Day, civic events, blood bank contributions, letters to troops, and assistance to the needy.

SMA has replaced and remodeled two buildings. An original building was replaced in 2008 with a new gymnasium and auditorium, science labs, classrooms, and media center. In 2009, the main building was remodeled to include a new cafeteria, main office, and staff and administration offices.

#### Unique School Strengths for Next Year

Sarasota Military Academy has the following unique strengths:

- 90% of last year's graduating seniors went to college.
- Increase in AP/Dual Enrollment classes.
- 27 cadets attending MCC (State College of Florida) part-time.

- Addition of ACT/SAT prep classes (after school) each semester and during the summer.
- Addition of Mandarin Chinese and Classical Arabic to foreign language department.
- Several teachers CAR-PD (reading) certified.
- Experienced and talented faculty.
- Added ESE staff for current year.
- Expanded reading enrichment classes.
- Everyone takes JROTC, and that curriculum includes unique learning experiences.
- Increased technology in each classroom.
- 2 to 1 student-computer ratio.
- Expanded email communication with SMA families.
- Addition of global phone messaging system for quick communication with SMA families.
- All students wear U.S. Army Class B uniforms.
- Summer Leadership Camp.
- Unique sports and activity opportunities: Drill teams, boys' and girls' Raiders, boys' and girls' lacrosse, rifle team, rowing team, equestrian, martial arts, sailing, show chorus, classical chorus, fencing, aviation, bagpipes, drumline, poetry competition, and art competition.
- All students sign behavioral contract.
- All students are drug-tested, along with all faculty and staff.
- JROTC reward system (e.g., ribbons, rank, cords, medals, medallions).
- Volunteer Program and Community Service Project for "Wreaths Across America"
- Drumline and Bagpipe teams provide service for the Veteran's Cemetery located in Sarasota

Unique School Weaknesses for Next Year

Sarasota Military Academy has over 200 students on its waiting list. Due to budget decreases and physical plant limitations, the academy will not be able to offer seats to those students and hire additional teachers and staff.

Student Demographics

Sarasota Military Academy serves a school population that consists of 700 students: 79.3% of students are White, 2.2% are Black, 7.5% are Hispanic, 3.2% are Multiracial, 1.0% are Asian, 0.3% are Indian, and 6.5% are unreported. The percentage of economically disadvantaged students has not been determined (TBA). Additionally, 13.3% of students are Students with Disabilities (SWD) and 0.4% are classified as English Language Learners (ELL).

Student Attendance Rates

Sarasota Military Academy (SMA) has increased student attendance over the past three years by 4.7% (from 89.9% in 2006-2007 to 94.6% in 2008-2009). The 2008-2009 SMA student attendance rate (94.6%) is slightly less (0.8%) than the district's rate of attendance (95.4%).

Student Stability

The stability rate of the academy is 98.1% and has increased over the past three years.

Student Suspension Rates

The academy's in-school and out-of-school suspension rates over the past three years is as follows:

	2006-2007	2007-2008	2008-2009
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In-School	0.6%	0.4%	2.0%
Out-of-School	10.3%	11.6%	8.3%

#### Student Retention Rates

The retention rate increased 1.3% over the previous year (from 7.8% in 2007-2008 to 9.1% in 2008-2009). The district's 2008-2009 student retention rate is 3.9%.

#### Class Size

The average class size for 9<sup>th</sup> through 12<sup>th</sup> grades in general education classrooms is 21.44 students in 2008-2009. This is an increase from 2007-2008 when it was 18.71 students, and from 2006-2007 when it was 20.17 students.

#### Academic Performance of Feeder Pattern

The three middle schools (Sarasota School of Arts & Sciences, McIntosh Middle School, and Sarasota Middle School) that feed into Sarasota Military Academy are all A schools. Sarasota School of Arts & Sciences has succeeded in making AYP. McIntosh Middle School, a Correct I school, and Sarasota Middle School, a Prevent I school, both failed to make AYP in reading and math. McIntosh Middle School failed to make AYP due to SWD and FR subgroups in reading, and Hispanic, SWD, and FR subgroups in math. Sarasota Middle School failed to make AYP due to SWD subgroup in math.

#### Partnerships and Grants

Sarasota Military Academy has the following partnerships and has received the following grants:

- Dolphin Aviation: Orientation flights for cadets.
- Woody Wolverton: Aviation opportunities.
- Integrity Electric: Career exploration.
- MCC (State College of Florida): Dual enrollment opportunities.
- Tiger Bay: Educational opportunities.
- Military Officers' Association: Educational Opportunities.
- Veterans' Commission: Educational Opportunities.
- Selby Foundation: Edge of Excellence Grants.

### STUDENT ACHIEVEMENT DATA

Note: The following links will open in a separate browser window. Longitudinal data will be displayed in the print view of the SIP.

[School Grades Trend Data](#)

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

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

## 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, including history of school grades, FCAT performance, and Adequate Yearly Progress (AYP).

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT, and AYP information along with the associated school year)
Headmaster	Colonel Daniel Kennedy	B.A., Business/ Education/ Economics, University of Kentucky  M.A., Vocational Education, University of Kentucky	7	20	2004-2008 Grade B with gradual increases noted in Math (79%-82%) and Writing (64%-85%). Different content areas experienced fluctuations periodically, but Reading Learning gains dropped, thus changing the School Grade for year 2008-2009 to a C with a focus on Lower Quartile Students not making AYP. It is noted that 37/38 categories were met.
Chief Financial Officer	Colonel Steven D. Cork	B.S., Business Administration, Indiana University  M.A., Public Service Administration, Ball State University	7	7	2004-2008 Grade B with gradual increases noted in Math (79%-82%) and Writing (64%-85%). Different content areas experienced fluctuations periodically, but Reading Learning gains dropped, thus changing the School Grade for year 2008-2009 to a C with a focus on Lower Quartile Students not making AYP. It is noted that 37/38 categories were met.
Dean of Students	Colonel William F. Brockman	B.S., Secondary Education, Texas Christian University  M.B.A., Vanderbilt University	7	4	2004-2008 Grade B with gradual increases noted in Math (79%-82%) and Writing (64%-85%). Different content areas experienced fluctuations periodically, but Reading Learning gains dropped, thus changing the School Grade for year 2008-2009 to a C with a focus on Lower Quartile Students not making AYP. It is noted that 37/38 categories were met.

**HIGHLY QUALIFIED INSTRUCTIONAL COACHES – (Only applicable for schools with a budgeted instructional reading, mathematics, or science coach position)**

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 a coach, and their prior performance record with increasing student achievement at each school, including history of school grades, FCAT performance, 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)	Number of Years at Current School	Number of Years as a Coach	Prior Performance Record (including prior School Grades, FCAT, and AYP information along with the associated school year)
Literacy Coach	Pam Donehew	A.A., Honors Philosophy  B.A., English and Psychology  M.A., Education, Monmouth University  M.S., Reading Specialist, Monmouth University	3 Years	3 Years	Total Reading Proficiency for total school population increased from 41% in the 2006-2007 school year to 58% in the 2007-2008 school year. Increases were noted in all subpopulations as well. Reading Learning Gains also increased from 49% in the 2007 school year to 61% in the 2008 school year. All subpopulations increased in the 2008 school year except for the Hispanic population, although this population increased by 1% in the 2009 school year. It is noted that all subpopulations made gains in the 2009 school year except for the low socioeconomic subpopulation.

**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. Regular meetings with new teachers	Principal	On-going	
2. Partnering new teachers with veteran staff	School Administrator	On-going	

**Non-Highly Qualified Instructors - SEE SCHOOL IMPROVEMENT RESOURCE FOLDER ON SHAREPOINT for A LIST OF NON-HIGHLY QUALIFIED TEACHERS. PLEASE INCLUDE PARAPROFESSIONALS WHO ARE NOT HIGHLY QUALIFIED AS DETERMINED BY THE FACTORS INCLUDED IN THE TRAINING POWERPOINT.**

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified
Ebtisan Jaber	Temporary Educator's	Arabic	Ms. Jaber has extensive knowledge of the Arabic Language as it is her first language. She has been paired with Ms. McLaugherty as she has shown on a consistent basis her ability as a Master and her students excel within her Spanish class.

**Staff Demographics**

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

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	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed
49	No Data Available	75.5%	22.5%	2.0%	No Data Available	No Data Available	No Data Available	No Data Available	12.2%

**Teacher Mentoring Program - SEE SCHOOL IMPROVEMENT RESOURCE FOLDER FOR A LIST OF MENTORS/MENTEES**

Please describe the school's teacher mentoring program for new and struggling teachers 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
Rachel Wasserman	John Geimer	Mr. Geimer is a first year teacher. Ms. Wasserman's students continue to progress well on a yearly basis and she is a master teacher in her field.	The mentor and mentee are meeting biweekly in a professional learning community to discuss evidence-based strategies for each domain. Time is given for the feedback, coaching and planning. Also, the mentor is modeling lessons using reading and writing strategies.



<p><b>Reading Instructional Specialist:</b> Provides information about individual student data from FOCUS, FAIR and FCAT. The reading specialist also shares information about individual students and learning strategies within the classroom.</p>
<p><i>Describe how the school-based Rtl Leadership Team functions (e.g. meeting processes and roles/functions).</i></p> <p>The Rtl school based leadership team meets every two weeks to process data and help lead the staff through collaboration in behavior decision making for the school. Currently the team is focusing on Tier 1 of the Rtl. The team is planning to help the staff identify approximately five ideal behaviors of a student, behaviors in various areas throughout the school and implementation of a school-wide positive behavior program. Based on the data review once the behaviors have been identified, the team will identify instructional strategies and a timeline for implementation. Behaviors will be monitored and progress will be tracked for individual students and areas. Instructional strategies will be aligned with interventions to maximize the learning and achievement for each student within a particular area.</p>
<p><i>Describe the role of the school-based Rtl Leadership Team in the development and implementation of the school improvement plan.</i></p> <p>The school-based RTI Leadership Team will employ continuous improvement process to create the SIP as outlined in this document. Input will be gathered from the grade level teams, the SAC and district teams composed of specialists in the areas of instructional need. On a monthly basis, DBLT in collaboration with SBLT will oversee the implementation of the SIP Plan.</p>
<p><b>Rtl Implementation</b></p>
<p><b><i>Describe the data management system used to summarize tiered data.</i></b> The school uses a variety of reports produced by the district Office of Research, Assessment and Evaluation on the academic achievement of students at all Tiers. Disaggregated AYP subgroup data by reading, mathematics, science and writing is utilized. Further, the school will participate in the FAIR Reading assessment and utilize the Florida Achieves Mathematics and Science assessments to summarize data for students at Tier 1, 2, and 3. Data will also be collected and analyzed using student referral forms established in Tier 1.</p>
<p><i>Describe the plan to train staff on Rtl.</i></p> <p>The school administrative team participated in Rtl Positive Behavioral Support Model training provided by USF in the Spring and Summer of 2009. District instructional specialists have provided training to Sarasota Military Academy teachers.</p>

**School Wide Florida’s Continuous Improvement Model**

Describe the continuous school improvement model at your school. Please describe the following:

<p><b>PLAN</b></p>
<p><b>Data Disaggregation 2008-2009 FCAT Data</b></p>
<p><i>What strengths and weaknesses were identified in the 2009 data by grade level, subject area, and clusters/strands?</i></p>
<p>Strengths: 37 out of 38 criteria were met for AYP. The Hispanic population made 1% learning gains and SWD increased by 2% in learning gains. The total population scoring 3+ in mathematics increased from 75% to 78% again with increases in the Hispanic, Low Income and White subpopulations. Students in both grades 9 and 10 scored well in Main Idea/Purpose (79% and 71%). Mathematics experienced the highest percentage (75%) of students scored 3+ in Data Analysis in grade 9.</p>

Weaknesses: The percentage of students scoring 3+ in Reading dropped in the 2009 school year by 7% with a drop in all subpopulations noted. Learning Gains dropped, specifically in the Low Income subpopulation. SWD also experienced a decreased in Mathematics from 56% to 51%. Number Sense in grade 9 dropped to 50% while grade 10 experienced a drop to 36% in grade 10. Overall, Science percentages in each strand ranged from 54% to 58%, Drops in subpopulations in science scores include white students from 49% to 44% and low income students from 57% to 33%.

### **Instructional Calendar Development**

*What is the process for developing, implementing, and monitoring an Instructional Focus Calendar for reading, writing, mathematics, and science?*

- The Instructional Focus Calendar (IFC) will be developed and updated on a regular basis as determined by disaggregated data results from the 2009 FCAT results, the FAIR assessment, FOCUS assessments, and common assessments developed by content area teachers. Teachers are responsible for the development of the common assessments and determining the instructional focus of whole group lessons and small group/differentiated instruction. The instructional teams will also determine how benchmarks are prioritized based upon student results to ensure that students are exposed to all benchmarks prior to FCAT testing.
- Implementation of the IFC will include the use of the disaggregated data from the standardized assessments and the common assessments. Within the amount of time allotted in the IFC, teachers will provide instruction on each benchmark, assess the student's knowledge, and then re-teach as indicated by student progress, either in a whole group or small group setting.
- Monitoring of the IFC will include site administrators' cycle of making classroom visits, collection of department IFCs, and conducting meetings with teachers to ensure that the IFC is being utilized and effectively implemented. The subject area coach and /or department chair will provide additional assistance to teachers. Teachers will participate in weekly team meetings and utilize the support of their colleagues.

*Which instructional Benchmarks will be given priority focus, based on need, for each content area (reading, writing, mathematics, and science)?*

- Reading: Reference and Research was the least proficient cluster in both grades 9 and 10 and will be given priority focus.
- Writing: Organization was the least proficient cluster and will be given priority focus
- Mathematics: Number Sense was the least proficient cluster in grade 9 and will be given priority focus.
- Geometry was the least proficient cluster in grade 10 and will be given priority focus.
- Science: While all clusters ranged from 54% to 58%, the Physical and Chemical Science cluster was the least proficient area and will be given priority focus

*What is the process to ensure instruction is based on individual students' needs, as opposed to the master schedule?*

Once FCAT scores were released, the administration determined student learning gains by teacher and adjusted the master schedule to prevent low-performing teachers from teaching the same class again. An analysis of learning gains allowed the strongest teachers to be paired with the weakest students.

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

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- Our school offers students elective courses in art, business, technology, and foreign languages. Many of these courses focus on job skills and offer students internships. JROTC courses play an integral role as well.
- A daily focus of our school is posting the learning objective in every class so the students know "why are we learning this?" and how that instruction is relevant.
- Word of the Week is posted and discussed in every class and applied across content areas.

- The guidance department educates students and parents about the importance of developing job skills and hands-on activities that enhance these skills through individualized meetings, which address course selection. Course selection includes elective courses in art, business and computer skills, criminal justice/law, equitation, driver's education, and sound engineering. Additionally, students learn about the Sarasota County Technical Institute, which focuses on technical careers while still in high school.
- The guidance department coordinates the Community Service Program where students are encouraged to volunteer in organizations that align with students' interests and strengths as a way to obtain firsthand experience and job skills development in a safe environment. Students may earn 1/2 credit for 75 hours of service or 1 full credit for 150 hours of documented service and meet one of the requirements to qualify for Bright Futures Scholarships.

*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?*

- All students meet with their guidance counselors individually to address career planning based on interests and strengths, from freshmen through rising seniors. Each student is encouraged to identify an area of interest, which guides their course selection (students may change this area at any time throughout their education). The guidance department identifies high-achieving students, who may qualify for AP courses, and encourages them to take these rigorous courses during their individualized meetings with their counselors. The guidance department provides written and online resources concerning career choices, self-assessment tools, and colleges of interest. The department also coordinates visits from some colleges to SMA to present information on their programs, pairing students with colleges and universities that best meet their needs and interests.
- The JROTC curriculum (10th/11th grade) offers instruction on self-assessment tools and career choices based on individual strengths and interests. JROTC also coordinates the Teacher's Assistance program (Experiential Education) for senior students interested in exploring teaching careers. These students are paired with teachers who need assistance in classroom to assist in instruction planning and presentation while developing human and leadership skills.
- Elective courses include art, business and computer skills, criminal justice/forensics and law, equitation, fencing, driver's education, media and sound engineering, critical thinking, creating writing, speech/debate, British literature, AP psychology, liberal arts math, informal geometry, AP physics, Spanish III/IV, American Sign Language III/IV, and Chinese III/IV.

**DO**

**Direct the Instructional Focus**

*How are lesson plans and instructional delivery aligned across grade levels and subject areas?*

Grade level teachers will meet weekly to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Lesson plans will be created for differentiated instruction, which provides lessons for all levels of students, below mastery, at mastery, and above mastery. Teachers will meet weekly for Professional Learning Communities to share best practices and resources.

*How are instructional focus lessons developed and delivered?*

Focus Lessons are developed by the teachers for each subject area based on a review of previous assessments where students were struggling. These focus lessons are aligned to the benchmarks and standards for each subject area and cover those benchmarks that are annually assessed on FCAT. These 5 to 10 minute focus lessons will be taught at the beginning of each class period. Reading, math, and science teachers will teach the focus lesson that correlates with their subject area. Elective and Social Studies teachers may also teach focus lessons.

*How will instructional focus lessons be revised and monitored?*

Student mastery on mini-assessments based on the focus lessons will determine if the focus lessons need to be revised and/or re-taught. Teachers and administrators will ensure the effectiveness of the focus lessons by

analyzing data results from focus lessons as they are re-assessed. Proficiency of skills and benchmarks should also be evident in skills and benchmarks that are taught as part of the whole group instruction.

<b>CHECK</b>
<b>Assessment</b>
<i>Describe the types of ongoing formative assessments to be used during the school year to measure student progress in core, supplemental, and intensive instruction/intervention.</i>
The school will utilize the Florida Assessment in Instruction in Reading for three benchmark assessment and for ongoing progress monitoring. In addition, teachers will use school created common assessments, mini-assessments to monitor student progress in core, supplemental and intensive instruction.
<i>How are assessments used to identify students reaching mastery and those not reaching mastery?</i>
The school staff will use a series of classroom and common assessments to identify those students who have and have not achieved mastery of content area benchmarks.
<b>Maintenance</b>
<i>How is ongoing assessment and maintenance of Benchmark mastery for each grade level and content area built into the Instructional Focus Calendar?</i>
Students at and above mastery level will receive opportunities to enhance or enrich current skills by participating in project activities, hands-on activities, or other supplemental lessons which will reinforce the skill and maintain the level of mastery/proficiency. Students below mastery level will be re-taught through revised focus lessons. Teachers will also utilize differentiation of instruction techniques on a daily basis.
<i>Describe the process and schedule for teams to review progress monitoring data (summative and mini assessments) to identify the required instructional modifications that are needed to increase student achievement.</i>
Teachers will meet weekly. The meeting will be facilitated by the subject area coach, the team leader, and/or department chair. A teacher will be designated to record notes from the meeting and the notes will be submitted along with the weekly agenda to the administrative staff. Members of the administrative will attend meetings on a rotating basis.
<b>Monitoring</b>
<i>Describe the Principal's and Leadership Team's roles as instructional leaders and how they will be continuously involved in the teaching and learning process.</i>
The Principal and Leadership Team will meet with teachers either during weekly meetings, or one-on-one to discuss assessment results and student progress. During these meetings, lesson plans, data binders, and student portfolios/journals will be utilized to provide evidence of instruction, assessment, and differentiation to address individual student needs. Progress Monitoring logs will also be utilized to document the process of teaching, assessing, re-teaching, and re-assessing. The instructional coaches will assist teachers with providing instruction on the focus lessons either by modeling whole group instruction or assisting the teacher in providing small group instruction. The instructional coach will also help with the process of grading, recording, and charting student scores.

<b>ACT</b>
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## Supplemental and Intensive Instruction/Interventions

*Identify the core, supplemental, and intensive instruction and interventions.*

*(need to list)*

*How are supplemental and intensive instruction/interventions and tutorials structured to re-teach non-mastered target areas (what materials or instructional strategies will be used to re-teach non-mastered target areas)?*

- Resources from state adopted texts designed for intensive intervention
- Instructional software –READ 180
- FCAT Explorer
- Navigator Reader

Teachers will utilize instructional strategies or best practices such as CRISS strategies, Marzano strategies, cooperative learning structures, and differentiated instruction discussed in their PLCs to provide different methods of providing instruction to students in non-mastered areas. Students consistently demonstrating non-mastery may be required to participate in tutoring sessions and/or intensive content area classes.

*How does the school identify staff's professional development needs to improve their instructional strategies?*

*Data Analysis? Administrative walkthroughs? Teacher Requests?*

Common areas of concern in the areas of instructional delivery, classroom management, and literacy as evidenced by staff surveys, teacher requests and classroom walkthroughs will determine the need for professional development sessions.

*Which students will be targeted for supplemental and intensive instruction/interventions?*

*Be sure to answer these two questions – How will it be determined which students receive supplemental and intensive interventions? AND Will students not making mastery be offered after-school assistance (e.g. Supplemental Educational Services (SES) or be assisted during the regular schedule?*

As a result of progress monitoring (class work assignments and assessment results) and observations, students who consistently demonstrate academic difficulty will receive supplemental and intensive instruction/intervention.

Progress will be communicated to parents/guardians at least eight times per school year.

Students not making mastery will be offered tutoring sessions and/or placed in intensive instruction courses.

*How will the effectiveness of the interventions be measured throughout the year?*

All personnel providing services to a student not making mastery will meet to discuss their evidence and/or documentation of strategies and interventions that have been previously utilized. Factors hindering implementation of a strategy (attendance, behavior, etc.) will be addressed and resolved. Strategies that are unsuccessful will be discontinued and replaced with alternative interventions. Focus assessments through FOCUS will also be utilized to determine the effectiveness of supplemental instruction.

## Enrichment

*Describe alternative instructional delivery methods to support acceleration and enrichment activities.  
(What courses or instructional programs are offered to students who exceed mastery levels?)*

Students who exceed mastery levels participate in the school's enrichment courses and/or AP courses. Students are also encouraged to participate in Dual Enrollment courses when possible.

<p><i>Describe how students are identified for enrichment strategies.</i></p> <p><i>Be sure to address what assessments are used to determine which students are placed in higher level courses AND do parents and students have input in this process?</i></p> <p>Criteria such as FCAT scores, progress reports, teacher recommendations, parent recommendations and student input are used to determine placement in higher level courses and academic programs. Mathematics placement assessments are also utilized for upper math course placement.</p> <p>Parent conferences are held with the recommending teacher, instructional coach, guidance counselor, and a member of the leadership or administrative team. The parents and students are counseled on the expectations for the student in the higher level course, as well as their continued parental involvement.</p>
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**Professional Learning Communities – SEE SCHOOL IMPROVEMENT RESOURCE FOLDER – PD – ON SHAREPOINT FOR A REFERENCE SHEET.**

Describe the school’s use of Professional Learning Communities as a vehicle for maintaining and improving the instructional focus. Include the following:

PLC Organization (grade level, subject, etc.)	PLC Leader	Frequency of PLC Meetings	Schedule (when)	Primary Focus of PLC (include Lesson Study and Data Analysis)
N/A				

**NCLB Public School Choice (for Title I and SINI schools only) - SEE SCHOOL IMPROVEMENT RESOURCE FOLDER - TITLE I/SINI ON SHAREPOINT FOR SCHOOL SPECIFIC LETTERS**

- Notification of (School in Need of Improvement) SINI Status  
 *Attach a copy of the Notification of SINI Status to Parents*
- Public School Choice with Transportation (CWT) Notification  
 *Attach a copy of the CWT Notification to Parents*
- Supplemental Educational Services (SES) Notification  
 *Attach a copy of the SES Notification to Parents*

**Pre-School Transition**

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

N/A FOR MIDDLE AND HIGH SCHOOLS.
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**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 [High School Feedback Report](#)

The Guidance Department at Sarasota Military Academy (SMA) sets up individual meetings with all students and their parents yearly to discuss their postsecondary plans. During these meetings, information and assistance concerning the courses necessary for postsecondary education is addressed, including:

- ACT, SAT, and CPT, available scholarships, and colleges of interest are discussed.
- Honor classes for all qualifying students and AP (Advanced Placement) classes for qualifying juniors and seniors.
- SAT and ACT course preparation through SMA. Students may sign up through SMA's website. SMA is an ACT testing site this year (2009-2010). Students are encouraged to take SAT, ACT, and CPT. Qualifying students obtain assistance for vouchers, which waive (SAT / ACT) testing fees.
- Parents of juniors and seniors are invited to seminars in financial aid and in college resources, which are organized by SMA staff.
- SMA's website provides current information on careers, scholarships, and colleges.
- Instructing and empowering students and parents to become familiarized with and use the latest resources (Facts.org, CollegeBoard.com, March to Success, etc.) in searching for self-assessment tools, careers, colleges, and scholarships. Facts.org allows students and parents to monitor students' academic progress and to plan course selection.
- Students are counseled on the courses needed to qualify for Bright Futures, and encouraged to monitor their progress to ensure qualification throughout their four years.
- Colleges are invited to come to SMA to talk to students about their specific programs and scholarship opportunities. This information, along with other resources, is available to all students and their parents in the office.
- JROTC (LET II) will be offering a college preparation program targeting sophomores, who will be taking SAT and ACT as juniors.
- Math and English intensive classes are taught by certified ESE teachers this year (2009-2010), allowing struggling students to obtain a credit in these areas, while getting assistance needed.

NA FOR ELEMENTARY AND MIDDLE SCHOOLS

## PART II: EXPECTED IMPROVEMENTS

### Reading Goal

**2009-2010 AYP TARGET: 72%**

#### Needs Assessment:

Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

#### A. DISTRICT GUIDELINES FOR SETTING THE READING PROFICIENCY GOAL:

**By the year 2010, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No target will be less than 35% for any subgroup.**

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
	<b>(Using the district guidelines above, create a measurable goal.)</b>	<b>(Define the strategies that will be employed to meet the objective.)</b>	<b>(Identify who will determine that the strategies are implemented.)</b>	<b>(Determine the process to be used to determine if the strategies are implemented.)</b>	<b>(Name the Assessment Tool)</b>
In grades 9-10, 51% of the total population was proficient on the 2009 Reading FCAT.	In grades 9-10, 55% of the total population will demonstrate proficiency on the 2010 Reading FCAT.	1. The school will implement the new FAIR assessments to monitor student progress.	1. School Administrators	1. Review FAIR data reports to ensure teachers are assessing students according to the created schedule.	1. Printout of FAIR assessments.
		2. Include higher order questions in lesson plans	2. School Administrators	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal.	2. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.
		3. Develop an Instructional Focus Calendar for Reading and Language Arts classes.	3. Team Leader	3. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	3. Effectiveness will be determined through FAIR assessments.

In grades 9-10, 53% of the White population was proficient on the 2009 Reading FCAT.	In grades 9-10, 57% of the White population will demonstrate proficiency on the 2010 Reading FCAT.	1. The school will implement the new FAIR assessments to monitor student progress.	1. School Administrators	1. Review FAIR data reports to ensure teachers are assessing students according to the created schedule.	1. Printout of FAIR assessments.
		2. Include higher order questions in lesson plans	2. School Administrators	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal.	2. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.
		3. Develop an Instructional Focus Calendar for Reading and Language Arts classes.	3. Team Leader	3. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	3. Effectiveness will be determined through FAIR assessments.
Black Population NA	Black Population NA	1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
In grades 9-10, 34% of the Hispanic population was proficient on the 2009 Reading FCAT.	In grades 9-10, 38% of the Hispanic population will demonstrate proficiency on the 2010 Reading FCAT.	1. The school will implement the new FAIR assessments to monitor student progress.	1. School Administrators	1. Review FAIR data reports to ensure teachers are assessing students according to the created schedule.	1. Printout of FAIR assessments.
		2. Include higher order questions in lesson plans	2. School Administrators	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal.	2. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.
		3. Develop an Instructional Focus Calendar for Reading and Language Arts classes.	3. Team Leader	3. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	3. Effectiveness will be determined through FAIR assessments.
ELL Population NA	ELL Population NA	1.	1.	1.	1.
		2.	2.	2.	2.

		3.	3.	3.	3.
In grades 9-10, 22% of the SWD population was proficient on the 2009 Reading FCAT.	In grades 6-8, 35% of the SWD population will demonstrate proficiency on the 2010 Reading FCAT.	1. The school will implement the new FAIR assessments to monitor student progress.	1. School Administrators	1. Review FAIR data reports to ensure teachers are assessing students according to the created schedule.	1. Printout of FAIR assessments.
		2. Include higher order questions in lesson plans	2. School Administrators	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal.	2. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.
		3. Develop an Instructional Focus Calendar for Reading and Language Arts classes.	3. Team Leader	3. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	3. Effectiveness will be determined through FAIR assessments.

**B. DISTRICT GUIDELINES FOR SETTING THE READING LEARNING GAIN GOAL:**

**By the year 2010, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent of students demonstrating an annual learning gain. No target will be less than 35% for any subgroup.**

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
In grades 9-10, 48% of the total population demonstrated an annual learning gain on the 2009 Reading FCAT.	In grades 9-10, 52% of the total population will demonstrate an annual learning gain on the 2010 Reading FCAT.	1. The school will implement the new FAIR assessments to monitor student progress.	1. School Administrators	1. Review FAIR data reports to ensure teachers are assessing students according to the created schedule.	1. Printout of FAIR assessments.
		2. Include higher order questions in lesson plans	2. School Administrators	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal.	2. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.
		3. Develop an Instructional Focus	3. Team Leader	3. Administration will be aware of the IFC's upcoming focus and	3. Effectiveness will be determined through FAIR

		Calendar for Reading and Language Arts classes.		monitor implementation through classroom walkthroughs.	assessments.
In grades 9-10, 49% of the White population demonstrated an annual learning gain on the 2009 Reading FCAT.	In grades 9-10, 53% of the White population will demonstrate an annual learning gain on the 2010 Reading FCAT.	1. The school will implement the new FAIR assessments to monitor student progress.	1. School Administrators	1. Review FAIR data reports to ensure teachers are assessing students according to the created schedule.	1. Printout of FAIR assessments.
		2. Include higher order questions in lesson plans	2. School Administrators	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal.	2. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.
		3. Develop an Instructional Focus Calendar for Reading and Language Arts classes.	3. Team Leader	3. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	3. Effectiveness will be determined through FAIR assessments.
Black Population NA	Black Population NA	1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
In grades 9-10, 43% of the Hispanic population demonstrated an annual learning gain on the 2009 Reading FCAT.	In grades 9-10, 47% of the Hispanic population will demonstrate an annual learning gain on the 2010 Reading FCAT.	1. The school will implement the new FAIR assessments to monitor student progress.	1. School Administrators	1. Review FAIR data reports to ensure teachers are assessing students according to the created schedule.	1. Printout of FAIR assessments.
		2. Include higher order questions in lesson plans	2. School Administrators	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal.	2. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.

		3. Develop an Instructional Focus Calendar for Reading and Language Arts classes.	3. Team Leader	3. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	3. Effectiveness will be determined through FAIR assessments.
ELL Population	ELL Population	1.	1.	1.	1.
NA	NA	2.	2.	2.	2.
		3.	3.	3.	3.
In grades 9-10, 43% of the SWD population demonstrated an annual learning gain on the 2009 Reading FCAT.	In grades 9-10, 47% of the SWD population will demonstrate an annual learning gain on the 2010 Reading FCAT.	1. The school will implement the new FAIR assessments to monitor student progress.	1. School Administrators	1. Review FAIR data reports to ensure teachers are assessing students according to the created schedule.	1. Printout of FAIR assessments.
		2. Include higher order questions in lesson plans	2. School Administrators	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal.	2. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.
		3. Develop an Instructional Focus Calendar for Reading and Language Arts classes.	3. Team Leader	3. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	3. Effectiveness will be determined through FAIR assessments.

**C. DISTRICT GUIDELINES FOR SETTING THE READING LOWEST QUARTILE GOAL: By the year 2010, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.**

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
In grades 9-10, 43% of the students in the lowest quartile were proficient on the 2009 Reading FCAT.	In grades 9-10, 47% of the students in the lowest quartile will demonstrate	1. The school will implement the new FAIR	1. School Administrators	1. Review FAIR data reports to ensure teachers are assessing students according to the created schedule.	1. Printout of FAIR assessments.

	proficiency on the 2010 Reading FCAT.	assessments to monitor student progress.			
		2. Include higher order questions in lesson plans	2. School Administrators	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal.	2. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.
		3. Develop an Instructional Focus Calendar for Reading and Language Arts classes.	3. Team Leader	3. Administration will be aware of the IFC's upcoming focus and monitor implementation through classroom walkthroughs.	3. Effectiveness will be determined through FAIR assessments.

**SEE SCHOOL IMPROVEMENT RESOURCE FOLDER FOR A COMPLETE PD LISTING**

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring
In grades 9-10, 55% of the total population will achieve proficiency for reading on the 2010 Reading FCAT.	Content Area Reading Strategies and Literacy in the Classroom	Pamela Donehew	Ongoing	CWT Data FAIR Testing Classroom Assessments	School Administrators Literacy Coach

For Schools with Grades 6-12, Describe the Plan to Ensure the Responsibility of Teaching Reading for Every Teacher
<p>Every teacher at Sarasota Military Academy has had/or will have training in <i>Classroom Instruction That Works (CITW)</i> based on the work of Robert Marzano - or <i>Creating Independence through Student-Owned Strategies (CRISS)</i> – or <i>Differentiated Instruction</i> based on the work of Carol Tomlinson. Our teachers are increasingly faced with the challenge of teaching students with a large range of skill levels and need to know how to formulate lessons that encompass this range of needs. Training regarding teaching content area reading strategies has begun with continuation throughout the year. The Literacy Plan will also include the responsibility of all students to read at least 15 minutes of recreational material each day with documentation in a reading journal. The teachers are responsible to require students to have a book to read with them at all times.</p>

<b>Budget – ONLY INCLUDE MATERIALS/RESOURCES THAT WERE FUNDED BY YOUR SCHOOL/ DO NOT INCLUDE MATERIALS/RESOURCES ETC FUNDED BY THE DISTRICT FOR DISTRICT INITIATIVES.</b>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
In grades 9-10, 35% of the SWD population will achieve proficiency for reading on the 2010 Reading FCAT.	Supplemental Classroom Reading Materials Content Area Reading Strategies	PD	250.00
			<b>Total:\$250.00</b>
Technology			
Objective	Description of Resources	Funding Source	Available Amount
ELL Population NA			
			<b>Total:</b>
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
In grades 9-10, 55% of the total population will achieve proficiency for reading on the 2010 Reading FCAT.	Supplemental Classroom Reading Materials Content Area Reading Strategies	PD	250.00
			<b>Total:\$250.00</b>
Other			
Objective	Description of Resources	Funding Source	Available Amount
			<b>Total:</b>

*End of Reading Goal*

### **Mathematics Goal**

#### **2009-2010 AYP TARGET: 74%**

Based on School Grade and Adequate Yearly Progress Data:

Did the total percent proficient increase or decrease? What is the percent change?

What clusters/strands, by grade level, showed decrease in proficiency?

Did all student subgroups meet AYP targets? If not, which subgroups did not meet the targets?

Did 50% or more of the lowest 25% make learning gains? What is the percent of the lowest 25% of students making learning gains?

Did 50% or more of the total number tested make learning gains? What is the percent of students making learning gains?

#### **D. DISTRICT GUIDELINES FOR SETTING THE MATHEMATICS PROFICIENCY GOAL:**

**By the year 2010, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No target will be less than 35% for any subgroup.**

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
In grades 9-10, 78% of the total population was proficient on the 2009 Mathematics FCAT.	In grades 9-10, 80% of the total population will demonstrate proficiency on the 2010 Mathematics FCAT.	1. Utilize common assessments to monitor students in the core curriculum needing intervention and enrichment	1. School Administrators	1. Review student grouping charts to ensure groups are redesigned to target student need.	1. Printout of Florida Achieves Assessment results
		2. Include higher order questions in lesson plans	2. School Administrators	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal.	2. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.
In grades 9-10, 80% of the White population was proficient on the 2009 Mathematics FCAT.	In grades 9-10, 82% of the White population will demonstrate proficiency on the 2010 Mathematics FCAT.	1. Utilize common assessments to monitor students in the core curriculum needing intervention and enrichment	1. School Administrators	1. Review student grouping charts to ensure groups are redesigned to target student need.	1. Printout of Florida Achieves Assessment results
		2. Include higher order questions in lesson plans	2. School Administrators	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal.	2. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.
Black Population	Black Population	1.	1.	1.	1.
NA	NA	2.	2.	2.	2.
In grades 9-10, 62% of the Hispanic population was proficient on the 2009 Mathematics FCAT.	In grades 9-10, 66% of the Hispanic population will demonstrate proficiency on the 2010 Mathematics FCAT.	1. Utilize common assessments to monitor students in the core curriculum needing intervention and enrichment	1. School Administrators	1. Review student grouping charts to ensure groups are redesigned to target student need.	1. Printout of Florida Achieves Assessment results
		2. Include higher order questions in lesson plans	2. School Administrators	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal.	2. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.

ELL Population	ELL Population	1.	1.	1.	1.
NA	NA	2.	2.	2.	2.
In grades 9-10, 51% of the SWD population was proficient on the 2009 Mathematics FCAT.	In grades 9-10, 55% of the SWD population will demonstrate proficiency on the 2010 Mathematics FCAT.	1. Utilize common assessments to monitor students in the core curriculum needing intervention and enrichment	1. School Administrators	1. Review student grouping charts to ensure groups are redesigned to target student need.	1. Printout of Florida Achieves Assessment results
		2. Include higher order questions in lesson plans	2. School Administrators	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal.	2. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.

**E. DISTRICT GUIDELINES FOR SETTING THE MATHEMATICS LEARNING GAIN GOAL:**

**By the year 2010, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating an annual learning gain. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating an annual learning gain. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent of students demonstrating an annual learning gain. No target will be less than 35% for any subgroup.**

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
In grades 9-10, 78% of the total population was proficient on the 2009 Mathematics FCAT.	In grades 9-10, 80% of the total population will demonstrate proficiency on the 2010 Mathematics FCAT.	1. Differentiation of instruction in all classrooms.	1. Administrator Department Chair	1. Review student grouping charts to ensure groups are redesigned to target student need.	1.
		2. Utilize common assessments.	2. Administrator Department Chair	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to	2.

				Assistant Principal.	
		3. Include higher order questions in lesson plans.	3. Administrator Department Chair	3. Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal.	3.
White Population NA	White Population NA	1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
Black Population NA	Black Population NA	1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
Hispanic Population NA	Hispanic Population NA	1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
ELL Population NA	ELL Population NA	1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

SWD Population NA	SWD Population NA	1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

**F. DISTRICT GUIDELINES FOR SETTING THE MATHEMATICS LOWEST QUARTILE GOAL:**  
**By the year 2010, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.**

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
In grades 9-10, 61% of the students in the lowest quartile were proficient on the 2009 Mathematics FCAT.	In grades 9-10, 65% of the students in the lowest quartile will demonstrate proficiency on the 2010 Mathematics FCAT.	1. Utilize common assessments to monitor students in the core curriculum needing intervention and enrichment	1. School Administrators	1. Review student grouping charts to ensure groups are redesigned to target student need.	1. Printout of Florida Achieves Assessment results
		2. Include higher order questions in lesson plans	2. School Administrators	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal.	2. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.

**SEE SCHOOL IMPROVEMENT RESOURCE FOLDER FOR A COMPLETE PD LISTING**

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring

**Budget– ONLY INCLUDE MATERIALS/RESOURCES THAT WERE FUNDED BY YOUR SCHOOL/ DO NOT INCLUDE MATERIALS/RESOURCES ETC FUNDED BY THE DISTRICT FOR DISTRICT INITIATIVES.**

Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
			<b>Total:</b>
Technology			
Objective	Description of Resources	Funding Source	Available Amount
			<b>Total:</b>
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
			<b>Total:</b>
Other			
Objective	Description of Resources	Funding Source	Available Amount
			<b>Total:</b>

*End of Mathematics Goal*

**Science Goal**

*Needs Assessment:*

Based on School Grade Data:

Did the total percent proficient increase or was the percent proficient maintained?

What clusters/strands showed decrease in proficiency?

**G. DISTRICT GUIDELINES FOR SETTING THE SCIENCE PROFICIENCY GOAL:**

**By the year 2010, there will be a minimum of a four percentage point increase for all student subgroups when less than 70% are currently demonstrating proficiency. There will be a minimum of a two percentage point increase for all student groups where 70% or more are currently demonstrating proficiency. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No target will be less than 35% for any subgroup.**

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
In grade 11, 43% of the total population was proficient on the 2009 Science FCAT.	In grade 11, 47% of the total population will demonstrate proficiency on the 2010 Science FCAT.	1. Utilize common assessments to monitor students in the core curriculum needing intervention and enrichment	1. School Administrators	1. Review student grouping charts to ensure groups are redesigned to target student need.	1. Printout of Florida Achieves Assessment results
		2. Include higher order questions in lesson plans	2. School Administrators	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to	2. Classroom walkthrough log and focused walkthroughs

				Assistant Principal.	to determine frequency of higher order questions.
In grade 11, 44% of the White population was proficient on the 2009 Science FCAT.	In grade 11, 48% of the White population will demonstrate proficiency on the 2010 Science FCAT.	1. Utilize common assessments to monitor students in the core curriculum needing intervention and enrichment	1. School Administrators	1. Review student grouping charts to ensure groups are redesigned to target student need.	1. Printout of Florida Achieves Assessment results
		2. Include higher order questions in lesson plans	2. School Administrators	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal.	2. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.
Black Population NA	Black Population NA	1.	1.	1.	1.
		2.	2.	2.	2.
Hispanic Population NA	Hispanic Population NA	1.	1.	1.	1.
		2.	2.	2.	2.
ELL Population NA	ELL Population NA	1.	1.	1.	1.
		2.	2.	2.	2.
In grade 11, 30% of the SWD population was proficient on the 2009 Science FCAT.	In grade 11, 35% of the SWD population will demonstrate proficiency on the 2010 Science FCAT.	1. Utilize common assessments to monitor students in the core curriculum needing intervention and enrichment	1. School Administrators	1. Review student grouping charts to ensure groups are redesigned to target student need.	1. Printout of Florida Achieves Assessment results
		2. Include higher order questions in lesson plans	2. School Administrators	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal.	2. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.

**SEE SCHOOL IMPROVEMENT RESOURCE FOLDER FOR A COMPLETE PD LISTING**

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring

<b>Budget– ONLY INCLUDE MATERIALS/RESOURCES THAT WERE FUNDED BY YOUR SCHOOL/ DO NOT INCLUDE MATERIALS/RESOURCES ETC FUNDED BY THE DISTRICT FOR DISTRICT INITIATIVES.</b>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
<b>Total:</b>			
Technology			
Objective	Description of Resources	Funding Source	Available Amount
<b>Total:</b>			
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
<b>Total:</b>			
Other			
Objective	Description of Resources	Funding Source	Available Amount
<b>Total:</b>			

*End of Science Goal*

**Writing Goal**

*Needs Assessment:*

Based on School Grade Data:

Did the total percent proficient increase or decrease? What is the percent change?

**H. DISTRICT GUIDELINES FOR SETTING THE WRITING PROFICIENCY GOAL:**

**By the year 2010, there will be a minimum of a four percentage point increase for all student subgroups when less than 80% are currently demonstrating 3.5 or higher on the writing essay. There will be a minimum of a two percentage point increase for all student groups where 80% or more are currently demonstrating 3.5 or higher on the writing essay. Any subgroup that is 90% or higher must maintain or demonstrate an increase in the percent proficient. No target will be less than 35% for any subgroup.**

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
In grade 10, 84% of the total population was proficient on the 2009 Writing FCAT.	In grade 10, 86% of the total population will demonstrate proficiency on the 2010 Writing FCAT.	1. Utilize common assessments to monitor students in the core curriculum needing intervention and enrichment	1. School Administrators	1. Review student grouping charts to ensure groups are redesigned to target student need.	1. Printout of Florida Achieves Assessment results
		2. Include higher order questions in lesson plans	2. School Administrators	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal.	2. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.
In grade 10, 85% of the White population was proficient on the 2009 Writing FCAT.	In grade 10, 87% of the White population will demonstrate proficiency on the 2010 Writing FCAT.	1. Utilize common assessments to monitor students in the core curriculum needing intervention and enrichment	1. School Administrators	1. Review student grouping charts to ensure groups are redesigned to target student need.	1. Printout of Florida Achieves Assessment results
		2. Include higher order questions in lesson plans	2. School Administrators	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal.	2. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.
Black Population	Black Population	1.	1.	1.	1.
NA	NA	2.	2.	2.	2.
In grade 10, 87% of the Hispanic population was proficient on the 2009 Writing FCAT.	In grade 10, 89% of the Hispanic population will demonstrate proficiency on the 2010 Writing FCAT.	1. Utilize common assessments to monitor students in the core curriculum needing intervention and enrichment	1. School Administrators	1. Review student grouping charts to ensure groups are redesigned to target student need.	1. Printout of Florida Achieves Assessment results
		2. Include higher order questions in lesson plans	2. School Administrators	2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal.	2. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.
ELL Population	ELL Population	1.	1.	1.	1.

NA	NA	2.	2.	2.	2.
In grade 10, 72% of the SWD population was proficient on the 2009 Writing FCAT.	In grade 10, 76% of the SWD population will demonstrate proficiency on the 2010 Writing FCAT.	1. Utilize common assessments to monitor students in the core curriculum needing intervention and enrichment 2. Include higher order questions in lesson plans	1. School Administrators 2. School Administrators	1. Review student grouping charts to ensure groups are redesigned to target student need. 2. Lesson plans will be reviewed during classroom walkthroughs and will be submitted weekly to Assistant Principal.	1. Printout of Florida Achieves Assessment results 2. Classroom walkthrough log and focused walkthroughs to determine frequency of higher order questions.

**SEE SCHOOL IMPROVEMENT RESOURCE FOLDER FOR A COMPLETE PD LISTING**

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring

<b>Budget – ONLY INCLUDE MATERIALS/RESOURCES THAT WERE FUNDED BY YOUR SCHOOL/ DO NOT INCLUDE MATERIALS/RESOURCES ETC FUNDED BY THE DISTRICT FOR DISTRICT INITIATIVES.</b>			
<b>Evidence-based Program(s)/Materials(s)</b>			
Objective	Description of Resources	Funding Source	Available Amount
			<b>Total:</b>
<b>Technology</b>			
Objective	Description of Resources	Funding Source	Available Amount
			<b>Total:</b>
<b>Professional Development</b>			
Objective	Description of Resources	Funding Source	Available Amount
			<b>Total:</b>
<b>Other</b>			
Objective	Description of Resources	Funding Source	Available Amount

			<b>Total:</b>

*End of Writing Goal*

**Parent Involvement Goal –**

*Needs Assessment:*

Based on information from School Grade and Adequate Yearly Progress Data:

Were parent involvement activities and strategies targeted to areas of academic need?

Based on information from surveys, evaluations, agendas, or sign-ins:

Was the percent of parent participation in school activities maintained or increased from the prior year?

Generally, what strategies or activities can be employed to increase parent involvement?

**I. DISTRICT GUIDELINES TO BE DETERMINED BY THE SCHOOL**

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
Based on sign-in sheets from September 2008 parent orientation night, approximately 95% of the parents attended.	98% of all parents will attend parent orientation night on September 4, 2009,	1. Flyers sent home with students reminding them of the orientation	1. Administrator	1. Use a sign in sheet to count the number in attendance	1. Sign-in sheet at the parent orientation
		2.	2.	2.	2.
		3.	3.	3.	3.
Based on sign-in sheets from school year 2008-2009 parental involvement at school functions , 85% of parents have attended	On average 90% of all parents will attend parent activities and provide input	1. Connect-Ed call to all families reminding them of the orientation.	1. Administrator	1. Use a sign in sheet to count the number in attendance	1. Sign-in sheet at the parent orientation
		2. Flyers sent home with students reminding them of the orientation	2. Administrator	2. Use a three question survey at the end of each session to gather parental input	2. Three question survey designed by the faculty
		3.	3.	3.	3. Climate Survey parent responses
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

**SEE SCHOOL IMPROVEMENT RESOURCE FOLDER FOR A COMPLETE PD LISTING**

Professional Development Aligned with this Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring

<b>Budget– ONLY INCLUDE MATERIALS/RESOURCES THAT WERE FUNDED BY YOUR SCHOOL/ DO NOT INCLUDE MATERIALS/RESOURCES ETC FUNDED BY THE DISTRICT FOR DISTRICT INITIATIVES.</b>			
<b>Evidence-based Program(s)/Materials(s)</b>			
Objective	Description of Resources	Funding Source	Available Amount
			<b>Total:</b>
<b>Technology</b>			
Objective	Description of Resources	Funding Source	Available Amount
			<b>Total:</b>
<b>Professional Development</b>			
Objective	Description of Resources	Funding Source	Available Amount
			<b>Total:</b>
<b>Other</b>			
Objective	Description of Resources	Funding Source	Available Amount
			<b>Total:</b>

*End of Parent Involvement Goal*

**DISTRICT GUIDELINES FOR SETTING THE ATTENDANCE GOAL:**

- J. By the year 2010, there will be a decrease of students who are absent ten or more days.**
- **When 40% or more of the students have ten or more absences annually, there will be a minimum of a 4 percentage point decrease.**
- **If less than 40% of the students have ten or more absences annually, there will be a minimum of a 2 percentage point decrease.**

Generally, what strategies or activities can be employed to increase Student Attendance?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
2008-2009 Total Population 52.3%	2009-2010 Total Population 48.3%	1. Collaborative planning teams will review district attendance policies and procedures to establish needs and prioritize attendance objectives.	1. School Administrators.	1. Progress monitoring, data collections, strategies, and interventions will follow the Response to Intervention (RtI) model.	1. School staff will collaborate to monitor this goal area by assessing and reporting individual student progress. Data sources will include the RAE Profile Report, AS 400, and RtI documentation.
		2. Collaborative planning teams will identify priority attendance strategies and developmentally appropriate interventions which may include: positive support groups, advisement programs, time management and organizational skill support, mentoring, family intervention, attendance contracts, and community service referrals.	2. School Administrators.	2. Progress monitoring, data collections, strategies, and interventions will follow the Response to Intervention (RtI) model.	2. School staff will collaborate to monitor this goal area by assessing and reporting individual student progress. Data sources will include the RAE Profile Report, AS 400, and RtI documentation.
		3. Collaborative planning teams will initiate appropriate truancy procedures when needed.	3. School Administrators.	3. Progress monitoring, data collections, strategies, and interventions will follow the Response to Intervention (RtI) model.	3. School staff will collaborate to monitor this goal area by assessing and reporting individual student progress. Data sources will include the RAE Profile Report, AS 400, and RtI documentation.
		1.	1.	1.	1.

		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

SEE SCHOOL IMPROVEMENT RESOURCE FOLDER FOR A COMPLETE PD LISTING

Professional Development Aligned with this Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring

<b>Budget – ONLY INCLUDE MATERIALS/RESOURCES THAT WERE FUNDED BY YOUR SCHOOL/ DO NOT INCLUDE MATERIALS/RESOURCES ETC FUNDED BY THE DISTRICT FOR DISTRICT INITIATIVES.</b>			
Evidence-based Program(s)/Materials(s)			
Objective	Description of Resources	Funding Source	Available Amount
			<b>Total:</b>
Technology			
Objective	Description of Resources	Funding Source	Available Amount
			<b>Total:</b>
Professional Development			
Objective	Description of Resources	Funding Source	Available Amount
			<b>Total:</b>

Other			
Objective	Description of Resources	Funding Source	Available Amount
			<b>Total:</b>

*End of Student Attendance Goal*

**DISTRICT GUIDELINES FOR SETTING THE BEHAVIORAL GOAL:**

- K. By the year 2010, there will be a reduction of referrals from the previous year.**
  - If the current percentage of referrals is 10% or less, the school will maintain or decrease the percentage.
  - If the current percentage is between 11-49%, the school will reduce the percentage by 5%.
  - If the current percentage is 50% or higher than the previous year, the school will reduce the percentage by 10%.

Generally, what strategies or activities can be employed to decrease the number of referrals?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
2008-2009 Total Population 19.1%	2009-2010 Total Population 14.1%	1. Support team will establish a school-wide Positive Behavior Support (PBS) plan.	1. School Administrators.	1. Progress monitoring, data collection, strategies, and interventions will follow the Response to Intervention (RtI) model.	1. School staff will collaborate to monitor this goal area by assessing and reporting individual student progress. Data source will include the RAE Profile Report.
		2. Collaborative planning team will identify and/or establish a system for behavioral assistance.	2. School Administrators.	2. Progress monitoring, data collection, strategies, and interventions will follow the Response to Intervention (RtI) model.	2. School staff will collaborate to monitor this goal area by assessing and reporting individual student progress. Data source will include the RAE Profile Report.
		3. Collaborative planning team will identify priority social skills and behavior curriculum to address skill deficits. These curriculum topics may include conflict resolution, character education, substance abuse prevention, social skill training, and bully prevention.	3. School Administrators.	3. Progress monitoring, data collection, strategies, and interventions will follow the Response to Intervention (RtI) model.	3. School staff will collaborate to monitor this goal area by assessing and reporting individual student progress. Data source will include the RAE Profile Report.
		4. Collaborative planning team will	4. School Administrators.	4. Progress monitoring, data collection,	4. School staff will collaborate to monitor

		identify intervention strategies to address student social, emotional, and behavioral needs, which may include mentoring, skill training, classroom management techniques, small group, or individual counseling.		strategies, and interventions will follow the Response to Intervention (RtI) model.	this goal area by assessing and reporting individual student progress. Data source will include the RAE Profile Report.
		5. Teachers in collaboration with support staff will implement individual student interventions including, but not limited to, Functional Behavior Assessment (FBA) and Positive Behavior support (PBS) plans.	5. School Administrators.	5. Progress monitoring, data collection, strategies, and interventions will follow the Response to Intervention (RtI) model.	5. School staff will collaborate to monitor this goal area by assessing and reporting individual student progress. Data source will include the RAE Profile Report.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.
		1.	1.	1.	1.
		2.	2.	2.	2.
		3.	3.	3.	3.

**SEE SCHOOL IMPROVEMENT RESOURCE FOLDER FOR A COMPLETE PD LISTING**

Professional Development Aligned with this Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring

**Budget– ONLY INCLUDE MATERIALS/RESOURCES THAT WERE FUNDED BY YOUR SCHOOL/ DO NOT INCLUDE MATERIALS/RESOURCES ETC FUNDED BY THE DISTRICT FOR DISTRICT INITIATIVES.**

Evidence-based Program(s)/Materials(s)

Objective	Description of Resources	Funding Source	Available Amount
			<b>Total:</b>
<b>Technology</b>			
Objective	Description of Resources	Funding Source	Available Amount
			<b>Total:</b>
<b>Professional Development</b>			
Objective	Description of Resources	Funding Source	Available Amount
			<b>Total:</b>
<b>Other</b>			
Objective	Description of Resources	Funding Source	Available Amount
			<b>Total:</b>

*End of Behavioral Goal*

## GRADUATION RATE

### DISTRICT GUIDELINES FOR SETTING THE GRADUATION RATE GOAL:

- L. For the school year 2009-2010, the percentage of students graduating from high school will increase.
  - If the current graduation rate is less than 84 percent, there will be a minimum of a 4 percentage point increase for all subgroups.
  - If the current graduation rate is 84 percent or higher, there will be a 2 percentage point increase.

Generally, what strategies or activities can be employed to increase the graduation rate?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
2008-2009 Total Population 90%	2009-2010 Total Population 92%	1. Record professional development activities on the School Professional Development Plan for School Improvement template.	1. School Administrators.	1. Daily monitoring of attendance and meetings of the Student Success Team as needed.	1. School staff will collaborate to monitor this goal area by assessing and reporting individual student progress. Data sources will include the RAE Profile Report.

		2.	2.	2.	2.
		3.	3.	3.	3.
2008-2009 White Population 91%	2009-2010 White Population 93%	1. Record professional development activities on the School Professional Development Plan for School Improvement template.	1. School Administrators.	1. Daily monitoring of attendance and meetings of the Student Success Team as needed.	1. School staff will collaborate to monitor this goal area by assessing and reporting individual student progress. Data sources will include the RAE Profile Report.
		2.	2.	2.	2.
		3.	3.	3.	3.
2008-2009 Black Population NA	2009-2010 Black Population NA	1. Record professional development activities on the School Professional Development Plan for School Improvement template.	1. School Administrators.	1. Daily monitoring of attendance and meetings of the Student Success Team as needed.	1. School staff will collaborate to monitor this goal area by assessing and reporting individual student progress. Data sources will include the RAE Profile Report.
		2.	2.	2.	2.
		3.	3.	3.	3.
2008-2009 Hispanic Population 82%	2009-2010 Hispanic Population 86%	1. Record professional development activities on the School Professional Development Plan for School Improvement template.	1. School Administrators.	1. Daily monitoring of attendance and meetings of the Student Success Team as needed.	1. School staff will collaborate to monitor this goal area by assessing and reporting individual student progress. Data sources will include the RAE Profile Report.
		2.	2.	2.	2.
		3.	3.	3.	3.

**SEE SCHOOL IMPROVEMENT RESOURCE FOLDER FOR A COMPLETE PD LISTING**

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring

**Budget– ONLY INCLUDE MATERIALS/RESOURCES THAT WERE FUNDED BY YOUR SCHOOL/ DO NOT INCLUDE MATERIALS/RESOURCES ETC FUNDED BY THE DISTRICT FOR DISTRICT INITIATIVES.**

Evidence-based Program(s)/Materials(s)

Objective	Description of Resources	Funding Source	Available Amount
			<b>Total:</b>
<b>Technology</b>			
Objective	Description of Resources	Funding Source	Available Amount
			<b>Total:</b>
<b>Professional Development</b>			
Objective	Description of Resources	Funding Source	Available Amount
			<b>Total:</b>
<b>Other</b>			
Objective	Description of Resources	Funding Source	Available Amount
			<b>Total:</b>

*End of Graduation Rate Goal*

## DROPOUT RATE

### DISTRICT GUIDELINES FOR SETTING THE DROPOUT RATE GOAL:

- M. For the school year 2009-10, there will be reduction in the percent of students who drop-out of school.**
- If current dropout rate is 2.5 or higher, there will be a .4 percent reduction.
  - If current dropout rate is less than 2.5, there will be a .2 percent reduction.

Generally, what strategies or activities can be employed to decrease the dropout rate?

Based on the Needs Assessment, Identify Area(s) for Improvement	Objective Linked to Area of Improvement	Action Step	Person Responsible for Monitoring the Action Step	Process Used to Determine Effectiveness of Action Step	Evaluation Tool
2008-2009 Total Population 0.5%	2009-2010 Total Population 0.3%	1. Record professional development activities on the School Professional Development	1. School Administrators.	1. Student Success Team will monitor grades, attendance, and behavioral referrals.	1. School staff will collaborate to monitor this goal area by assessing and reporting individual student progress. Data sources will

		Plan for School Improvement template.			include the RAE Profile Report.
		2.	2.	2.	2.
		3.	3.	3.	3.
2008-2009 White Population 0.4%	2009-2010 White Population 0.2%	1. Record professional development activities on the School Professional Development Plan for School Improvement template.	1. School Administrators.	1. Student Success Team will monitor grades, attendance, and behavioral referrals.	1. School staff will collaborate to monitor this goal area by assessing and reporting individual student progress. Data sources will include the RAE Profile Report.
		2.	2.	2.	2.
		3.	3.	3.	3.
2008-2009 Black Population 0.0%	2009-2010 Black Population 0.0%	1. Record professional development activities on the School Professional Development Plan for School Improvement template.	1. School Administrators.	1. Student Success Team will monitor grades, attendance, and behavioral referrals.	1. School staff will collaborate to monitor this goal area by assessing and reporting individual student progress. Data sources will include the RAE Profile Report.
		2.	2.	2.	2.
		3.	3.	3.	3.
2008-2009 Hispanic Population 2.3%	2009-2010 Hispanic Population 2.1%	1. Record professional development activities on the School Professional Development Plan for School Improvement template.	1. School Administrators.	1. Student Success Team will monitor grades, attendance, and behavioral referrals.	1. School staff will collaborate to monitor this goal area by assessing and reporting individual student progress. Data sources will include the RAE Profile Report.
		2.	2.	2.	2.
		3.	3.	3.	3.

**SEE SCHOOL IMPROVEMENT RESOURCE FOLDER FOR A COMPLETE PD LISTING**

Professional Development Aligned with Objective					
Objective Addressed	Content/Topic	Facilitator	Target Date	Strategy for Follow-up/Monitoring	Person Responsible for Monitoring

**Budget – ONLY INCLUDE MATERIALS/RESOURCES THAT WERE FUNDED BY YOUR SCHOOL/ DO NOT INCLUDE MATERIALS/RESOURCES ETC FUNDED BY THE DISTRICT FOR DISTRICT INITIATIVES.**

Evidence-based Program(s)/Materials(s)

Objective	Description of Resources	Funding Source	Available Amount
<b>Total:</b>			
<b>Technology</b>			
Objective	Description of Resources	Funding Source	Available Amount
<b>Total:</b>			
<b>Professional Development</b>			
Objective	Description of Resources	Funding Source	Available Amount
<b>Total:</b>			
<b>Other</b>			
Objective	Description of Resources	Funding Source	Available Amount
<b>Total:</b>			

*End of Dropout Rate Goal*

**FINAL BUDGET** (Insert Rows as Needed)

<b>Budget– ONLY INCLUDE MATERIALS/RESOURCES THAT WERE FUNDED BY YOUR SCHOOL/ DO NOT INCLUDE MATERIALS/RESOURCES ETC FUNDED BY THE DISTRICT FOR DISTRICT INITIATIVES.</b>			
<b>Evidence-based Program(s)/Materials(s)</b>			
Goal	Description of Resources	Funding Source	Available Amount
<b>Total:</b>			
<b>Technology</b>			
Goal	Description of Resources	Funding Source	Available Amount
<b>Total:</b>			
<b>Professional Development</b>			
Goal	Description of Resources	Funding Source	Available Amount

			<b>Total:</b>
<b>Other</b>			
Goal	Description of Resources	Funding Source	Available Amount
			<b>Total:</b>

### Differentiated Accountability

School-level Differentiated Accountability Compliance

School Differentiated Accountability Status				
Intervene <input type="checkbox"/>	Correct II <input type="checkbox"/>	Prevent II <input type="checkbox"/>	Correct I X	Prevent I <input type="checkbox"/>

Attach school's Differentiated Accountability Checklist of Compliance

### 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

No

If No, Measures Being Taken to Comply with SAC Requirement

Projected use of SAC Funds	Amount
<b>NO FUNDS AVAILABLE</b>	

Describe the Activities of the School Advisory Council for the Upcoming Year

The School Advisory Council (SAC) has an important function for the success of Sarasota Military Academy. Listed below are some of the functions of the SAC.

- Reach out to community to obtain more partners
- Organize FCAT Family Night Event
- Sponsor drives to increase parent involvement
- Assist the school to create and analyze school climate surveys for parents and students

*SAC Membership Roster*

List of Members

Member Name	Role Represented (SAC Chair, Principal, Parent, Student, Business Member, Community Member, Teacher, or School Support Staff)
Terry Lipman	SAC Chair
Dan Kennedy	Headmaster/Principal
Bill Race	Business Member
Deborah Conlon	Parent Representative
Kevin Easton	Community Member
Vera McClaugherty	Teacher
Jack O'Reilly	Student Representative