

FLORIDA DEPARTMENT OF EDUCATION



School Improvement Plan (SIP) Form SIP-1

Proposed for 2011-2012

2011 – 2012 SCHOOL IMPROVEMENT PLAN

PART I: SCHOOL INFORMATION

School Name: SARASOTA MILITARY ACADEMY	District Name: SARASOTA
Principal: MR. DANIEL KENNEDY	Superintendent: MS. LORI WHITE
SAC Chair: MR. TERRY LIPMAN	Date of School Board Approval:

Student Achievement Data:

The following links will open in a separate browser window. .

School Grades Trend Data (Use this data to complete Sections 1-4 of the reading and mathematics goals and Sections 1 and 2 of the writing and science goals.)

Adequate Yearly Progress (AYP) Trend Data (Use this data to complete Sections 5A-5D of the reading and mathematics goals and Section 3A-3D of the writing goals.)

Florida Comprehensive Assessment Test (FCAT) Trend Data (Use this data to inform the problem-solving process when writing goals.)

Highly Qualified Administrators

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

Position	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Administrator	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Principal	Mr. Daniel Kennedy	B.A., Business/ Education/ Economics, University of Kentucky M.A., Vocational Education	9	22	2009-2010 School Grade A 2009-2010 AYP 100% 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-

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		University of Kentucky			2009 to a C with a focus on Lower Quartile Students not making AYP. It is noted that 37/38 categories were met.
Assistant Principal	Christina Bowman	B.S. Middle School Education, Murray State University M.A. Middle School Education, Murray State University M.A. Educational Leadership, Murray State University	3	5	2009-2010 School Grade A 2009-2010 AYP 100% 1997-2007 Murray Middle School (Murray, KY) grades 4-8 ranked in the top ten school districts (176) every year in the Kentucky Core Content Test.
Assistant Principal	Jodi Kopacz	B.A. English Literature West Chester University M. Ed, Multicultural Education Eastern College Ed. S., Educational Leadership Nova Southeastern University	6	3	2009-2010 School Grade A 2009-2010 AYP 100% 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

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

Subject Area	Name	Degree(s)/ Certification(s)	Number of Years at Current School	Number of Years as an Instructional Coach	Prior Performance Record (include prior School Grades, FCAT (Proficiency, Learning Gains, Lowest 25%), and AYP information along with the associated school year)
Literacy	Pamela Donehew	A.A., Honors Philosophy	5	5	2009-2010 School Grade A

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Coach		B.A., English and Psychology M.A., Education, Monmouth University M.S., Reading Specialist, Monmouth University			2009-2010 AYP 100% 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. Provide research-based professional development opportunities to all faculty and staff.	Professional Development Coordinator	On-going for school-year 2011-2012.	
2. Partnering new teachers (SMA) with veteran (SMA) teachers and staff.	Administration Professional Development Coordinator Department Chairs	On-going for school-year 2011-2012.	
3.			
4.			

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Non-Highly Qualified Instructors

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

Name	Certification	Teaching Assignment	Professional Development/Support to Become Highly Qualified

Staff Demographics

Please complete the following demographic information about the instructional staff in the school.

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

Total Number of Instructional Staff	% of First-Year Teachers	% of Teachers with 1-5 Years of Experience	% of Teachers with 6-14 Years of Experience	% of Teachers with 15+ Years of Experience	% of Teachers with Advanced Degrees	% Highly Qualified Teachers	% Reading Endorsed Teachers	% National Board Certified Teachers	% ESOL Endorsed Teachers
43	0%	67%	28%	5%	48%	100%	1%	0%	12%

Teacher Mentoring Program

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

Mentor Name	Mentee Assigned	Rationale for Pairing	Planned Mentoring Activities
N/A			

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Additional Requirements

Coordination and Integration-Title I Schools Only

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

Title I, Part A
Title I, Part C- Migrant
Title I, Part D
Title II
Title III
Title X- Homeless
Supplemental Academic Instruction (SAI)
Violence Prevention Programs
Nutrition Programs
Housing Programs
Head Start
Adult Education
Career and Technical Education
Job Training
Other

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Response to Instruction/Intervention (RtI)

School-Based RtI Team
<p>Identify the school-based RtI Leadership Team. (MTSSS)</p> <p>BG Frank Laudano/Commandant of Cadets LTC Christina Bowman/Assistant Headmaster LTC Jodi Kopacz/Assistant Headmaster Captain Jennifer Catena/Behavior Specialist Major Barbara Coury/ESE Director Captain Marsha Horan/Counseling Department Major Pamela Donehew/Literacy Coach</p>
<p>Describe how the school-based RtI Leadership Team functions (e.g., meeting processes and roles/functions). How does it work with other school teams to organize/coordinate RtI efforts?</p> <p>The RtI (MTSSS) Leadership Team meets twice a month. Process and procedures have been established by the Sarasota School District and have been adopted by SMA. Student concerns are presented to the appropriate grade level administrator only after multiple attempts to provide a variety of interventions and a parent conference has been completed. At that time, the appropriate grade level administrator will begin collecting information about the student and contacting the appropriate support staff for information. The Leadership Team will then discuss the student and provide additional interventions. The teacher is expected to utilize and document the impact of the interventions. Results are then presented back to the Leadership Team for review. The RtI (MTSSS) Team works closely with the Administrative Team, the ESE Department, the Counseling Department, the PBS Team and all Department Chairs and the Behavior Specialist.</p>
<p>Describe the role of the school-based RtI Leadership Team in the development and implementation of the school improvement plan. Describe how the RtI Problem-solving process is used in developing and implementing the SIP?</p> <p>The school-based RtI (MTSSS) will employ a continuous improvement process to create the SIP as outlined in this document. Input will be collected from the grade level teams, content area teams, the SAC and the district teams composed of specialists in the areas of instructional need.</p>
RtI Implementation
<p>Describe the data source(s) and the data management system(s) used to summarize data at each tier for reading, mathematics, science, writing, and behavior.</p> <p>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</p> <p>Reading assessment and utilize the Florida Achieves Mathematics and Science assessments to summarize data for students at Tier 1, 2, and 3. Progress Monitoring Data/Assessments will be provided throughout the year as scheduled by the District Board Office. Data will also be collected and analyzed using student referral forms established in Tier 1. Progress monitoring data such as classroom assessments, FAIR, Angel Web Benchmark Testing and FCAT will be used as well as discipline data using the School Wide Information System (SWIS) and classroom reports. The RtI Team (MTSSS) and instructors will then document and record data regarding student progress, matching instruction and interventions to student needs.</p>

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Describe the plan to train staff on RtI.

The process was reviewed at faculty orientation on August, 2011. A Professional Development will be offered at a later date as a specialist from the District Office has been requested.

Literacy Leadership Team (LLT)

School-Based Literacy Leadership Team

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

The school-based Literacy Leadership Team is comprised of the RtI (MTSS) Team and the SAC Committee.

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

The LLT will meet bi-monthly in conjunction with the RtI (MTSS) Team.

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

Major initiatives include Vocabulary (Word of the Week), Differentiation of Instruction within the Content Area, Independent Reading, Pre-Assessments, Interest Inventories and Identifying Textbook Levels that More Appropriately Meet Individual Student Needs.

Students are expected to have an independent reading book with them at all times and read when class work is completed.

All content areas will complete a weekly writing assignment and will consist of short answer responses, long answer responses, essays, research projects, and/or quick writes.

Teachers are encouraged to use the FCAT Holistic method and scale for scoring.

We will promote the importance of Critical Thinking Skills in each classroom as well and employ questioning strategies that will help guide students to enhance clarity and better comprehension.

Reading by Numbers is the last initiative for the 2011-2012 school-year. The reference and research section of the FCAT has traditionally been the most difficult section for students to improve upon or pass. Students need the ability to locate information, organize, synthesize and evaluate information from a variety of sources and interpret the information given within text, graph or picture. Teachers will be incorporating these skills into all content area classes.

NCLB Public School Choice

April 2011

Rule 6A-1.099811

Revised April 29, 2011

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- **Notification of School in Need of Improvement (SINI) Status**

Upload a copy of the Notification of SINI Status to Parents in the designated upload link on the "Upload" page.

- **Public School Choice with Transportation (CWT) Notification**

Upload a copy of the CWT Notification to Parents in the designated upload link on the "Upload" page.

- **Supplemental Educational Services (SES) Notification**

Upload a copy of the SES Notification to Parents in the designated upload link on the "Upload" page.

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

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

****Grades 6-12 Only*** Sec. 1003.413(b) F.S

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

Every faculty member will focus on literacy within the classroom as indicated by each Individual Professional Development Plan. The Literacy Coach and Professional Development Coordinator meets with each department on a monthly basis, discussing instructional strategies which support research based reading strategies. This includes focusing on differentiation of instruction within particular content areas. 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 and the designated Word of the Week is posted in the classroom, and discussed, weekly.

The Literacy Coach will meet monthly the Next Generation Content Area Reading teachers to review and discuss appropriate strategies for the classroom and individual students.

All teachers will participate in Reading By Numbers Professional Development and will implement the strategies within the classroom.

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**High Schools Only*

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

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

- 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/counseling 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.
- Students participate in dual enrollment courses.

The guidance/counseling 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

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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.
- Advanced Placement International Diploma (APID) is offered at SMA as well.
- 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, French, American Sign Language III/IV, and Chinese III/IV., Honors Physics, AP Physics, Marine Biology, Environmental Science and AP Environmental Science.
- A large variety of AP and Honors courses are provided as well.

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 allowing struggling students to obtain a credit in these areas, while getting assistance needed.
- Advanced Placement International Diploma (APID)

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PART II: EXPECTED IMPROVEMENTS

Reading Goals

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

READING GOALS			Problem-Solving Process to Increase Student Achievement						
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool		
1. Students achieving proficiency (FCAT Level 3) in reading <u>Reading Goal #1:</u> In grades 9-10, 56% of the total population was proficient on the 2011 Reading FCAT. In grades 9-10, 60% of the total population will demonstrate proficiency on the 2012 Reading FCAT.			1.1. Attendance	1.1. Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Immediate contact to parents through Jupiter Grades when student is absent.	1.1. Attendance Clerk Positive Behavior Support Team Multi-Tiered Student Support System (MTSSS) Administration	1.1. Analyze Attendance Data Review Jupiter Grades Attendance Weekly	1.1. Attendance Policy Truancy Policy Attendance Data AS400 Jupiter Grades		
								2011 Current Level of Performance:*	2012 Expected Level of Performance:*
								56% (261)	60%
			1.2. Lack of Integrity to IFC and Literacy and Language Initiatives	1.2. Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading By Numbers Process in all content areas.	1.2. Department Chair Administration Literacy Coach NGCAR Teachers	1.2. Analyze FAIR data. Analyze formative and summative assessments.	1.2. FAIR FCAT Classroom Assessments CWT Data		
			1.3. Lack of higher order questions in lessons and	1.3. All content area teachers will meet with the Literacy Coach	1.3. Department Chair Literacy Coach	1.3. Formative and summative assessment data will be analyzed.	1.3. FAIR FCAT		

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			assessments and differentiation of instruction in all content areas.	regarding the Literacy and Language Initiatives and the Reading By Numbers Process.	Administration NGCAR Teachers		Classroom Assessments CWT Data Jupiter Grades
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (FCAT Levels 4 and 5) in reading			2.1. Attendance	2.1. Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Immediate contact to parents through Jupiter Grades when student is absent.	2.1. Attendance Clerk Positive Behavior Support Team Multi-Tiered Student Support System (MTSSS) Administration	2.1. Analyze Attendance Data Review Jupiter Grades Attendance Weekly	2.1. Attendance Policy Truancy Policy Attendance Data AS400 Jupiter Grades
<u>Reading Goal #2:</u>							
In grades 9-10, 28% of the total population achieved above proficiency on the 2010 Reading FCAT. In grades 9-10, 32% of the total population will achieve above proficiency on the 2012 Reading FCAT.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					
	28% (130)	32%					
			2.2. Lack of Integrity to IFC and Literacy and Language Initiatives	2.2. Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading By Numbers Process in all content areas.	2.2. Department Chair Administration Literacy Coach NGCAR Teachers	2.2. Analyze FAIR data. Analyze formative and summative assessments.	2.2. FAIR FCAT Classroom Assessments CWT Data
		2.3. Lack of higher order questions in lessons and assessments and differentiation of instruction in all content areas.	2.3. All content area teachers will meet with the Literacy Coach regarding the Literacy and Language Initiatives and the Reading By Numbers Process.	2.3. Department Chair Literacy Coach Administration NGCAR Teachers	2.3. Formative and summative assessment data will be analyzed.	2.3. FAIR FCAT Classroom Assessments CWT Data Jupiter Grades	
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
3. Percentage of students making Learning Gains in reading			3.1. Attendance	3.1. Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Immediate contact to parents	3.1. Attendance Clerk Positive Behavior Support Team Multi-Tiered Student Support System (MTSSS)	3.1. Analyze Attendance Data Review Jupiter Grades Attendance Weekly	3.1. Attendance Policy Truancy Policy Attendance Data AS400 Jupiter Grades
<u>Reading Goal #3:</u>							
In grades 9-10, 52% of the total population demonstrated an annual	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>					

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learning gain on the 2011 Reading FCAT. In grades 9-10 , 56% of the total population will demonstrate an annual learning gain on the 2012 Reading FCAT.	52% (209)	56%		through Jupiter Grades when student is absent.	Administration		
			3.2. Lack of Integrity to IFC and Literacy and Language Initiatives	3.2. Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading By Numbers Process in all content areas.	3.2. Department Chair Administration Literacy Coach NGCAR Teachers	3.2. Analyze FAIR data. Analyze formative and summative assessments.	3.2. F AIR FCAT Classroom Assessments CWT Data
			3.3. Lack of higher order questions in lessons and assessments and differentiation of instruction in all content areas.	3.3. All content area teachers will meet with the Literacy Coach regarding the Literacy and Language Initiatives and the Reading By Numbers Process.	3.3. Department Chair Literacy Coach Administration NGCAR Teachers	3.3. Formative and summative assessment data will be analyzed.	3.3. FAIR FCAT Classroom Assessments CWT Data Jupiter Grades
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Percentage of students in Lowest 25% making learning gains in reading			4.1. Attendance	4.1 Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Immediate contact to parents through Jupiter Grades when student is absent..	4.1. Attendance Clerk Positive Behavior Support Team Multi-Tiered Student Support System (MTSSS) Administration	4.1. Analyze Attendance Data Review Jupiter Grades Attendance Weekly	4.1. Attendance Policy Truancy Policy Attendance Data AS400 Jupiter Grades
<u>Reading Goal #4:</u>							
In grades 9-10, 49% of the students in the lowest quartile made learning gains in reading on the 2011 Reading FCAT.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
In grades 9-10, 53% of the students in the lowest quartile will make learning gains on the 2012 Reading FCAT.	49%	53%					
			4.2. Lack of Integrity to IFC and Literacy and Language Initiatives	4.2. Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading By Numbers Process in all content areas.	4.2. Department Chair Administration Literacy Coach NGCAR Teachers	4.2. Analyze FAIR data. Analyze formative and summative assessments.	4.2. F AIR FCAT Classroom Assessments CWT Data

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		4.3 Lack of higher order questions in lessons and assessments and differentiation of instruction in all content areas.	4.3. All content area teachers will meet with the Literacy Coach regarding the Literacy and Language Initiatives and the Reading By Numbers Process.	4.3. Department Chair Literacy Coach Administration NGCAR Teachers	4.3. Formative and summative assessment data will be analyzed.	4.3. FAIR FCAT Classroom Assessments CWT Data Jupiter Grades
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5A. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5A:</u>	Reading Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)	5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1.	5A.1.	5A.1.	5A.1.
N/A	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
			5A.2.	5A.2.	5A.2.	5A.2.
			5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5B:</u>	Reading Goal #5B: English Language Learners (ELL)	5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
N/A	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
			5B.2.	5B.2.	5B.2.	5B.2.

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		5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5C. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5C:</u> N/A	Reading Goal #5C: Students with Disabilities (SWD)		5C.1.	5C.1.	5C.1.	5C.1.
	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
			5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Student subgroups not making Adequate Yearly Progress (AYP) in reading <u>Reading Goal #5D:</u> In grades 9-10, 51% of the economically disadvantaged students did not make Adequate Yearly Progress in Reading on the 2011 Reading FCAT. In grades 9-10, the number of students not making Adequate Yearly Progress in Reading will decrease by 4% to 47% on the 2012 FCAT.	Reading Goal #5D: Economically Disadvantaged		5D.1. Attendance	5D.1. Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Immediate contact to parents through Jupiter Grades when student is absent.	5D.1. Attendance Clerk Positive Behavior Support Team Multi-Tiered Student Support System (MTSSS) Administration	5D.1. Analyze Attendance Data Review Jupiter Grades Attendance Weekly Attendance Policy Truancy Policy Attendance Data AS400 Jupiter Grades
	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
	51%	47%				
		5D.2. Lack of Integrity to IFC and Literacy and Language Initiatives	5D.2. Review IFC frequently with team members and create lessons according to needs on IFC. Incorporate Reading By Numbers Process in all content	5D.2. Department Chair Administration Literacy Coach NGCAR Teachers	5D.2. Analyze FAIR data. Analyze formative and summative assessments.	5D.2. FAIR FCAT Classroom Assessments CWT Data

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			areas.			
		5D.3. Lack of higher order questions in lessons and assessments and differentiation of instruction in all content areas.	5D.3. All content area teachers will meet with the Literacy Coach regarding the Literacy and Language Initiatives and the Reading By Numbers Process.	5D.3. Department Chair Literacy Coach Administration NGCAR Teachers	5D.3. Formative and summative assessment data will be analyzed.	5D.3. FAIR FCAT Classroom Assessments CWT Data Jupiter Grades

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Reading by Numbers	9-12	P. Donehew	All Faculty and Staff	On-going/complete by January, 2011.	Walk-throughs, lesson plans, Observations, reviews	P. Donehew, Administrators, Department Chairs
NGCAR PD	9-12	P. Donehew	All Faculty and Staff	On-going by May, 2012	Walk-throughs, lesson plans, Observations, reviews	P. Donehew, Administrators, Department Chairs, NGCAR PD Teachers

Reading Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
READING BY NUMBERS	Training	None Required	\$0
NGCAR PD	Training Materials	Professional Development	TBD
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount

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Reading by Numbers	None	None	\$0
NGCAR PD	Training Materials	Professional Development	TBD
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Reading Goals

Mathematics Goals

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

MATHEMATICS GOALS			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Students achieving proficiency (Level 3) in mathematics			1.1. Attendance	1.1. Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Immediate contact to parents through Jupiter Grades when student is absent.	1.1. Attendance Clerk Positive Behavior Support Team Multi-Tiered Student Support System (MTSSS) Administration	1.1. Analyze Attendance Data Review Jupiter Grades Attendance Weekly	1.1. Attendance Policy Truancy Policy Attendance Data AS400 Jupiter Grades
Mathematics Goal #1:							
In grade 10, 80% of the total population was proficient on the 2011 Mathematics FCAT.	<u>2011 Current Level of Performance:*</u> 80% (171)	<u>2012 Expected Level of Performance:*</u> 82%					
In 2012, 82% of the Algebra EOC students will attain credit for Algebra.			1.2. Lack of Integrity to IFC	1.2. Review IFC frequently with team members and create lessons according to needs on IFC.	1.2. Department Chair Teacher Administration	1.2. Progress Monitoring Data EOC Formative and Summative Classroom Assessments	1.2 Progress Monitoring: Baseline, Mid-Year and End of Year EOC Formative and Summative Classroom Assessments CWT Data Study Island

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		1.3. Lack of use of Study Island Review Resource	1.3. Review student progress and schedule student for Study Island when student struggles. Use study Island as a review resource prior to Algebra EOC.	1.3. Department Chair Teacher	1.3. Analyze student progress in Study Island Analyze student progression throughout the class.	1.3. Progress Monitoring: Baseline, Mid-Year and End of Year EOC Formative and Summative Classroom Assessments Study Island
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2. Students achieving above proficiency (Levels 4 and 5) in mathematics		2.1. Attendance	2.1. Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program.	2.1. Attendance Clerk Positive Behavior Support Team Multi-Tiered Student Support System (MTSS) Administration	2.1. Analyze Attendance Data Review Jupiter Grades Attendance Weekly	2.1. Attendance Policy Truancy Policy Attendance Data AS400 Jupiter Grades
Mathematics Goal #2:						
In 2011, 48% of the total population of 10 th grade students scored above proficiency on the 2011 Mathematics FCAT.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
	48% (103)	52%	Immediate contact to parents through Jupiter Grades when student is absent.			
			2.2. Lack of Integrity to IFC	2.2. Review IFC frequently with team members and create lessons according to needs on IFC.	2.2. Department Chair Teacher Administration	2.2. Progress Monitoring Data EOC Formative and Summative Classroom Assessments
		2.3 Lack of use of Study Island Review Resource	2.3 Review student progress and schedule student for Study Island when student struggles. Use study Island as a review	2.3 Department Chair Teacher	2.3 Analyze student progress in Study Island Analyze student progression throughout the class.	2.3 Progress Monitoring: Baseline, Mid-Year and End of Year EOC Formative and

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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
<p>3. Percentage of students making learning gains in mathematics (excluding 9th grade; learning gains will not be available for this grade)</p> <p>Mathematics Goal #3:</p> <p>In grade 10, 80% of the total population made learning gains on the 2011 Mathematics FCAT.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">2011 Current Level of Performance:*</th> <th style="width: 50%; text-align: center;">2012 Expected Level of Performance:*</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">80% (170)</td> <td style="text-align: center;">82%</td> </tr> </tbody> </table>			2011 Current Level of Performance:*	2012 Expected Level of Performance:*	80% (170)	82%	3.1. Attendance	<p>3.1. Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program.</p> <p>Immediate contact to parents through Jupiter Grades when student is absent.</p>	3.1. Attendance Clerk Positive Behavior Support Team Multi-Tiered Student Support System (MTSS) Administration	3.1. Analyze Attendance Data Review Jupiter Grades Attendance Weekly	3.1. Attendance Policy Truancy Policy Attendance Data AS400 Jupiter Grades
			2011 Current Level of Performance:*	2012 Expected Level of Performance:*							
			80% (170)	82%							
			3.2. Lack of Integrity to IFC	3.2. Review IFC frequently with team members and create lessons according to needs on IFC.	3.2. Department Chair Teacher Administration	3.2. Progress Monitoring Data EOC Formative and Summative Classroom Assessments	3.2. Progress Monitoring: Baseline, Mid-Year and End of Year EOC Formative and Summative Classroom Assessments CWT Data				
3.3. Lack of use of Study Island Review Resource	3.3. Review student progress and schedule student for Study Island when student struggles. Use study Island as a review resource prior to Algebra EOC. Review Progress Monitoring Data	3.3. Department Chair Teacher	3.3. Analyze student progress in Study Island Analyze student progression throughout the class.	3.3. Progress Monitoring: Baseline, Mid-Year and End of Year EOC Formative and Summative Classroom Assessments Study Island							
			resource prior to Algebra EOC.				Summative Classroom Assessments Study Island				

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			Review Study Island Progress			
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
4. Percentage of students in Lowest 25% making learning gains in mathematics		4.1. Attendance	4.1. Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program.	4.1. Attendance Clerk Positive Behavior Support Team Multi-Tiered Student Support System (MTSS) Administration	4.1. Analyze Attendance Data Review Jupiter Grades Attendance Weekly	4.1. Attendance Policy Truancy Policy Attendance Data AS400 Jupiter Grades
Mathematics Goal #4:						
In grade 10, 74% of the students in the Lowest 25% made learning gains on the 2011 Mathematics FCAT.	2011 Current Level of Performance:*	2012 Expected Level of Performance:*				
	74%	76%	Immediate contact to parents through Jupiter Grades when student is absent.			
		4.2. Lack of Integrity to IFC	4.2. Review IFC frequently with team members and create lessons according to needs on IFC. Review Progress Monitoring Data. Review Study Island Data	4.2. Department Chair Teacher Administration	4.2. Progress Monitoring Data EOC Formative and Summative Classroom Assessments	4.2. Progress Monitoring: Baseline, Mid-Year and End of Year EOC Formative and Summative Classroom Assessments CWT Data Study Island
		4.3. Lack of use of Study Island Review Resource	4.3. Review student progress and schedule student for Study Island when student struggles. Use study Island as a review resource prior to Algebra EOC.	4.3. Department Chair Teacher	4.3. Analyze student progress in Study Island Analyze student progression throughout the class.	4.3. Progress Monitoring: Baseline, Mid-Year and End of Year EOC Formative and Summative Classroom Assessments Study Island
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the applicable subgroup(s):		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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5A. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5A:	Mathematics Goal #5A: Ethnicity (White, Black, Hispanic, Asian, American Indian)		5A.1. White: Black: Hispanic: Asian: American Indian:	5A.1.	5A.1.	5A.1.	5A.1.
	N/A	2011 Current Level of Performance:*	2012 Expected Level of Performance:*				
				5A.2.	5A.2.	5A.2.	5A.2.
			5A.3.	5A.3.	5A.3.	5A.3.	5A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5B. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5B:	Mathematics Goal #5B: English Language Learners (ELL)		5B.1.	5B.1.	5B.1.	5B.1.	5B.1.
	N/A	2011 Current Level of Performance:*	2012 Expected Level of Performance:*				
				5B.2.	5B.2.	5B.2.	5B.2.
			5B.3.	5B.3.	5B.3.	5B.3.	5B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool

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5C. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5C:	Mathematics Goal #5C: Students with Disabilities (SWD)		5C.1.	5C.1.	5C.1.	5C.1.	5C.1.
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
N/A			5C.2.	5C.2.	5C.2.	5C.2.	5C.2.
			5C.3.	5C.3.	5C.3.	5C.3.	5C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
5D. Student subgroups not making Adequate Yearly Progress (AYP) in mathematics Mathematics Goal #5D:	Mathematics Goal #5D: Economically Disadvantaged		5D.1.	5D.1.	5D.1.	5D.1.	5D.1.
	2011 Current Level of Performance:*	2012 Expected Level of Performance:*					
N/A			5D.2.	5D.2.	5D.2.	5D.2.	5D.2.
			5D.3.	5D.3.	5D.3.	5D.3.	5D.3.

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
Study Island	9-12	P. Schroeder	All Content Teachers	August, 2011 Ongoing	Assessments Used on Study Island	Department Chairs, Administrator

Mathematics Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

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

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Technology

Strategy	Description of Resources	Funding Source	Amount
Study Island	On-Line	General Fund	\$3,000

Subtotal:

Professional Development

Strategy	Description of Resources	Funding Source	Amount
Study Island	On-Line Program	None Needed	\$0

Subtotal:

Other

Strategy	Description of Resources	Funding Source	Amount

Subtotal:

Total:

End of Mathematics Goals

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Science Goals

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

SCIENCE GOALS			Problem-Solving Process to Increase Student Achievement								
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				
1. Students achieving proficiency (FCAT Level 3) in science			1.1. Attendance	1.1. Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Immediate contact to parents through Jupiter Grades when student is absent.	1.1. Attendance Clerk Positive Behavior Support Team Multi-Tiered Student Support System (MTSS) Administration	1.1. Analyze Attendance Data Review Jupiter Grades Attendance Weekly	1.1. Attendance Policy Truancy Policy Attendance Data AS400 Jupiter Grades				
Science Goal #1:											
<table border="1"> <tr> <td></td> <td><u>2011 Current Level of Performance:*</u></td> <td><u>2012 Expected Level of Performance:*</u></td> </tr> <tr> <td>In grade 11, 46% of the total population was proficient on the 2011 Science FCAT.</td> <td>46% (76)</td> <td>50%</td> </tr> <tr> <td>In 2012, 50% of the students enrolled in Biology will attain credit after the EOC exam.</td> <td></td> <td></td> </tr> </table>									<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>	In grade 11, 46% of the total population was proficient on the 2011 Science FCAT.
	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>									
In grade 11, 46% of the total population was proficient on the 2011 Science FCAT.	46% (76)	50%									
In 2012, 50% of the students enrolled in Biology will attain credit after the EOC exam.											
			1.2. Lack of Integrity to IFC	1.2. Review IFC frequently with team members and create lessons according to needs on IFC. Review Progress Monitoring Data Review Study Island Data	1.2. Department Chair Teacher Administration	1.2. Progress Monitoring Data EOC Formative and Summative Classroom Assessments	1.2. Progress Monitoring: Baseline, Mid-Year and End of Year EOC Formative and Summative Classroom Assessments CWT Data Study Island				
			1.3. Lack of Inquiry-Based Activities	1.3. Increase the number of students participating in the Science Fair. Increase the number of formal labs created within the science lab. Use of higher order questions with inquiry.	1.3. Department Chair Teacher Administration	1.3. Analyze the following: Progress Monitoring Data EOC Formative and Summative Classroom Assessments Study Island	1.3. Progress Monitoring: Baseline, Mid-Year and End of Year EOC Formative and Summative Classroom Assessments CWT Data Study Island				
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool				

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2. Students achieving above proficiency (FCAT Levels 4 and 5) in science		2.1. Attendance	2.1. Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Immediate contact to parents through Jupiter Grades when student is absent.	2.1. Attendance Clerk Positive Behavior Support Team Multi-Tiered Student Support System (MTSSS) Administration	2.1. Analyze Attendance Data Review Jupiter Grades Attendance Weekly	2.1. Attendance Policy Truancy Policy Attendance Data AS400 Jupiter Grades
Science Goal #2:						
In grade 11, 10% of the total population scored FCAT Levels 4 or 5 on the 2011 Science FCAT.	<u>2011 Current Level of Performance:*</u>	<u>2012 Expected Level of Performance:*</u>				
	10% (17)	14%				
			2.2. Lack of Integrity to IFC	2.2. Review IFC frequently with team members and create lessons according to needs on IFC. Review Progress Monitoring Data. Review Study Island Data	2.2. Department Chair Teacher	2.2. Progress Monitoring Data EOC Formative and Summative Classroom Assessments
		2.3 Lack of Inquiry-Based Activities	2.3 Increase the number of students participating in the Science Fair. Increase the number of formal labs created within the science lab. Use of higher order questions with inquiry.	2.3 Department Chair Teacher Administration	2.3 Analyze the following: Progress Monitoring Data EOC Formative and Summative Classroom Assessments Study Island	2.3 Progress Monitoring: Baseline, Mid-Year and End of Year EOC Formative and Summative Classroom Assessments CWT Data Study Island

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

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

PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
On-line Assessments (ANGEL WEB)	BIOLOGY	Department Chair	Biology Faculty Department Chair	September, 2011 On-going	Analyze results from progress monitoring data.	Test Coordinator, Department Chair

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Science Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
Study Island	On-Line Program	General Fund	\$0
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
Study Island	On-Line Program	General Fund	\$0
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
Study Island	On-Line Program	General Fund	\$0
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Science Goals

Writing Goals

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

WRITING GOALS	Problem-Solving Process to Increase Student Achievement
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Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool							
1. Students achieving Adequate Yearly Progress (FCAT Level 3.0 and higher) in writing Writing Goal #1: In grade 10, 96% of the total population scored FCAT Level 3.0 and higher on the 2011 Writing FCAT. In grade 10, 98% of the total population will score FCAT Level 3.0 and higher on the 2012 Writing FCAT.			1.1. Attendance	1.1. Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Immediate contact to parents through Jupiter Grades when student is absent.	1.1. Attendance Clerk Positive Behavior Support Team Multi-Tiered Student Support System (MTSS) Administration	1.1. Analyze Attendance Data Review Jupiter Grades Attendance Weekly	1.1. Attendance Policy Truancy Policy Attendance Data AS400 Jupiter Grades							
			<table border="1"> <tr> <td></td> <td></td> <td><u>2012 Expected Level of Performance:*</u></td> </tr> <tr> <td>96% Level 3 and Above (214)</td> <td>98% Level 3 and Above</td> <td></td> </tr> <tr> <td>73% Level 4 and Above</td> <td>77% Level 4 and Above</td> <td></td> </tr> </table>			<u>2012 Expected Level of Performance:*</u>	96% Level 3 and Above (214)	98% Level 3 and Above		73% Level 4 and Above	77% Level 4 and Above		1.2. Lack of Integrity to IFC	1.2. Review IFC frequently with team members and create lessons according to needs on IFC. Review Progress Monitoring Data.
		<u>2012 Expected Level of Performance:*</u>												
96% Level 3 and Above (214)	98% Level 3 and Above													
73% Level 4 and Above	77% Level 4 and Above													
			1.3. Lack of use of higher order questions and differentiation of instruction.	1.3. Lessons will include the use of higher order questions. Differentiation will be used within the lessons. Use of a variety of writing prompts.	1.3. Department Chair Teacher Administration	1.3. Analyze the following: Progress Monitoring Data Formative and Summative Classroom Assessments Benchmark Assessments	1.3. Progress Monitoring: Baseline, Mid-Year and End of Year FCAT Formative and Summative Classroom Assessments CWT Data							
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following group:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool							

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2A. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2A:	Writing Goal #2A: Ethnicity (White, Black, Hispanic, Asian, American Indian)		2A.1. White: Black: Hispanic: Asian: American Indian:	2A.1.	2A.1.	2A.1.	2A.1.
	N/A	2011 Current Level of Performance:*	2012 Expected Level of Performance:*				
		White: Black: Hispanic: Asian: American Indian:	White: Black: Hispanic: Asian: American Indian:				
			2A.2.	2A.2.	2A.2.	2A.2.	2A.2.
			2A.3.	2A.3.	2A.3.	2A.3.	2A.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2B. Student subgroups not making Adequate Yearly Progress (AYP) in writing Writing Goal #2B:	Writing Goal #2B: English Language Learners (ELL)		2B.1.	2B.1.	2B.1.	2B.1.	2B.1.
	N/A	2011 Current Level of Performance:*	2012 Expected Level of Performance:*				
				2B.2.	2B.2.	2B.2.	2B.2.
			2B.3.	2B.3.	2B.3.	2B.3.	2B.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2C. Student subgroups not making Adequate Yearly Progress (AYP) in	Writing Goal #2C: Students with Disabilities (SWD)		2C.1.	2C.1.	2C.1.	2C.1.	2C.1.

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writing						
Writing Goal #2C:						
N/A	2011 Current Level of Performance:*	2012 Expected Level of Performance:*				
			2C.2.	2C.2.	2C.2.	2C.2.
			2C.3.	2C.3.	2C.3.	2C.3.
Based on the analysis of student achievement data, and reference to "Guiding Questions", identify and define areas in need of improvement for the following subgroup:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
2D. Student subgroups not making Adequate Yearly Progress (AYP) in writing	Writing Goal #2D: Economically Disadvantaged	2D.1.	2D.1.	2D.1.	2D.1.	2D.1.
Writing Goal #2D:						
N/A	2011 Current Level of Performance:*	2012 Expected Level of Performance:*				
			2D.2.	2D.2.	2D.2.	2D.2.
			2D.3.	2D.3.	2D.3.	2D.3.

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

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

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

Include only school-based funded activities/materials and exclude district funded activities/materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount

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			Subtotal:
			Total:

End of Writing Goals

Attendance Goal(s)

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

ATTENDANCE GOAL(S)			Problem-solving Process to Increase Attendance				
Based on the analysis of attendance data, and reference to “Guiding Questions”, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Attendance			1.1. Lack of integrity to SMA attendance and truancy policy.	1.1. MTSSS team will review attendance data twice a month. Administration will review attendance weekly. Students who are having attendance problems will be identified and a conference with the parents and student will take place. Rewards and incentives will be provided according to the PBS EAGLE Rewards program. Teams will identify priority	1.1. Attendance Clerk Administration MTSSS Team PBS Team Teachers	1.1. Analyze attendance data. MTSSS documentation of response to strategies implemented for the student.	1.1. Attendance Programs: AS400 Jupiter Grades MTSSS Documents
<u>Attendance Goal #1:</u>							
In 2011, the attendance rate was 95%.	<u>2011 Current Attendance Rate:*</u>	<u>2012 Expected Attendance Rate:*</u>					
	95%	97%					
In 2012, the attendance rate will reach 97%.	<u>2011 Current Number of Students with Excessive Absences (10 or more)</u>	<u>2012 Expected Number of Students with Excessive Absences (10 or more)</u>					
	45%	41%					
	<u>2011 Current Number of Students with Excessive Tardies (10 or more)</u>	<u>2012 Expected Number of Students with Excessive Tardies (10 or more)</u>					

2011-2012 School Improvement Plan (SIP)-Form SIP-1

	1%	0.5%		attendance strategies and developmentally appropriate interventions which may include: guidance counseling, time management and organizational skill support, mentoring, family intervention, attendance contracts and community service referrals.			
			1.2. Lack of integrity and support of the PBS/EAGLE Rewards Program.	1.2. Provide more rewards for attendance and more frequently.	1.2. PBS Team Administration	1.2. Increase in attendance.	1.2. AS400 Jupiter Grades
			1.3.	1.3.	1.3.	1.3.	1.3.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring
MTSSS	9-12	MTSSS Team	MTSSS Team	August, 2011-June, 2012	Review Attendance Data	Administration Attendance Clerk MTSSS Team PBS Team Teachers

Attendance Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.
Evidence-based Program(s)/Materials(s)

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Attendance Goals

Suspension Goal(s)

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

SUSPENSION GOAL(S)	Problem-solving Process to Decrease Suspension				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of suspension data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Suspension Suspension Goal #1:	1.1. Lack of support and	1.1. Review and discuss the	1.1. Administration/Discip	1.1. Monitor Data:	1.1. AS400

2011-2012 School Improvement Plan (SIP)-Form SIP-1

<p>In 2011, the number of suspensions and in-school suspensions totaled 46.</p> <p>In 2012, the number of suspensions and in-school suspensions will decrease to 40.</p>	<p>2011 Total Number of In-School Suspensions</p> <p>0.12%</p>	<p>2012 Expected Number of In-School Suspensions</p> <p>1%</p>	<p>integrity to the Discipline Policies and Procedures.</p>	<p>policies and procedures with faculty, staff, students, parents and administration.</p>	<p>line Team MTSSS Team PBS Team Teachers</p>	<p>Rtl:B Data SWIS Jupiter Grades</p>	<p>Rti:b Data SWIS Data CWT Data</p>
	<p>2011 Total Number of Students Suspended In-School</p> <p>1</p>	<p>2012 Expected Number of Students Suspended In-School</p> <p>8</p>					
	<p>2011 Number of Out-of-School Suspensions</p> <p>9%</p>	<p>2012 Expected Number of Out-of-School Suspensions</p> <p>5%</p>					
	<p>2011 Total Number of Students Suspended Out- of- School</p> <p>45</p>	<p>2012 Expected Number of Students Suspended Out- of-School</p> <p>32</p>					
		<p>1.3. Lack of integrity and support of the PBS/EAGLE Rewards Program.</p>	<p>1.3. Provide more rewards for positive behaviors and more frequently.</p>	<p>1.3. PBS Team Administration</p>	<p>1.3. Review and analyze discipline referrals.</p>	<p>1.3. AS400 Rtl:B Data SWIS Data</p>	

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

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

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

Suspension Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Suspension Goals

Dropout Prevention Goal(s)

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

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

DROPOUT PREVENTION GOAL(S)	Problem-solving Process to Dropout Prevention				
	Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:					
1. Dropout Prevention <u>Dropout Prevention Goal #1:</u>	1.1. Attendance	1.1. Provide incentives and rewards for perfect	1.1. Administration MTSSS Team	1.1. Monitor attendance data, referral data and student	1.1. PBS Data Rti:B Data

2011-2012 School Improvement Plan (SIP)-Form SIP-1

<i>*Please refer to the percentage of students who dropped out during the 2010-2011 school year.</i>				attendance or improved attendance.	Attendance Clerk PBS Team Counseling Team	achievement data.	SWIS Data FCAT Data EOC Data Jupiter Grades Attendance Data
In 2011, the dropout rate was 0.3%.	<u>2011 Current Dropout Rate:*</u>	<u>2012 Expected Dropout Rate:*</u>		Adhere to attendance and truancy policy.			
	0.3%	0.1%		Adhere to MTSSS procedures.			
In 2012, the dropout rate will decrease by 0.2%.	<u>2011 Current Graduation Rate:*</u>	<u>2012 Expected Graduation Rate:*</u>					
	92%	94%					
In 2011, the graduation rate was 92%.			1.2. Lack of following MTSSS procedures.	1.2. Provide interventions and support for at-risk students in accordance to MTSSS and MTSSS Team.	1.2. MTSSS Team Administration Teachers	1.2. Review and analyze dropout data. Review and analyze MTSSS data. Review and analyze attendance data. Review and analyze EOC, progress monitoring, and FCAT data. Review and analyze classroom achievement data.	1.2. Progress monitoring data. Classroom achievement data. EOC/FCAT data. Jupiter Grades Rtl:B Data SWIS Data
In 2012, the graduation rate will be 94%.							
			1.3.	1.3.	1.3.	1.3.	1.3.

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

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

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

Dropout Prevention Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount

2011-2012 School Improvement Plan (SIP)-Form SIP-1

			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Dropout Prevention Goal(s)

Parent Involvement Goal(s)

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

PARENT INVOLVEMENT GOAL(S)	Problem-solving Process to Parent Involvement
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2011-2012 School Improvement Plan (SIP)-Form SIP-1

Based on the analysis of parent involvement data, and reference to "Guiding Questions", identify and define areas in need of improvement:		Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Parent Involvement Parent Involvement Goal #1: <i>*Please refer to the percentage of parents who participated in school activities, duplicated or unduplicated.</i>		1.1. Lack of communication.	1.1. Connect-Ed calls will take place frequently; twice a month at least. Use of student planners for communication of parent activities/volunteer opportunities. Additional versions/language conversions will be sent in the mail for non-English speaking parents. e-News will be sent home weekly or as needed.	1.1. Headmaster Administration Teachers PTCC	1.1. Parent involvement will increase.	1.1. PALS Data Sign-In sheets and surveys.
Based on PALS reports and parent sign-in sheets at a variety of activities for 2011, the level of parent involvement was 95%. For the school year 2011-2012 the level of parent involvement will stay at the same level or will increase.	2011 Current level of Parent Involvement:*	2012 Expected level of Parent Involvement:*				
	95%	95%				
			1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.

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

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

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

Parent Involvement Budget

* Please ensure that items included in the Parental Involvement Policy/Plan (PIP) are outlined in the following budget section.

April 2011
 Rule 6A-1.099811
 Revised April 29, 2011

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Include only school-based funded activities/materials and exclude district funded activities /materials.			
Evidence-based Program(s)/Materials(s)			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Parent Involvement Goal(s)

Additional Goal(s)

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

2011-2012 School Improvement Plan (SIP)-Form SIP-1

ADDITIONAL GOAL(S)			Problem-Solving Process to Increase Student Achievement				
Based on the analysis of school data, identify and define areas in need of improvement:			Anticipated Barrier	Strategy	Person or Position Responsible for Monitoring	Process Used to Determine Effectiveness of Strategy	Evaluation Tool
1. Additional Goal			1.1.	1.1.	1.1.	1.1.	1.1.
Additional Goal #1:							
<i>Enter narrative for the goal in this box.</i>	2011 Current Level :*	2012 Expected Level :*					
	<i>Enter numerical data for current goal in this box.</i>	<i>Enter numerical data for expected goal in this box.</i>					
			1.2.	1.2.	1.2.	1.2.	1.2.
			1.3.	1.3.	1.3.	1.3.	1.3.

Professional Development (PD) aligned with Strategies through Professional Learning Community (PLC) or PD Activity						
Please note that each Strategy does not require a professional development or PLC activity.						
PD Content /Topic and/or PLC Focus	Grade Level/Subject	PD Facilitator and/or PLC Leader	PD Participants (e.g. , PLC, subject, grade level, or school-wide)	Target Dates and Schedules (e.g. , Early Release) and Schedules (e.g., frequency of meetings)	Strategy for Follow-up/Monitoring	Person or Position Responsible for Monitoring

Additional Goal(s) Budget (Insert rows as needed)

Include only school-based funded activities/materials and exclude district funded activities /materials.
Evidence-based Program(s)/Materials(s)

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Technology			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Professional Development			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
Other			
Strategy	Description of Resources	Funding Source	Amount
			Subtotal:
			Total:

End of Additional Goal(s)

FINAL BUDGET (Insert rows as needed)

Please provide the total budget from each section.
Reading Budget

2011-2012 School Improvement Plan (SIP)-Form SIP-1

	Total:
Mathematics Budget	\$3,000 Includes Science for Study Island
	Total:
Science Budget	
Writing Budget	
	Total:
Attendance Budget	
	Total:
Suspension Budget	
	Total:
Dropout Prevention Budget	
	Total:
Parent Involvement Budget	
	Total:
Additional Goals	
	Total:
	Grand Total:

Differentiated Accountability

School-level Differentiated Accountability (DA) Compliance

April 2011
 Rule 6A-1.099811
 Revised April 29, 2011

2011-2012 School Improvement Plan (SIP)-Form SIP-1

Please choose the school’s DA Status. (To activate the checkbox: 1. double click the desired box; 2.when the menu pops up, select “checked” under “Default Value” header; 3. Select “OK”, this will place an “x” in the box.)

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

- *Upload a copy of the Differentiated Accountability Checklist in the designated upload link on the “Upload” page*

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. Please verify the statement above by selecting “Yes” or “No” below.

X Yes

No

If No, describe measures being taken to comply with SAC requirement.

Describe the activities of the School Advisory Council for the upcoming year.
<p>The School Advisor Council (SAC) has in important function for the success of Sarasota Military Academy. Listed below are some of the activities and functions planned for the 2011-2012 school year:</p> <ul style="list-style-type: none"> • Reach out to the community to obtain more partners. • Organize family activities. • Sponsor drives to increase parent involvement. • Assist the school to crease and analyze school climate surveys for the parents and students.

Describe projected use of SAC funds.	Amount