

School Name: Sarasota Military Academy

**SCHOOL VISION**

The Sarasota Military Academy 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.

**SCHOOL MISSION**

The mission of The 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.

**DESCRIBE OPPORTUNITIES FOR PUBLIC INPUT**

The SMA School Advisory Council examined all aspects of the School Improvement Plan on August 27, 2008. Our monthly newsletter had an article devoted to the SIP in August, 2008. In addition, the SIP will be available in the school office during normal business hours. Every faculty member is given an electronic copy and has been asked to suggest In-Service activities which are reflected in this plan.

*This plan reflects consensus of the school advisory council.*

Date:

August 27, 2008

**HIGH SCHOOL  
TEMPLATE**

**The School Board of Sarasota County**

NeXt Generation Learning  
School Improvement Plan 2008-2009

Principal : Dan Kennedy

SAC  
Chairperson: Robert Graham

**COMPREHENSIVE NEEDS ASSESSMENT AND YEARLY PROGRAM EVALUATION  
SCHOOL DATA**

**READING PROFICIENCY GOAL**

**A. By the year 2009, 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.**

Data Source: EQUIP/AYP\*

| TOTAL POPULATION                                                                                                        | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
|-------------------------------------------------------------------------------------------------------------------------|------------------------|------------------------|------------------------|
| Percent of students scoring level 3 or higher in reading - Expected                                                     |                        |                        | 65%                    |
| Actual                                                                                                                  | 41%                    | 58%                    |                        |
| WHITE                                                                                                                   | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
| Percent of students scoring level 3 or higher in reading - Expected                                                     |                        |                        | 65%                    |
| Actual                                                                                                                  | 43%                    | 61%                    |                        |
| BLACK                                                                                                                   | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
| Percent of students scoring level 3 or higher in reading - Expected                                                     |                        |                        | 65%                    |
| Actual                                                                                                                  | 13%                    | *NA                    |                        |
| HISPANIC                                                                                                                | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
| Percent of students scoring level 3 or higher in reading - Expected                                                     |                        |                        | 48%                    |
| Actual                                                                                                                  | 18%                    | 44%                    |                        |
| ESE                                                                                                                     | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
| Percent of students scoring level 3 or higher, in reading (including proficiency on alternative assessment)* - Expected |                        |                        | 42%                    |
| Actual                                                                                                                  | 25%                    | 38%                    |                        |
| LIMITED ENGLISH PROFICIENT                                                                                              | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
| Percent of students scoring level 3 or higher in reading - Expected                                                     |                        |                        | 65%                    |
| Actual                                                                                                                  | NA                     | NA                     |                        |
| LOW INCOME                                                                                                              | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
| Percent of students scoring level 3 or higher in reading - Expected                                                     |                        |                        | 50%                    |
| Actual                                                                                                                  | 33%                    | 46%                    |                        |

**COMPREHENSIVE NEEDS ASSESSMENT AND YEARLY PROGRAM EVALUATION  
SCHOOL DATA**

**READING LEARNING GAIN GOAL**

**B. By the year 2009, 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.**

Data Source: EQulP

| TOTAL POPULATION           | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
|----------------------------|------------------------|------------------------|------------------------|
| Expected                   |                        |                        | 65%                    |
| Actual                     | 49%                    | 61%                    |                        |
| WHITE                      | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
| Expected                   |                        |                        | 66%                    |
| Actual                     | 48%                    | 62%                    |                        |
| BLACK                      | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
| Expected                   |                        |                        | 65%                    |
| Actual                     | 38%                    | *NA                    |                        |
| HISPANIC                   | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
| Expected                   |                        |                        | 46%                    |
| Actual                     | 57%                    | 42%                    |                        |
| ESE                        | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
| Expected                   |                        |                        | 45%                    |
| Actual                     | 39%                    | 41%                    |                        |
| LIMITED ENGLISH PROFICIENT | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
| Expected                   |                        |                        | 65%                    |
| Actual                     | NA                     | NA                     |                        |
| LOW INCOME                 | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
| Expected                   |                        |                        | 47%                    |
| Actual                     | 42%                    | 43%                    |                        |

**COMPREHENSIVE NEEDS ASSESSMENT AND YEARLY PROGRAM EVALUATION  
SCHOOL DATA**

**READING LOWEST QUARTILE GOAL**

**C. By the year 2009, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.**

**Data Source: School Grade Report**

| <b>TOTAL POPULATION</b> | <b>2006-07<br/>SCHOOL YEAR</b> | <b>2007-08<br/>SCHOOL YEAR</b> | <b>2008-09<br/>SCHOOL YEAR</b> |
|-------------------------|--------------------------------|--------------------------------|--------------------------------|
| <b>Expected</b>         |                                |                                | <b>47%</b>                     |
| <b>Actual</b>           | <b>53%</b>                     | <b>43%</b>                     |                                |

**READING GOAL STRATEGIES**

- A. By the year 2009, 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.**
- B. By the year 2009, 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.**
- C. By the year 2009, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.**

**PROGRESS MONITORING**

School staff will collaborate to monitor this goal area by assessing and reporting individual student progress 3 times per year using performance data from multiple data sources.

**DATA SOURCES WILL INCLUDE:**

- Sarasota County Planning Tool (SCPT) reading benchmark assessment: grades 2-10; and students who have not passed FCAT Reading grades 11-12.
- Scholastic Reading Inventory (SRI) reading comprehension assessment: grades 2-8; only level 1 & 2 students in grades 9-10; and students who have not passed FCAT Reading grades 10-12
- Fluency Probes: All students in grades 1-5; FCAT Level 1 and 2 students in grades 6-10; and students who have not passed FCAT Reading in grades 11-12
- DIBELS: grades K-3 in Reading First schools
- On the Mark (K – 1)
- Other: (e.g., FCAT Explorer, integrated learning system -ILS, common assessments, running records, Portfolio, Florida Achieves, FOCUS online mini assessments for reading and math in grades 3-10 (<http://cim.fl-achieves.com>))
- Other:

| <b>Strategy/Activity</b>                                                                                                                                                                             | <b>A=Add<br/>M=Maintain<br/>D=Delete</b> |                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|----------------|
|                                                                                                                                                                                                      | <b>2007-08</b>                           | <b>2008-09</b> |
| Record professional development activities on the School Professional Development Plan for School Improvement template.                                                                              |                                          |                |
| All Levels<br>Collaborative planning teams will identify priority curriculum objectives (“Power Standards”) in reading.                                                                              | M                                        | M              |
| Collaborative planning teams will design standards-based lesson plans and monitor student progress in reading.                                                                                       | M                                        | M              |
| Collaborative planning teams will design differentiated instructional strategies (including RtI interventions) to improve deficient skills for level 1 and 2 students.                               | M                                        | M              |
| School staff will implement the requirements in the District K-12 Comprehensive Reading Plan.                                                                                                        | M                                        | M              |
| School staff will use technology tools to engage students in rigorous, relevant and aligned curriculum activities in reading.                                                                        | M                                        | M              |
| Collaborative planning teams will identify priority academic student services interventions which may include: time management, organizational skills, study skills, and mentoring/tutoring support. |                                          | A              |
|                                                                                                                                                                                                      |                                          |                |

**COMPREHENSIVE NEEDS ASSESSMENT AND YEARLY PROGRAM EVALUATION  
SCHOOL DATA**

**MATH PROFICIENCY GOAL**

**A. By the year 2009, 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.**

**Data Source: EQUiP/AYP\***

| <b>TOTAL POPULATION</b>                                                                                             | <b>2006-07<br/>SCHOOL YEAR</b> | <b>2007-08<br/>SCHOOL YEAR</b> | <b>2008-09<br/>SCHOOL YEAR</b> |
|---------------------------------------------------------------------------------------------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Percent of students scoring level 3 or higher in math - Expected                                                    |                                |                                | 79%                            |
| Actual                                                                                                              | 68%                            | 75%                            |                                |
| <b>WHITE</b>                                                                                                        | <b>2006-07<br/>SCHOOL YEAR</b> | <b>2007-08<br/>SCHOOL YEAR</b> | <b>2008-09<br/>SCHOOL YEAR</b> |
| Percent of students scoring level 3 or higher in math - Expected                                                    |                                |                                | 79%                            |
| Actual                                                                                                              | 71%                            | 77%                            |                                |
| <b>BLACK</b>                                                                                                        | <b>2006-07<br/>SCHOOL YEAR</b> | <b>2007-08<br/>SCHOOL YEAR</b> | <b>2008-09<br/>SCHOOL YEAR</b> |
| Percent of students scoring level 3 or higher in math - Expected                                                    |                                |                                | 68%                            |
| Actual                                                                                                              | 38%                            | *NA                            |                                |
| <b>HISPANIC</b>                                                                                                     | <b>2006-07<br/>SCHOOL YEAR</b> | <b>2007-08<br/>SCHOOL YEAR</b> | <b>2008-09<br/>SCHOOL YEAR</b> |
| Percent of students scoring level 3 or higher in math - Expected                                                    |                                |                                | 48%                            |
| Actual                                                                                                              | 47%                            | 44%                            |                                |
| <b>ESE</b>                                                                                                          | <b>2006-07<br/>SCHOOL YEAR</b> | <b>2007-08<br/>SCHOOL YEAR</b> | <b>2008-09<br/>SCHOOL YEAR</b> |
| Percent of students scoring level 3 or higher in math (including proficiency on alternative assessment)* - Expected |                                |                                | 60%                            |
| Actual                                                                                                              | 58%                            | 56%                            |                                |
| <b>LIMITED ENGLISH PROFICIENT</b>                                                                                   | <b>2006-07<br/>SCHOOL YEAR</b> | <b>2007-08<br/>SCHOOL YEAR</b> | <b>2008-09<br/>SCHOOL YEAR</b> |
| Percent of students scoring level 3 or higher in math - Expected                                                    |                                |                                | 60%                            |
| Actual                                                                                                              | NA                             | NA                             |                                |
| <b>LOW INCOME</b>                                                                                                   | <b>2006-07<br/>SCHOOL YEAR</b> | <b>2007-08<br/>SCHOOL YEAR</b> | <b>2008-09<br/>SCHOOL YEAR</b> |
| Percent of students scoring level 3 or higher in math - Expected                                                    |                                |                                | 66%                            |
| Actual                                                                                                              | 57%                            | 62%                            |                                |

**COMPREHENSIVE NEEDS ASSESSMENT AND YEARLY PROGRAM EVALUATION  
SCHOOL DATA**

**MATH LEARNING GAIN GOAL**

**B. By the year 2009, 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.**

Data Source: EQulP

| TOTAL POPULATION           | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
|----------------------------|------------------------|------------------------|------------------------|
| Expected                   |                        |                        | 78%                    |
| Actual                     | 71%                    | 76%                    |                        |
| WHITE                      | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
| Expected                   |                        |                        | 79%                    |
| Actual                     | 71%                    | 77%                    |                        |
| BLACK                      | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
| Expected                   |                        |                        | 68%                    |
| Actual                     | 63%                    | *NA                    |                        |
| HISPANIC                   | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
| Expected                   |                        |                        | 62%                    |
| Actual                     | 71%                    | 58%                    |                        |
| ESE                        | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
| Expected                   |                        |                        | 76%                    |
| Actual                     | 69%                    | 74%                    |                        |
| LIMITED ENGLISH PROFICIENT | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
| Expected                   |                        |                        | 62%                    |
| Actual                     | NA                     | NA                     |                        |
| LOW INCOME                 | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
| Expected                   |                        |                        | 72%                    |
| Actual                     | 68%                    | 70%                    |                        |

**COMPREHENSIVE NEEDS ASSESSMENT AND YEARLY PROGRAM EVALUATION  
SCHOOL DATA**

**MATH LOWEST QUARTILE GOAL**

**C. By the year 2009, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.**

Data Source: School Grade Report

| TOTAL POPULATION | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
|------------------|------------------------|------------------------|------------------------|
| Expected         |                        |                        | 73%                    |
| Actual           | 76%                    | 69%                    |                        |

**MATH GOAL STRATEGIES**

- A. By the year 2009, 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.**
- B. By the year 2009, 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.**
- C. By the year 2009, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lower quartile.**

**PROGRESS MONITORING**

School staff will collaborate to monitor this goal area by assessing and reporting individual student progress 3 times per year using performance data from multiple sources.

**Data sources include:**

Sarasota Curriculum Planning Tool (SCPT) mathematics benchmark assessment: grades 2-8; only level 1 & 2 students in grades 9-10; and students who have not passed FCAT Mathematics grades 10-12  
Other: (e.g., FCAT Explorer, integrated learning system-ILS, common assessments)  
Other:

| Strategy/Activity                                                                                                                                                                                    | A=Add<br>M=Maintain<br>D=Delete |         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|---------|
|                                                                                                                                                                                                      | 2007-08                         | 2008-09 |
| Record professional development activities on the School Professional Development Plan for School Improvement template.                                                                              |                                 |         |
| All Levels<br>Collaborative planning teams will identify priority curriculum objectives ("Power Standards") in math.                                                                                 | M                               | M       |
| Collaborative planning teams will design standards-based lesson plans and monitor student progress in math.                                                                                          | M                               | M       |
| Collaborative planning teams will design differentiated instructional strategies to improve deficient skills for level 1 and 2 students.                                                             | M                               | M       |
| School staff will use technology tools to engage students in rigorous, relevant and aligned curriculum activities in math.                                                                           | M                               | M       |
| Collaborative planning teams will identify priority academic student services interventions which may include: time management, organizational skills, study skills, and mentoring/tutoring support. |                                 | A       |
|                                                                                                                                                                                                      |                                 |         |

**COMPREHENSIVE NEEDS ASSESSMENT AND YEARLY PROGRAM EVALUATION  
SCHOOL DATA**

**WRITING GOAL**

By the year 2009, 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.

Data Source: EQUiP

| TOTAL POPULATION                                                      | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
|-----------------------------------------------------------------------|------------------------|------------------------|------------------------|
| Percent of students scoring level 3.5 or higher in writing - Expected |                        |                        | 68%                    |
| Actual                                                                | 82%                    | 64%                    |                        |
| WHITE                                                                 | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
| Percent of students scoring level 3.5 or higher in writing - Expected |                        |                        | 69%                    |
| Actual                                                                | 83%                    | 65%                    |                        |
| BLACK                                                                 | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
| Percent of students scoring level 3.5 or higher in writing - Expected |                        |                        | 68%                    |
| Actual                                                                | *NA                    | NA                     |                        |
| HISPANIC                                                              | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
| Percent of students scoring level 3.5 or higher in writing - Expected |                        |                        | 68%                    |
| Actual                                                                | 83%                    | *NA                    |                        |
| ESE                                                                   | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
| Percent of students scoring level 3.5 or higher in writing - Expected |                        |                        | 62%                    |
| Actual                                                                | 67%                    | 58%                    |                        |
| LIMITED ENGLISH PROFICIENT                                            | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
| Percent of students scoring level 3.5 or higher in writing - Expected |                        |                        | 50%                    |
| Actual                                                                | NA                     | NA                     |                        |
| LOW INCOME                                                            | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
| Percent of students scoring level 3.5 or higher in writing - Expected |                        |                        | 60%                    |
| Actual                                                                | 76%                    | 55%                    |                        |

**WRITING GOAL STRATEGIES**

**By the year 2009, 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.**

**Data Source: EQuIP**

**PROGRESS MONITORING:**

School staff will collaborate to monitor this goal area by assessing and reporting individual student progress.

**DATA SOURCES INCLUDE:**

Mock FCAT Writing prompts (for elementary, middle and high school levels)

Other:

| <b>Strategy/Activity</b>                                                                                                                                                                             | A=Add<br>M=Maintain<br>D=Delete |         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|---------|
|                                                                                                                                                                                                      | 2007-08                         | 2008-09 |
| Record professional development activities on the School Professional Development Plan for School Improvement template.                                                                              |                                 |         |
| <b>All Levels</b><br>Collaborative planning teams will identify priority curriculum objectives ("Power Standards") in writing.                                                                       | M                               | M       |
| Collaborative planning teams will design standards-based lesson plans and monitor student progress in writing.                                                                                       | M                               | M       |
| School staff will use technology tools to engage students in rigorous, relevant and aligned curriculum activities in writing.                                                                        | M                               | M       |
| Collaborative planning teams will identify priority academic student services interventions which may include: time management, organizational skills, study skills, and mentoring/tutoring support. |                                 | A       |
|                                                                                                                                                                                                      |                                 |         |

**NeXt Generation Learning  
School Improvement Plan 2008-2009**

**COMPREHENSIVE NEEDS ASSESSMENT AND YEARLY PROGRAM EVALUATION  
SCHOOL DATA**

**SCIENCE GOAL**

By the year 2009, 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.

Data Source: EQUiP

| TOTAL POPULATION                                                    | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
|---------------------------------------------------------------------|------------------------|------------------------|------------------------|
| Percent of students scoring level 3 or higher in science - Expected |                        |                        | 63%                    |
| Actual                                                              | 55%                    | 49%                    |                        |
| WHITE                                                               | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
| Percent of students scoring level 3 or higher in science - Expected |                        |                        | 63%                    |
| Actual                                                              | 59%                    | 49%                    |                        |
| BLACK                                                               | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
| Percent of students scoring level 3 or higher in science - Expected |                        |                        | 63%                    |
| Actual                                                              | NA                     | *NA                    |                        |
| HISPANIC                                                            | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
| Percent of students scoring level 3 or higher in science - Expected |                        |                        | 63%                    |
| Actual                                                              | 33%                    | *NA                    |                        |
| ESE                                                                 | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
| Percent of students scoring level 3 or higher in science - Expected |                        |                        | 32%                    |
| Actual                                                              | 33%                    | 28%                    |                        |
| LIMITED ENGLISH PROFICIENT                                          | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
| Percent of students scoring level 3 or higher in science - Expected |                        |                        | 40%                    |
| Actual                                                              | NA                     | NA                     |                        |
| LOW INCOME                                                          | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
| Percent of students scoring level 3 or higher in science - Expected |                        |                        | 61%                    |
| Actual                                                              | 29%                    | 57%                    |                        |

**SCIENCE GOAL STRATEGIES**

**By the year 2009, 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.**

**Data Source: EQulP**

**PROGRESS MONITORING**

School staff will collaborate to monitor this goal area by assessing and reporting individual student progress.

**DATA SOURCES WILL INCLUDE:**

Sarasota Curriculum Planning Tool (SCPT) science benchmark assessment: grades 2-8  
 Other:

| <b>Strategy/Activity</b>                                                                                                                                                                             | <b>A=Add<br/>M=Maintain<br/>D=Delete</b> |                |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|----------------|
|                                                                                                                                                                                                      | <b>2007-08</b>                           | <b>2008-09</b> |
| Record professional development activities on the School Professional Development Plan for School Improvement template.                                                                              |                                          |                |
| <b>All Levels</b><br>Collaborative planning teams will identify priority curriculum objectives ("Power Standards") in science.                                                                       | M                                        | M              |
| Collaborative planning teams will design standards-based, guided inquiry lesson plans and monitor student progress in science.                                                                       | M                                        | M              |
| Collaborative planning teams will design differentiated instructional strategies to improve deficient skills for level 1 and 2 students.                                                             | M                                        | M              |
| School staff will use technology tools to engage students in rigorous and relevant activities in science.                                                                                            | M                                        | M              |
| Collaborative planning teams will identify priority academic student services interventions which may include: time management, organizational skills, study skills, and mentoring/tutoring support. |                                          | A              |
|                                                                                                                                                                                                      |                                          |                |

**NeXt Generation Learning**

**School Improvement Plan 2008-2009**

**COMPREHENSIVE NEEDS ASSESSMENT AND YEARLY PROGRAM EVALUATION  
SCHOOL DATA**

**ATTENDANCE GOAL**

For the school year 2008-09, 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.

Data Source: Research Assessment and Evaluation Department

| TOTAL POPULATION | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
|------------------|------------------------|------------------------|------------------------|
| Expected         |                        |                        | 45%                    |
| Actual           | 55%                    | 49%                    |                        |

**ATTENDANCE GOAL STRATEGIES**

**PROGRESS MONITORING:** School staff will collaborate to monitor this goal area by assessing and reporting individual student progress.

**DATA SOURCES WILL INCLUDE:**

- RAE Profile Report
- Other: AS 400
- Rtl documentation

| Strategy/Activity                                                                                                                                                                                                                                                                                                                 | A=Add   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|
| Record professional development activities on the School Professional Development Plan for School Improvement template.                                                                                                                                                                                                           | 2008-09 |
| <b>All Levels</b><br>Progress Monitoring, data collections, strategies, and interventions will follow the Response to Intervention (Rtl) model.                                                                                                                                                                                   | A       |
| Collaborative planning teams will review district attendance policies and procedures to establish needs and prioritize attendance objectives.                                                                                                                                                                                     | A       |
| 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. | A       |
| Collaborative planning teams will initiate appropriate truancy procedures when needed.                                                                                                                                                                                                                                            | A       |
|                                                                                                                                                                                                                                                                                                                                   |         |
|                                                                                                                                                                                                                                                                                                                                   |         |

**COMPREHENSIVE NEEDS ASSESSMENT AND YEARLY PROGRAM EVALUATION  
SCHOOL DATA**

**BEHAVIOR GOAL**

For the school year 2008-09, 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%.

Data Source: Research Assessment and Evaluation Department

| TOTAL POPULATION | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
|------------------|------------------------|------------------------|------------------------|
| Expected         |                        |                        | 16%                    |
| Actual           | 18%                    | 21%                    |                        |

**BEHAVIOR GOAL STRATEGIES**

**PROGRESS MONITORING:** School staff will collaborate to monitor this goal area by assessing and reporting individual student progress.

**DATA SOURCES WILL INCLUDE:**

- RAE Profile Report
- Other:

| Strategy/Activity                                                                                                                                                                                                                                                           | A=Add          |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Record professional development activities on the School Professional Development Plan for School Improvement template.                                                                                                                                                     | <b>2008-09</b> |
| Progress monitoring, data collection, strategies, and interventions will follow the Response to Intervention (RtI) model.                                                                                                                                                   | A              |
| Support team will establish a school-wide Positive Behavior Support (PBS) plan.                                                                                                                                                                                             | A              |
| Collaborative planning team will identify and/or establish a system for behavioral assistance.                                                                                                                                                                              | A              |
| 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. | A              |
| Collaborative planning team will 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.                           | A              |
| 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.                                                                 | A              |
|                                                                                                                                                                                                                                                                             |                |
|                                                                                                                                                                                                                                                                             |                |

**NeXt Generation Learning  
School Improvement Plan 2008-2009**

**COMPREHENSIVE NEEDS ASSESSMENT AND YEARLY PROGRAM EVALUATION  
SCHOOL DATA**

**GRADUATION GOAL**

For the school year 2008-09, 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.

**NOTE:** The 2008 graduation rates will be reported in November of 2008; the 2009 target rates will be reported by FL DOE in November of 2009.

Data Source: Research Assessment and Evaluation Department

| TOTAL POPULATION | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
|------------------|------------------------|------------------------|------------------------|
| Expected         |                        |                        | 91%                    |
| Actual           | 79%                    | 89%                    |                        |
| <b>WHITE</b>     |                        |                        |                        |
| Expected         |                        |                        | 93%                    |
| Actual           | 79%                    | 91%                    |                        |
| <b>BLACK</b>     |                        |                        |                        |
| Expected         |                        |                        | 100%                   |
| Actual           | 60%                    | 100%                   |                        |
| <b>HISPANIC</b>  |                        |                        |                        |
| Expected         |                        |                        | 71%                    |
| Actual           | 100%                   | 67%                    |                        |

**GRADUATION GOAL STRATEGIES**

**PROGRESS MONITORING:** School staff will collaborate to monitor this goal area by assessing and reporting individual student progress.

**DATA SOURCES WILL INCLUDE:**

- RAE Profile Report
- Other:

| Strategy/Activity                                                                                                       | A=Add   |
|-------------------------------------------------------------------------------------------------------------------------|---------|
| Record professional development activities on the School Professional Development Plan for School Improvement template. | 2008-09 |
| Daily monitoring of attendance and meetings of the Student Success Team as needed                                       | A       |
|                                                                                                                         |         |

**NeXt Generation Learning  
School Improvement Plan 2008-2009**

**COMPREHENSIVE NEEDS ASSESSMENT AND YEARLY PROGRAM EVALUATION  
SCHOOL DATA**

**DROPOUT GOAL**

For the school year 2008-09, 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.

**NOTE:** The 2008 dropout rates will be reported in November of 2008; the 2009 target rates will be reported by FL DOE in November of 2009.

Data Source: Research Assessment and Evaluation Department

| TOTAL POPULATION | 2006-07<br>SCHOOL YEAR | 2007-08<br>SCHOOL YEAR | 2008-09<br>SCHOOL YEAR |
|------------------|------------------------|------------------------|------------------------|
| Expected         |                        |                        | 1.1%                   |
| Actual           | 0.8%                   | 1.3%                   |                        |
| <b>WHITE</b>     |                        |                        |                        |
| Expected         |                        |                        | 1.0%                   |
| Actual           | 0.9%                   | 1.2%                   |                        |
| <b>BLACK</b>     |                        |                        |                        |
| Expected         |                        |                        | 0%                     |
| Actual           | NA                     | 0%                     |                        |
| <b>HISPANIC</b>  |                        |                        |                        |
| Expected         |                        |                        | 2.1%                   |
| Actual           | NA                     | 2.3%                   |                        |

**DROPOUT GOAL STRATEGIES**

**PROGRESS MONITORING:** School staff will collaborate to monitor this goal area by assessing and reporting individual student progress.

**DATA SOURCES WILL INCLUDE:**

- RAE Profile Report
- Other:

| Strategy/Activity                                                                                                       | A=Add   |
|-------------------------------------------------------------------------------------------------------------------------|---------|
| Record professional development activities on the School Professional Development Plan for School Improvement template. | 2008-09 |
| <b>Student Success Team will monitor grades, attendance, and behavioral referrals.</b>                                  | A       |
|                                                                                                                         |         |

**This plan addresses the following school improvement priority goal areas  
 (mark an X in front of one or more):**

|   |             |   |            |   |            |
|---|-------------|---|------------|---|------------|
| X | Reading     | X | Science    | X | Graduation |
| X | Mathematics | X | Attendance |   | Other      |
| X | Writing     | X | Behavior   |   |            |

| TOPIC AREAS AND TEACHER COMPETENCIES |                                                                                         | DESCRIBE HOW SUCCESS WILL BE MEASURED FOR EACH TOPIC SELECTED |
|--------------------------------------|-----------------------------------------------------------------------------------------|---------------------------------------------------------------|
| X                                    | I. Standards-Driven Lesson Design                                                       | Monitored during classroom observations and conferences       |
|                                      | II. Curriculum Mapping                                                                  |                                                               |
|                                      | III. Kagan Cooperative Learning Strategies                                              |                                                               |
|                                      | IV. CRISS Learning Strategies                                                           |                                                               |
| X                                    | V. Effective Instructional Strategies for the Reading Block                             | Monitored during classroom observations and conferences       |
|                                      | VI. What Works in Schools: High-Impact Instructional Strategies (Marzano)               |                                                               |
| X                                    | VII. Differentiated Instruction                                                         | Monitored during classroom observations                       |
|                                      | VIII. Moving to Excellence in Writing                                                   |                                                               |
| X                                    | IX. Using Diagnostic and Progress Monitoring Assessments to Improve Reading Instruction | <u>Monitored by reading team and school Advisory council</u>  |
|                                      | X. Designing Classroom Assessments Using Our Instructional Planning Tool                |                                                               |
|                                      | XI. A Framework for Understanding Poverty – Ruby Payne                                  |                                                               |
| X                                    | XII. Integrating Technology with Classroom Instruction that Works (NEW 2008-2009)       | Monitored during classroom observations                       |
|                                      | XIII. Facilitator Training for Collaborative Planning (NEW 2008-2009)                   |                                                               |
|                                      | XIV. Enhancing Learning Design Online Modules                                           |                                                               |
|                                      | XV. Other:                                                                              |                                                               |

**Directions: Complete the School Professional Development Plan for the entire school. Differentiate teacher groups (if appropriate) within the single plan.**

| <b>What?<br/>Proposed Activities for Addressing Topic Areas</b> | <b>Who?<br/>Person(s) Responsible</b> | <b>When?<br/>Tentative Date(s)</b> |
|-----------------------------------------------------------------|---------------------------------------|------------------------------------|
| Smart Board Usage                                               | Manufacturer/installer                | August 2008                        |
| Reading Endorsement classes                                     | Pam Donehew                           | August –May                        |
| Crisis Management                                               | Gary Wetherill                        | August 2008                        |
| Effective disciplinary procedures in the classroom              | JROTC staff Academic faculty          | Fall 2008                          |
|                                                                 |                                       |                                    |

**2008 – 09 Estimated Professional Development Budget**

| <b>Source(s)</b><br>(e.g., Title I, Title II, School Improvement dollars) | <b>FUNDS WILL BE USED FOR:</b><br>(e.g., class size reduction, stipends/subs for curriculum writing or professional development activities, consultant services, materials and supplies, etc.) | <b>Amount</b> |
|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| School Improvement Dollars                                                | Training by Smart Board Installers                                                                                                                                                             | 1000          |
|                                                                           |                                                                                                                                                                                                |               |
|                                                                           |                                                                                                                                                                                                |               |
| <b>Grants (if applicable):</b><br>(list here)                             |                                                                                                                                                                                                |               |
|                                                                           |                                                                                                                                                                                                |               |
|                                                                           |                                                                                                                                                                                                |               |
|                                                                           |                                                                                                                                                                                                |               |