

The School Board of Sarasota County  
School Improvement Plan 2004-2005

SCHOOL NAME: PHOENIX ACADEMY

**SCHOOL VISION (dream)**

We believe that each child is entitled to reach his/her fullest potential. We commit ourselves to fostering student self-confidence, social responsibility and build collaborative relationships with students, teachers, parents and the community to provide intensive support for learning and growth.

**SCHOOL MISSION (blueprint to reach the vision)**

The mission of Phoenix Academy is to provide intensive academic support in a caring, supportive learning community, in which students will become productive citizens through staff, student, parent, and community involvement.

**The School Board of Sarasota County  
School Improvement Plan 2004-2005**

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

<b>1. READING - SCHOOL'S ANNUAL YEARLY PROGRESS ON STUDENT OUTCOME - REQUIRED GOAL AREA</b>						
<b>A. By the year 2008, 70% or more of the students in each student group assessed will demonstrate proficiency in reading with a score of Achievement Level 3 or higher on the FCAT Sunshine State Standards Test. Schools will demonstrate annual progress toward this goal to close the achievement gap.</b>						
<i>DATA SOURCE: AYP Report</i>						
Total Population	BaseYear 2003 school year	Year 1 2004 school year	Year 2 2005 school year	Year 3 2006 school year	Year 4 2007 school year	Year 5 2008 school year
"No Child Left Behind" Adequate Yearly Progress (AYP) Target	N/A%	N/A%	48%	48%	48%	65%
Expected percent of students scoring level 3 or higher in reading		N/A%	17%	%	%	%
Actual percent of students scoring level 3 or higher in reading	N/A%	N/A %	%	%	%	%
White	BaseYear 2003 School year	Year 1 2004 school year	Year 2 2005 school year	Year 3 2006 school year	Year 4 2007 school year	Year 5 2008 school year
"No Child Left Behind" Adequate Yearly Progress (AYP) Target	N/A%	N/A %	48%	48%	48%	65%
Expected percent of students scoring level 3 or higher in reading		N/A %	20%	%	%	%
Actual percent of students scoring level 3 or higher in reading	N/A%	N/A %	%	%	%	%
Black	BaseYear 2003 School year	Year 1 2004 school year	Year 2 2005 school year	Year 3 2006 school year	Year 4 2007 school year	Year 5 2008 school year
"No Child Left Behind" Adequate Yearly Progress Target	N/A%	N/A %	48%	48%	48%	65%
Expected percent of students scoring level 3 or higher in reading		N/A %	18%	%	%	%
Actual percent of students scoring level 3 or higher in reading	N/A%	N/A %	%	%	%	%

Hispanic	BaseYear 2003 school year	Year 1 2004 school year	Year 2 2005 school year	Year 3 2006 school year	Year 4 2007 school year	Year 5 2008 school year
“No Child Left Behind” Adequate Yearly Progress Target	N/A%	N/A %	48%	48%	48%	65%
Expected percent of students scoring level 3 or higher in reading		N/A %	14%	%	%	%
Actual percent of students scoring level 3 or higher in reading	N/A%	N/A %	%	%	%	%
ESE	BaseYear 2003 School year	Year 1 2004 school year	Year 2 2005 school year	Year 3 2006 school year	Year 4 2007 school year	Year 5 2008 school year
“No Child Left Behind” Adequate Yearly Progress Target	N/A %	N/A %	48%	48%	48%	65%
Expected percent of students scoring level 3 or higher, or proficient on alternative assessment in reading		N/A %	%	%	%	%
Actual percent of students scoring level 3 or higher, or proficient on alternative assessment in reading	N/A %	N/A %	%	%	%	%
Limited English Proficient	BaseYear 2003 school year	Year 1 2004 school year	Year 2 2005 school year	Year 3 2006 school year	Year 4 2007 school year	Year 5 2008 school year
“No Child Left Behind” Adequate Yearly Progress Target	N/A %	N/A %	48%	48%	48%	65%
Expected percent of students scoring level 3 or higher in reading		%	2%	%	%	%
Actual percent of students scoring level 3 or higher in reading	N/A %	%	%	%	%	%
Low Income	BaseYear 2003 school year	Year 1 2004 school year	Year 2 2005 school year	Year 3 2006 school year	Year 4 2007 school year	Year 5 2008 school year
“No Child Left Behind” Adequate Yearly Progress Target	N/A %	N/A %	48%	48%	48%	65%
Expected percent of students scoring level 3 or higher in reading		N/A %	15%	%	%	%
Actual percent of students scoring level 3 or higher in reading	N/A %	N/A %	%	%	%	%

**B. By the year 2008, 85% or more of those students tested will demonstrate an annual learning gain in reading as defined in the state assessment system. All schools will demonstrate annual progress toward this goal.**

***DATA SOURCE: SCHOOL GRADE REPORT***

	BaseYear 2003 school year	Year 1 2004 school year	Year 2 2005 school year	Year 3 2006 school year	Year 4 2007 school year	Year 5 2008 school year
Standard Curriculum Students						
Percent of students meeting outcome	N/A%					
Expected percent of students demonstrating annual learning gain in reading		N/A%	%	%	%	%
Actual percent of students demonstrating annual learning gain in reading	N/A%	N/A%	%	%	%	%

**2. MATHEMATICS - SCHOOL'S ANNUAL YEARLY PROGRESS ON STUDENT OUTCOME – REQUIRED GOAL AREA**

**A. By the year 2008, 70% or more of students in each student group assessed will demonstrate proficiency in mathematics with a score of Achievement Level 3 or higher on the FCAT Sunshine State Standards Test. All schools will demonstrate annual progress toward this goal to close the achievement gap.**

***DATA SOURCE: AYP Report***

	BaseYear 2003 School year	Year 1 2004 School year	Year 2 2005 school year	Year 3 2006 school year	Year 4 2007 school year	Year 5 2008 school year
Total Population						
“No Child Left Behind” Adequate Yearly Progress Target	N/A%	N/A%	53%	53%	53%	68%
Expected percent of students scoring level 3 or higher in mathematics		N/A%	23%	%	%	%
Actual percent of students scoring level 3 or higher in mathematics	N/A%	N/A%	%	%	%	%

White	BaseYear 2003 school year	Year 1 2004 school year	Year 2 2005 school year	Year 3 2006 school year	Year 4 2007 school year	Year 5 2008 school year
“No Child Left Behind” Adequate Yearly Progress Target	N/A%	N/A %	53%	53%	53%	68%
Expected percent of students scoring level 3 or higher in mathematics		N/A %	28%	%	%	%
Actual percent of students scoring level 3 or higher in mathematics	N/A%	N/A %	%	%	%	%
Black	BaseYear 2003 School year	Year 1 2004 school year	Year 2 2005 school year	Year 3 2006 school year	Year 4 2007 school year	Year 5 2008 school year
“No Child Left Behind” Adequate Yearly Progress Target	N/A%	N/A %	53%	53%	53%	68%
Expected percent of students scoring level 3 or higher in mathematics		N/A %	23%	%	%	%
Actual percent of students scoring level 3 or higher in mathematics	N/A%	N/A %	%	%	%	%
Hispanic	BaseYear 2003 school year	Year 1 2004 school year	Year 2 2005 school year	Year 3 2006 school year	Year 4 2007 school year	Year 5 2008 school year
“No Child Left Behind” Adequate Yearly Progress Target	N/A %	N/A %	53%	53%	53%	68%
Expected percent of students scoring level 3 or higher in mathematics		N/A %	17%	%	%	%
Actual percent of students scoring level 3 or higher in mathematics	N/A %	N/A %	%	%	%	%
ESE	BaseYear 2003 school year	Year 1 2004 school year	Year 2 2005 school year	Year 3 2006 school year	Year 4 2007 school year	Year 5 2008 school year
“No Child Left Behind” Adequate Yearly Progress Target	N/A %	N/A %	53%	53%	53%	68%
Expected percent of students scoring level 3 or higher, or proficient on alternative assessment in mathematics		N/A %	%	%	%	%
Actual percent of students scoring level 3 or higher, or proficient on alternative assessment in mathematics	N/A %	N/A %	%	%	%	%

Limited English Proficient	BaseYear 2003 school year	Year 1 2004 school year	Year 2 2005 school year	Year 3 2006 school year	Year 4 2007 school year	Year 5 2008 school year
“No Child Left Behind” Adequate Yearly Progress Target	N/A%	N/A %	53%	53%	53%	68%
Expected percent of students scoring level 3 or higher in mathematics		N/A %	2%	%	%	%
Actual percent of students scoring level 3 or higher in mathematics	N/A %	N/A %	%	%	%	%
Low Income	BaseYear 2003 school year	Year 1 2004 school year	Year 2 2005 school year	Year 3 2006 school year	Year 4 2007 school year	Year 5 2008 school year
“No Child Left Behind” Adequate Yearly Progress Target	N/A %	N/A %	53%	53%	53%	68%
Expected percent of students scoring level 3 or higher in mathematics		N/A %	19%	%	%	%
Actual percent of students scoring level 3 or higher in mathematics	N/A %	N/A %	%	%	%	%
<b>B. By the year 2008, 85% or more of those students tested will demonstrate annual learning gain in mathematics as defined in the state assessment system. Schools will demonstrate annual progress toward this goal.</b> <i>DATA SOURCE: SCHOOL GRADE REPORT</i>						
Standard Curriculum Students	BaseYear 2003 school year	Year 1 2004 school year	Year 2 2005 school year	Year 3 2006 school year	Year 4 2007 school year	Year 5 2008 school year
Percent of students meeting outcome	N/A %					
Expected percent of students demonstrating annual learning gain in mathematics		N/A %	%	%	%	%
Actual percent of students demonstrating annual learning gain in mathematics	N/A %	N/A %	%	%	%	%

**3. WRITING – SCHOOL’S ANNUAL YEARLY PROGRESS ON STUDENT OUTCOME – REQUIRED GOAL AREA**

**A. By the year 2008, 90% more of students in each student group assessed will demonstrate proficiency in writing by scoring 3.0 or higher on the Florida Writing Assessment. Schools will make annual progress toward this goal to close the achievement gap.**

*DATA SOURCE: AYP Report*

	BaseYear 2003 school year	Year 1 2004 school year	Year 2 2005 school year	Year 3 2006 school year	Year 4 2007 school year	Year 5 2008 school year
Total Population						
Percent of students baseline	N/A %					
Expected percent of students meeting goal in writing		N/A %	78%	%	%	%
Actual percent of students meeting goal in writing	%	N/A %	%	%	%	%
White	BaseYear 2003 school year	Year 1 2004 school year	Year 2 2005 school year	Year 3 2006 school year	Year 4 2007 school year	Year 5 2008 school year
Percent of students baseline	N/A %					
Expected percent of students meeting goal in writing		N/A %	%	%	%	%
Actual percent of students meeting goal in writing	N/A %	N/A %	%	%	%	%
Black	BaseYear 2003 school year	Year 1 2004 school year	Year 2 2005 school year	Year 3 2006 school year	Year 4 2007 school year	Year 5 2008 school year
Percent of students baseline	N/A %					
Expected percent of students meeting goal in writing		N/A %	%	%	%	%
Actual percent of students meeting goal in writing	N/A %	N/A %	%	%	%	%

Hispanic	BaseYear 2003 school year	Year 1 2004 school year	Year 2 2005 school year	Year 3 2006 school year	Year 4 2007 school year	Year 5 2008 school year
Percent of students baseline	N/A %					
Expected percent of students meeting goal in writing		N/A %	%	%	%	%
Actual percent of students meeting goal in writing	N/A %	N/A %	%	%	%	%
ESE	BaseYear 2003 school year	Year 1 2004 school year	Year 2 2005 school year	Year 3 2006 school year	Year 4 2007 school year	Year 5 2008 school year
Percent of students baseline	N/A %					
Expected percent of students meeting goal in writing		N/A %	%	%	%	%
Actual percent of students meeting goal in writing	N/A %	N/A %	%	%	%	%
Limited English Proficient	BaseYear 2003 school year	Year 1 2004 school year	Year 2 2005 school year	Year 3 2006 school year	Year 4 2007 school year	Year 5 2008 school year
Percent of students baseline	N/A %					
Expected percent of students meeting goal in writing		N/A %	%	%	%	%
Actual percent of students meeting goal in writing	N/A %	N/A %	%	%	%	%
Low Income	BaseYear 2003 school year	Year 1 2004 school year	Year 2 2005 school year	Year 3 2006 school year	Year 4 2007 school year	Year 5 2008 school year
Percent of students baseline	N/A %					
Expected percent of students meeting goal in writing		N/A %	74%	%	%	%
Actual percent of students meeting goal in writing	N/A %	N/A %	%	%	%	%

**B. By the year 2008, 70% more of students in each student group assessed will demonstrate proficiency in writing by scoring 4.0 or higher on the Florida Writing Assessment. Schools will make annual progress toward this goal to close the achievement gap.**

***DATA SOURCE: EQuIP REPORT***

	BaseYear 2003 school year	Year 1 2004 school year	Year 2 2005 school year	Year 3 2006 school year	Year 4 2007 school year	Year 5 2008 school year
Total Population						
Percent of students baseline	N/A %					
Expected percent of students meeting goal in writing		N/A %	%	%	%	%
Actual percent of students meeting goal in writing		N/A %	%	%	%	%
White	BaseYear 2003 school year	Year 1 2004 school year	Year 2 2005 school year	Year 3 2006 school year	Year 4 2007 school year	Year 5 2008 school year
Percent of students baseline	N/A %					
Expected percent of students meeting goal in writing		N/A %	%	%	%	%
Actual percent of students meeting goal in writing		N/A %	%	%	%	%
Black	BaseYear 2003 school year	Year 1 2004 school year	Year 2 2005 school year	Year 3 2006 school year	Year 4 2007 school year	Year 5 2008 school year
Percent of students baseline	N/A %					
Expected percent of students meeting goal in writing		N/A %	%	%	%	%
Actual percent of students meeting goal in writing		N/A %	%	%	%	%

Hispanic	BaseYear 2003 school year	Year 1 2004 school year	Year 2 2005 school year	Year 3 2006 school year	Year 4 2007 school year	Year 5 2008 school year
Percent of students baseline	N/A %					
Expected percent of students meeting goal in writing		N/A %	%	%	%	%
Actual percent of students meeting goal in writing		N/A %	%	%	%	%
ESE	BaseYear 2003 school year	Year 1 2004 school year	Year 2 2005 school year	Year 3 2006 school year	Year 4 2007 school year	Year 5 2008 school year
Percent of students baseline	N/A %					
Expected percent of students meeting goal in writing		N/A %	%	%	%	%
Actual percent of students meeting goal in writing		N/A %	%	%	%	%
Limited English Proficient	BaseYear 2003 school year	Year 1 2004 school year	Year 2 2005 school year	Year 3 2006 school year	Year 4 2007 school year	Year 5 2008 school year
Percent of students baseline	N/A %					
Expected percent of students meeting goal in writing		N/A %	%	%	%	%
Actual percent of students meeting goal in writing		N/A %	%	%	%	%
Low Income	BaseYear 2003 school year	Year 1 2004 school year	Year 2 2005 school year	Year 3 2006 school year	Year 4 2007 school year	Year 5 2008 school year
Percent of students baseline	N/A %					
Expected percent of students meeting goal in writing		N/A %	%	%	%	%
Actual percent of students meeting goal in writing		N/A %	%	%	%	%

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<b>Report of Status on Adequate Yearly Progress (AYP) Criteria for the School Improvement Plan</b>						
<b>Directions: Complete at end of school year. Record: Yes or No</b>						
	<b>2003 BaseYear</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>School performance grade is C or higher.</b>		N/A				
<b>At least 50% of the students in the lower quartile in reading demonstrated an annual learning gain.</b>		N/A				

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<p><b>1. READING GOAL (Required for all schools)</b></p> <p>A. By the year 2008, 70% or more of the students in each student group assessed will demonstrate proficiency in reading with a score of Achievement Level 3 or higher on the FCAT Sunshine State Standards Test. Schools will demonstrate annual progress toward this goal to close the achievement gap.</p> <p>B. By the year 2008, 85% or more of those students tested will demonstrate an annual learning gain in reading as defined in the state assessment system</p>	<p><b>A=Add</b>  <b>M=Maintain</b>  <b>D&gt;Delete</b>  <b>NA=Not Applicable</b></p>			
<b>Strategy/Activity</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
Record professional development activities on the School Professional Development Plan for School Improvement template.				
<b><u>All Levels</u></b>				
<input checked="" type="checkbox"/> Collaborative planning teams will use student performance data to identify priority curriculum objectives, design lesson plans, and monitor student progress.				
Read 180 program will be used at each grade level (8 <sup>th</sup> , 9 <sup>th</sup> , and 10 <sup>th</sup> ) to instruct reading strategies, grammar, and writing.				
Teachers will use the collaborative planning process to analyze student data and design lesson plans that incorporate a balanced literacy model across the curriculum.				

<p><b>2. MATHEMATICS GOAL (Required for all schools)</b></p> <p>A. By the year 2008, 70% or more of students in each student group assessed will demonstrate proficiency in mathematics with a score of Achievement Level 3 or higher on the FCAT Sunshine State Standards Test. All schools will demonstrate annual progress toward this goal to close the achievement gap.</p> <p>B. By the year 2008, 85% or more of those students tested will demonstrate annual learning gain in mathematics as defined in the state assessment system. Schools will demonstrate annual progress toward this goal.</p>	<p><b>A=Add</b>  <b>M=Maintain</b>  <b>D=Delete</b>  NA=Not Applicable</p>			
<p><b>Strategy/Activity</b></p> <p>Record professional development activities on the School Professional Development Plan for School Improvement template.</p>	<p><b>2005</b></p>	<p><b>2006</b></p>	<p><b>2007</b></p>	<p><b>2008</b></p>
<p><u><b>All Levels</b></u></p> <p><input checked="" type="checkbox"/> Collaborative planning teams will use student performance data to identify priority curriculum objectives, design lesson plans, and monitor student progress.</p>				
<p>Teachers will use the collaborative planning process to analyze student data and design lesson plans that incorporate a balanced literacy model across the curriculum.</p>				
<ul style="list-style-type: none"> <li>• Modeling of reading/best practices to incorporate a balanced literacy approach.</li> <li>• Students and families will be trained and encouraged to utilize FCAT Explorer materials and other on-line resources.</li> <li>• Teachers will administer district assessments to determine grade level curriculum mastery.</li> </ul>				

<p><b>3. WRITING GOAL (Required if less than 90% of total population tested scores 3.0 or above)</b></p> <p>A. By the year 2008, 90% more of students in each student group assessed will demonstrate proficiency in writing by scoring 3.0 or higher on the Florida Writing Assessment. Schools will make annual progress toward this goal to close the achievement gap.</p> <p>B. By the year 2008, 70% more of students in each student group assessed will demonstrate proficiency in writing by scoring 4.0 or higher on the Florida Writing Assessment. Schools will make annual progress toward this goal to close the achievement gap</p>	<p><b>A=Add</b>  <b>M=Maintain</b>  <b>D=Delete</b>  NA=Not Applicable</p>			
<p><b>Strategy/Activity</b></p> <p>Record professional development activities on the School Professional Development Plan for School Improvement template.</p>	<p><b>2005</b></p>	<p><b>2006</b></p>	<p><b>2007</b></p>	<p><b>2008</b></p>
<p><u><b>All Levels</b></u></p> <p><input checked="" type="checkbox"/> Collaborative planning teams will use student performance data to identify priority curriculum objectives, design lesson plans, and monitor student progress.</p>				
<p>School staff will apply appropriate writing strategies aligned with targeted objectives using expository/persuasive writings.</p>				
<p>School will implement a school-wide monthly Phoenix Writes program. Students' writing samples are displayed, shared, and published.</p>				

<b>4. SCIENCE GOAL</b> <b>By the year 2008, 85% or more of all students assessed will demonstrate proficiency in science with a score of Achievement Level 2 or higher on the FCAT Sunshine State Standards Test. All schools will demonstrate annual progress toward this goal.</b>	<b>A=Add</b> <b>M=Maintain</b> <b>D&gt;Delete</b> <b>NA=Not Applicable</b>			
<b>Strategy/Activity</b> Record professional development activities on the School Professional Development Plan for School Improvement template. Check a minimum of one (1) strategy; check others as desired.	2005	2006	2007	2008
<b>All Levels</b> <input checked="" type="checkbox"/> School staff will apply appropriate reading comprehension strategies aligned with targeted priority objectives using science informational text.				
<input checked="" type="checkbox"/> School staff will design science lessons that address targeted mathematics objectives in measurement, data analysis, and problem solving.				
<b>Elementary</b> <input type="checkbox"/> School staff will develop and implement inquiry-based lessons that are designed to address targeted objectives in science.				
<b>Middle and High Schools</b> <input checked="" type="checkbox"/> Science teachers will use the collaborative planning process to analyze student data and design inquiry-based lesson plans using research-based strategies that address prioritized targeted outcomes for science.				

<b>5. THE ARTS GOAL</b> <b>A. By the year 2008, 85% of all students will participate in arts education. Schools will demonstrate annual progress toward this goal.</b> <b>B. By the year 2008, 85% or more of students enrolled in arts courses will demonstrate proficiency in arts literacy. Schools will demonstrate annual progress toward this goal.</b>	<b>A=Add</b> <b>M=Maintain</b> <b>D=Delete</b> NA=Not Applicable			
<b>Strategy/Activity</b> Record professional development activities on the School Professional Development Plan for School Improvement template. Check a minimum of one (1) strategy; check others as desired.	2005	2006	2007	2008
<b>All Levels</b>				
<input checked="" type="checkbox"/> During collaborative planning time, arts teachers will work with classroom teachers to reinforce targeted objectives in reading, writing, and math.				
<input type="checkbox"/> Arts teachers will review and discuss brain and other research that supports the arts as an integral part of basic education (e.g., through study groups).				
<input type="checkbox"/> Arts teachers will participate in professional development activities (in specific arts disciplines and arts integration) for both arts teachers and classroom teachers so that research-based strategies are incorporated in the collaborative planning process (e.g., Creative Drama for Creative Learning, Multi-cultural Art Strategies, Arts and Literacy--integrating reading and writing with the teaching of visual art, music, theater, and dance).				

<b>6. TECHNOLOGY GOAL</b> <b>By the year 2008, 85% of students and teachers will be proficient in use of technology to positively impact student achievement and digital literacy skills and are prepared to live in a digital world.</b>	<b>A=Add</b> <b>M=Maintain</b> <b>D=Delete</b> NA=Not Applicable			
<b>Strategy/Activity</b> Record professional development activities on the School Professional Development Plan for School Improvement template. Check a minimum of one (1) strategy; check others as desired.	2005	2006	2007	2008
<b>All Levels</b>				
<input checked="" type="checkbox"/> During collaborative planning, teachers will use technology as a tool ( <i>e.g.</i> , TestTrakker, spreadsheets) data to drive instructional decision-making.				
<input type="checkbox"/> Teachers and students will use recommended online resources to increase student achievement and the proficiency of student technology skills.				
<input type="checkbox"/> School staff will share information and demonstrate best practices in digital literacy skills.				
<input type="checkbox"/> School staff will use the Education Technology Achievement Progress (ETAP) and School Technology Awareness and Readiness) STaR data to monitor staff use of effective technology skills.				
<input checked="" type="checkbox"/> School staff will participate in training designed to strengthen the ability of school-based teams ability to model best practices in technology.				
<input type="checkbox"/> School staff will attend professional development in the use of Instructional Learning Systems (ILSs) to increase student achievement in reading and math.				

7. CAREER PREPARATION GOAL					
<p>A. By the year 2008, graduating students will be prepared to enter the workforce or enroll in post secondary career preparation. Schools will demonstrate annual progress toward this goal.</p> <p>B. By the year 2008, 85% or more of entering high school students in each student group will graduate within 4 years of their initial enrollment in grade 9. All schools demonstrate annual progress toward this goal to close the gap.</p>		<p>A=Add M=Maintain D&gt;Delete NA=Not Applicable</p>			
Strategy/Activity		2005	2006	2007	2008
Record professional development activities on the School Professional Development Plan for School Improvement template. Check a minimum of one (1) strategy; check others as desired.					
<b>All Levels</b>					
<input type="checkbox"/> School staff will apply appropriate reading strategies aligned with targeted priority objectives to ensure that students are proficient in technical and informational reading.					
<input type="checkbox"/> School staff will develop activities that facilitate student career exploration (e.g., career days, internships).					
<input type="checkbox"/> School staff will develop a continuum of services for ESE and other at-risk students including counseling, mentoring, remediation, and career planning.					
<b>Middle and High Schools</b>					
<input type="checkbox"/> School staff will provide assistance to students and their families in locating evaluating and interpreting career and academic choice information.					
<input type="checkbox"/> School staff will collaborate with district staff to utilize the Guidance Advisory Model.					
<b>High Schools</b>					
<input type="checkbox"/> During collaborative planning time, school staff will develop a plan for all students and their families to use the four-plus-two year Career/Academic Plan in selecting appropriate high school programs of study.					
<input type="checkbox"/> School staff will involve students in work-based learning experiences that include exposure to various ethnic, cultural, social and individual groups (e.g., job shadowing, internships).					
<input checked="" type="checkbox"/> School staff will deliver instruction within a small learning community that integrates academic disciplines with a career focus.					
<input type="checkbox"/> School staff will develop a career advisory center and make it available to students and their families.					

<p><b>8. CITIZENSHIP/ SAFE AND ORDERLY SCHOOLS GOAL</b></p> <p>A. By the year 2008, 80% or more of all students will demonstrate civic responsibility. Schools will demonstrate annual progress toward this goal.</p> <p>B. By the year 2008, students will demonstrate respect for others and value diversity. Schools will demonstrate annual progress toward this goal.</p> <p>C. By the year 2008, 85% or more of students, parents and staff will perceive the school environment as safe and orderly. Schools will demonstrate annual progress toward this goal.</p> <p>D. By the year 2008, overall student attendance will increase to an effectiveness level of 96%. Schools will demonstrate annual progress toward this goal.</p>	<p><b>A=Add</b>  <b>M=Maintain</b>  <b>D=Delete</b>  NA=Not Applicable</p>			
<p><b>Strategy/Activity</b></p> <p>Record professional development activities on the School Professional Development Plan for School Improvement template.  Check a minimum of one (1) strategy; check others as desired.</p>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<p><b><u>All Levels</u></b></p> <p><input type="checkbox"/> School staff will disseminate and reinforce expectations for student conduct and attendance to staff, students, parents and the community</p>				
<p><input type="checkbox"/> School staff will participate in district staff development on research based programs that provide: violence and substance abuse prevention, anger management skills, decision-making skills, conflict mediation skills, and diversity/sensitivity education</p>				
<p><input checked="" type="checkbox"/> School staff will develop a plan for implementing the district's policy for providing increased opportunities for physical education and healthy lifestyles.</p>				
<p><input checked="" type="checkbox"/> School staff will participate in district staff development on integrating Character Education.</p>				

<p><b>9. FAMILY AND COMMUNITY INVOLVEMENT GOAL</b></p> <p>A. By the year 2008, 85% or more of students and parents will perceive the school to be welcoming places that encourage active participation in the learning process. Schools will demonstrate annual progress toward this goal.</p> <p>B. By the year 2008, there will be an annual increase in the number of partnerships between schools, area businesses and community organizations (or institutions). Schools will demonstrate annual progress toward this goal.</p>	<p><b>A=Add</b>  <b>M=Maintain</b>  <b>D&gt;Delete</b>  NA=Not Applicable</p>			
<p><b>Strategy/Activity</b></p> <p>Record professional development activities on the School Professional Development Plan for School Improvement template.  Check a minimum of one (1) strategy; check others as desired.</p>	2005	2006	2007	2008
<p><b>All Levels</b></p> <p><input checked="" type="checkbox"/> School staff will provide opportunities for parent and community involvement with students (<i>e.g.</i>, mentoring, tutoring, social services, classroom speakers, job internships, job shadowing experiences).</p>				
<p><input checked="" type="checkbox"/> School staff will expand family education opportunities (<i>e.g.</i>, family literacy, parenting, ESOL, GED programs, technology education, FCAT Explorer, ILS systems, educational TV programs in home language where appropriate.)</p>				
<p><input checked="" type="checkbox"/> School staff will provide frequent, ongoing family communication in a format and language that parents can understand.</p>				
<p><input type="checkbox"/> School staff will engage in professional development activities to promote school/community/family relationships as part of the district's commitment to Service Excellence.</p>				
<p><input checked="" type="checkbox"/> School staff, in collaboration with members of the community, will develop business partnerships that promote student achievement, and career opportunities development.</p>				
<p><input type="checkbox"/> School staff will expand access to school facilities for parents and community (<i>e.g.</i>, technology, media centers, gymnasiums, auditoriums).</p>				

The School Board of Sarasota County  
**SCHOOL PROFESSIONAL DEVELOPMENT PLAN (SPDP) FOR SCHOOL IMPROVEMENT 2004-2005**

**SCHOOL NAME:**                     **PHOENIX ACADEMY**                    

<b>Name of School Faculty/Team/Grade Level/Dept. or SLC Academy participating in this plan:</b>	
<b>This plan addresses the following school improvement priority goal areas (<i>check one or more</i>):</b>	<b>Data and research considered for this plan include:</b>
<input checked="" type="checkbox"/> Reading <input checked="" type="checkbox"/> Mathematics <input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Student Performance Data <input checked="" type="checkbox"/> Teacher Performance Data <input checked="" type="checkbox"/> Research findings from National Professional Organizations <input type="checkbox"/> School-based action research studies <input type="checkbox"/> Surveys <input type="checkbox"/> Other:
<b>Purpose of this plan:</b> To increase student achievement and to close the achievement gap by using Ruby Payne “A Framework for Understanding Poverty.”	
<b>List the proposed objectives of this plan:</b>	<b>Describe how each objective will be evaluated by (<i>e.g., product, student performance data, observable behaviors, checklist, etc.</i>):</b>
1) Engage every instructional staff member in PD strategies that will provide staff cognitive strategies that will increase the learning process. 2) Apply research based strategies in the classroom.  3) Participate in workshops and coaching activities with assistance, i.e. district personnel, principal, and other resource personnel. 4) Staff will plan a professional development retreat to focus on a balanced literacy curriculum for 2005-2006 school year.	1) Team meeting minutes/dialog. 2) Review of discipline referrals/behavior analysis of students. 3) Classroom walk-throughs. 4) Review of lesson plans and assessments data.  5) Review of teacher/student relationship.

<b>What?</b> <b>Proposed Activities for Staff Members for Completing This Plan</b>	<b>Who?</b> <b>Person(s) Responsible</b>	<b>When?</b> <b>Tentative Date(s)</b>	<b>How?</b> <i>(see key below)*</i>
<p>Study Group – Book – <u>A Framework for Understanding Poverty</u> – read book and discuss collaboratively.</p> <p>Ten videos will be viewed and discussed collaboratively by PLC’s – reflection, implementation plan, and documentation of student performance impact will be completed.</p> <p>Staff will plan a professional development retreat to focus on a balanced literacy curriculum for 2005-2006 school year.</p>	<p>Principal, Department Chairs, Guidance</p> <p>Principal, Team Leaders, Dept. Chairs.</p> <p>Principal, Department Chairs, Guidance</p>	<p>Jan - May</p> <p>Jan - May</p> <p>Jan – August</p>	<p>D</p> <p>D</p> <p>C</p>

**\*Description of how activity(ies) will be compensated**

- A.** During school day (no substitutes required)
- B.** During school day (with substitutes)
- C.** During non-duty time with stipend or salary credit
- D.** During non-duty time with additional contractual payment (max 30 hrs. per participant)

**The School Board of Sarasota County  
SCHOOL IMPROVEMENT PLAN 2004-2005**

<b>Source(s) (e.g., Title I, Title II, School Improvement dollars)</b>	<b>Funds will be used for:</b> <i>(e.g., class size reduction, stipends/subs for curriculum writing or professional development activities, consultant services, materials and supplies, etc.)</i>	<b>Amount</b>
School Improvement Plan	<b>Ruby Payne, <u>A Framework for Understanding Poverty</u> books: cost per</b>	
	<b>book is \$15.00 x 20 books</b>	<b>\$300.00</b>
	<b>Videos: Tucker Signing Strategies – Ruby Payne</b>	<b>\$195.00</b>
Title II	<b>Consultant Fee – Linda Meyer – Ruby Payne – <u>A Framework for Understanding Poverty</u></b>	<b>\$1,500.00</b>
Title II	<b>Staff Professional Development Retreat</b>	<b>\$5,000.00</b>
<b>Grants (if applicable):</b> <i>(list here)</i>	<b>N/A</b>	<b>N/A</b>

**The School Board of Sarasota County**  
**School Improvement Plan 2004-2005**  
**Public Input**  
**Signatures**

**Describe Opportunities for Public Input**

- Notice of the School Advisory Council meeting times and location are noted at Open House and at PTO General Membership Meetings and parents are encouraged to attend or give input to their designated SAC representatives or contacts.
- Meetings are published in the school newsletter inviting comments.
- Meetings will be announced on the marquee.
- Climate survey.

*This plan reflects consensus of the School Advisory Council.*

Date 10/22/04

Principal Denise L. Cobb Signature SAC Chairperson Denise L. Cobb Signature

The School Board of Sarasota County  
**PLAN FOR SCHOOL IMPROVEMENT ACTIVITIES 2004-2005**

**Directions:** Complete this form **ONLY** if requesting **Additional Contractual Payment for non-duty days for the purpose of engaging in school improvement activities (max. 30 hours per teacher per year).**

<b>Summary</b>		
<p>During our first School Advisory Council meeting Tuesday, September 26<sup>th</sup>, the SIP and operational guidelines were discussed. Based on FCAT scores and student population, it was decided that Phoenix Academy would set the following goals: for our total student population reading 17%, math 23%, and writing 78% for 2004-2005. SAC also agreed that this year's Professional Development would be centered on improving staff understanding of working with underachieving students using Ruby Payne <u>A Framework for Understanding Poverty</u>. Collaborative discussions will focus on the importance of building relationships and understanding how poverty often interferes with the learning of adolescents –specific techniques and strategies will be assessed to assist classroom teachers with instructional techniques. Guidance, social worker and administrator will be available for assistance and training. Logs and attendance records will be maintained for documentation of the maximum 30 hours allowed.</p>		
Activity Descriptions (“D” activities from SPDP)	Participants	# of Hours
<p>1. Study Group using the Ruby Payne’s book <u>A Framework for Understanding Poverty</u> – read and discuss collaboratively.</p> <p>2. We will also view ten videos and discuss collaboratively by PLC’s reflection, implementation plan, and documentation of student performance impact will be completed.</p>	<p style="text-align: center;">James Behrman, Luis Correria Stephanie Dunda, Cleones Fleurima</p> <p style="text-align: center;">Christina Folkins, Bella Fox, Marianne Leto Karl Hamilton, Marilyn Harris, Beth Sheets Trevor Harvey, Gail Horton, Sindy Hark Keith Richards, Desiree Schell, Gregory Turner, Cheryl Thomas, Paul Rochford</p>	<p>30 30  30 30 30 30 30</p>
<p><b>Approved by Shared Decision-Making Team</b>  <u>Gail Horton</u> _____ (date)</p>	<p><b>Principal Signature/Date:</b>  <u>Denise L. Cobb</u> _____ / <u>10/22/04</u>(date)</p>	
<p><b>Official Use Only</b>  <input checked="" type="checkbox"/> <u>Approved</u> <input type="checkbox"/> <u>Not Approved</u></p>	<p><b>Signatures:</b>  <u>Lori M. White</u> _____ <u>Gary W Norris</u> <u>11/14/04</u>            Assoc. Supt. for Instruction _____ Superintendent</p>	