Sarasota Military Academy

2014-15 School Improvement Plan

Sarasota Military Academy

801 N ORANGE AVE, Sarasota, FL 34236

www.sarasotamilitaryacademy.com

School Demographics

School Type	Title I	Free/Reduced Price Lunch
High	No	29%

Alternative/ESE Center	Charter School	Minority
No	Yes	25%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	A	A	A	B

School Board Approval

This plan was approved by the Sarasota County School Board on 11/18/2014.

SIP Authority and Template

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at https://www.floridaCIMS.org.

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Purpose and Outline of the SIP

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

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school's Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., "SMART goals") for the coming school year in context of the school's greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

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

DA Regions

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

DA Categories

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

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
    - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
    - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
    - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
    - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

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

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	Jim Browder

Former F		Turnaround Status
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The mission of the Sarasota Military Academy is to provide high school students the highest quality college preparatory education possible, incorporating the principles of leadership, discipline, patriotism, compassion, and honor in a military environment.
Our primary intent is to develop lifelong learners and communicators who can actively participate in local issues while exemplifying intercultural understanding and respect in a rapidly globalizing world.

Provide the school's vision statement

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 American democracy will be enhanced by the knowledge, leadership, and patriotism of SMA graduates.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

SMA learns about students' cultures by encouraging teachers to spend time getting to know the students on a personal level. Teachers have students fill out interest inventories at the beginning of each semester and frequently have students write about personal experiences that relate to the curriculum. SMA holds two Open Houses annually, where parents and families come to visit with teachers and walk around the campus. Faculty and staff frequently attend after school functions such as athletic events, dances, and theatrical performances to further build the relationship with students.

Describe how the school creates an environment where students feel safe and respected before, during and after school

SMA has a myriad of activities in which students can participate before, during and after school. There are faculty and staff present around campus at anytime when students are on campus. Students are encouraged to participate in activities on campus. SMA has school counselors and an established mentor program so students can have open lines of communication with caring adults. Above all else, SMA has teachers that take an interest in their students' lives and create a classroom culture that is safe.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

SMA is built on structure. The JROTC program provides structure that is felt in every other aspect of the school. Through JROTC, students are held accountable for their uniforms, conduct, and leadership expectations which then permeates through the rest of the school, allowing for more learning to occur in the classrooms and less distractions. Each grade level has an assigned grade level administrator, who handles the discipline for that grade level. SMA has clearly defined school

wide classroom procedures and expectations so teachers can handle the structure and communication in order to keep the focus on instruction. SMA also has a clearly defined consequence matrix in order to maintain consistency across administrators when dealing with consequences. Teachers can utilize specific forms to begin conversations with parents about discipline in the classroom. If the behaviors continue, there are forms and procedures in place to allow consequences to escalate in an attempt to redirect disruptive behaviors. SMA also has a strong PBS committee and program where students are rewarded in a positive way for conducting themselves as responsible high school students, which also minimizes disruptive behaviors.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

SMA has a strong counseling department where a counselor is almost always available to discuss any concerns with students. We have a behavior specialist who also assists with the social and emotional needs of students by suggesting interventions, providing resources to help students get connected, and ensuring that learning can occur based on the needs of students being met. One of the Assistant Heads of School also spearheads the mentor program where students are matched up with a community member that has been screened and approved.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level	Total
Students exhibiting two or more indicators		

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link
The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Based on PALS reports and parent sign-in sheets at a variety of activities for 2014, the level of parent involvement is at 95%. Teachers also utilize Crosspointe to communicate with parents about grades and classroom assignments. Annually, each student and family member meets with his/her school counselor to discuss graduation requirements and receives help with course planning.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

SMA has been a 5 star school and has business partners around the community to support SMA and its endeavors. SMA has an Advancement Director who reaches out to the community to communicate needs and facilitates ways in which businesses and community members can support SMA.

Effective Leadership
The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership
Identify the name, email address and position title for each member of the school leadership team.**:**

Name	Title
Bowman, Christina	Principal
Livingston, Robin	Assistant Principal
West, Caitlin	Assistant Principal
Collis, Joe	Dean

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

The school-based SWST Team will employ a continuous improvement process to create the SIP as outlined in this document. Input will be collected from the grade level teams, PLC's, content area teams, the SAC and the district teams, composed of specialists in the areas of instructional need.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

The SWST Leadership Team meets twice a month. Process and procedures have been established by the Sarasota County School District and have been adopted by SMA. Student concerns are presented to the appropriate grade level administrator only after multiple attempts to provide a variety of interventions and a parent conference have been completed. At that time, the appropriate grade level administrator will begin collecting information about the student and contacting the appropriate support staff for information. The Leadership Team will then discuss the student and provide

additional interventions. The teacher is expected to utilize and document the impact of the interventions. Results are then presented back to the Leadership Team for review. The SWST Team works closely with the Administrative Team, the ESE Department, Counseling Department, the PBS Team and all Department Chairs, Behavior Specialist and School Psychologist.

School Advisory Council (SAC)

Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
	Student

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

Charter school uses it's Board for the SAC committee

Development of this school improvement plan

The School Advisory Council shall:
1. Review the results of any needs assessments conducted at the school.
2. Assist in the development of the school improvement plan and provide recommendations on specific components of the plan, such as goals of the school, indicators of school and student progress, strategies and evaluation procedures to measure student performance. The school advisory council shall be the final decision making body at the school relating to school improvement.
3. Define adequate progress for each school goal and for the overall school improvement plan when defining adequate progress for school goals; negotiate the definition of adequate progress with the School Board; and notify and request assistance from the School Board if the school fails to make adequate progress on the overall plan.
4. Report progress in meeting goals of the school improvement plan. A mid-year review and end-of-year report shall affirm the satisfactory implementation of the plan.
5. Monitor students' and the schools' progress in attaining goals and evaluate the appropriateness of the indicators of student progress and the strategies and evaluation procedures which are selected to measure student performance.
6. Prepare and distribute information to the public to report the status of implementing the school improvement plan, the performance of students and educational programs, and the progress in accomplishing school goals.
7. Make recommendations on the accumulation and reporting of data that is beneficial to parents.
8. Serves as resource for the principal and advise the principal in matters pertaining to the school program.
9. Provide input on the school's annual budget and the use of school improvement funds to assist in the preparation of the school budget.

Preparation of the school's annual budget and plan

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

N/A

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC
Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership
Identify the name, email address and position title for each member of the school-based LLT.**:**

Name	Title

Duties

Describe how the LLT promotes literacy within the school

SMA has six Literacy Initiatives that are posted in every classroom and office. All six initiatives are major and incorporated into all classrooms. This year's newest initiative is Digital Literacy. In conjunction with the Technology Committee, this initiative will be addressed as an area of importance with professional development being designed to promote Digital Literacy.

SMA Literacy Initiatives are as follows:
Reading-All students are required to carry an independent reading book, of their choice, at all times. During free class time, students will read in their independent reading book. Some teachers schedule independent reading time into their daily or weekly scheduled. A book of the cadet's choice is considered a part of their uniform; therefore, if a cadet does not have a book, points will be deducted from their employability grade in that class. The second offense will result in a referral.
Reading By the Numbers-Students need the ability to locate information, organize, synthesize, and evaluate information from a variety of sources and interpret the information given within a text, graph or picture. Informational text now comprises 70% of the reading requirements in standardized testing. Teachers are expected to incorporate these skills into all content area classes.
Writing-All content area classes will be doing, at least, weekly writing. Writing will consist of short answer responses, long answer responses, essays, research projects, and/or quick writes.
Vocabulary-Since one can only learn and understand the world around them through language, vocabulary is a vital component of academic success. Additionally, comprehension and critical thinnking require strong vocabulary skills. Each Monday, there is a new word of the week (WOW). teachers will display the WOW in their classrooms and everyone on campus will use the word as frequently as possible during the week. Vocabulary will be a part of every class.
Critical Thinking-Critical thinking is the ability to apply reasoning and logic to unfamiliar ideas, opinions, and situations. Critical thinking transcends subject area divisions; it examines elements of thought implicit in all reasoning. Critical thinking employs a set of skills and questioning strategies that help guide students to an enhanced clarity and better reading comprehension. High level thinking questions are incorporated into classroom questioning.
Digital Literacy-Digital Literacy is a person's ability to perform tasks effectively in a digital environment. This includes the ability to read and interpret media, to reproduce data and images through digital manipulation, and to evaluate and apply new knowledge gained from digital environments. To be a functioning Digital Citizen one must have the ability to use digital technology, communication tools or networks to locate, evaluate, use and create information. Also, students must have the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

In order to encourage collaboration and a positive working environment among faculty, SMA renovated the teacher work room with brand new custom made furniture and 9 working computers. There is a faculty kitchen in the work room, which encourages teachers to eat lunch while collaborating and building positive relationships. SMA has organized PLC's, which allow teachers to further collaborate and work to improve student achievement. Each teacher also has an 65 minute duty free planning period.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

SMA will provide research-based professional development activities/opportunities to all faculty and staff.
Master teachers will be partnered with new teachers to ensure success.
SCIP (Sarasota County Induction Program) Mentors for beginning teachers.
Develop leadership capacity through instructional coaching and professional development.
Hire highly-qualified teachers.
Persons responsible:
Administration
Professional Development Coordinator
Department Chairs
Lead SCIP Mentors

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mentor Mentee
Casey Garrett Ashley Tarleton
Hellen Harvey Karen Gannett
Rebecca Schopfer Jackie Ryder
Rebecca Schopfer Addie Woodmancy
April Tisdale Breanne Scott
Penny Schroeder Sean Donovan
Joeline Wells Sarah Farnam & Robert Beckmann
Veteran teachers that are new to SMA have been assigned a "go to" person within their department to help them get accustomed to the procedures of SMA. Mentors are trained through the SCIP program and were assigned to mentees based on personalities and content area. An administrator oversees the SCIP program and there is a meeting once a month to check progress and answer questions about the SCIP program.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Extended School Day

Minutes added to school year: 800

After school instruction is conducted as follows:
Geometry-Two days per week for 100 minutes each day.
for approximately 16 weeks
Algebra-Two days per week for 100 minutes each day.
for approximately 16 weeks
Students who did not pass the ALG or GEO EOC are provided this opportunity for review and preparation to take the EOC again in December, 2013.

Strategy Rationale

Strategy Purpose(s)

- Instruction in core academic subjects

Person(s) responsible for monitoring implementation of the strategy
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

The lead teacher and the Department Chair will be responsible for collecting and analyzing student progress. A diagnostic test will be administered for each subject area and instruction adjusted according to student needs. Formative and summative data will also be utilized.
The passing rate for the ALG and GEO EOC will also be utilized to determine the effectiveness of the after school program.

Strategy: Extended School Day

Minutes added to school year:

Strategy Rationale

Strategy Purpose(s)
""

Person(s) responsible for monitoring implementation of the strategy
Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Student Transition and Readiness

PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

• Our school offers students elective courses in art, business, technology, and foreign languages. Many of these courses focus on job skills and offer students internships. JROTC courses play an integral role as well.
• A daily focus of our school is posting the learning objective in every class so the students know "why are we learning this?" and how that instruction is relevant.
• Word of the Week is posted and discussed in every class and applied across content areas.
• The counseling department educates students and parents about the importance of developing job skills and hands-on activities that enhance these skills through individualized meetings, which address course selection. Course selection includes elective courses in art, business and computer skills, criminal justice/law, equitation, psychology, theatre, Bioscience, construction, journalism and music. Additionally, students learn about the Sarasota County Technical Institute, which focuses on technical careers while still in high school.
• Students participate in dual enrollment courses.
The registrar coordinates the Community Service Program where students are encouraged to volunteer in organizations that align with students' interests and strengths as a way to obtain firsthand experience and job skills development in a safe environment. Students may earn 1/2 credit for 75 hours of service or 1 full credit for 150 hours of documented service and meet one of the requirements to qualify for Bright Futures Scholarships.
SMA has added the International Baccalaureate Program (IB) (Pre-IB) to further enhance academics and focus on future goals and plans. IB demonstrates the interconnectedness of subjects and how various subjects relate to the real world.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The Counseling Department at Sarasota Military Academy (SMA) sets up individual meetings with all students and their parents yearly to discuss their postsecondary plans. During these meetings, information and assistance concerning the courses necessary for postsecondary education is addressed, including:
• ACT, SAT, PERT and CPT, available scholarships, and colleges of interest are discussed.

• Honor AP and/or DE classes for all qualifying students.
• SAT and ACT course preparation through SMA. Students may sign up through SMA's website. SMA is an ACT and SAT testing center. Students are encouraged to take SAT, ACT, and PERT. Qualifying students obtain assistance for vouchers, which waive (SAT / ACT) testing fees.
• Parents of juniors and seniors are invited to seminars in financial aid and in college resources, which are organized by SMA staff.
• SMA's website and counseling department blog provide current information on careers, scholarships, and colleges.
• Instructing and empowering students and parents to become familiarized with and use the latest resources (actstudent.org, CollegeBoard.com, March to Success, etc.) in searching for self-assessment tools, careers, colleges, and scholarships.
• Students are counseled on the courses needed to qualify for Bright Futures, and encouraged to monitor their progress to ensure qualification throughout their four years.
• Colleges are invited to come to SMA to talk to students about their specific programs and scholarship opportunities. This information, along with other resources, is available to all students and their parents in the office.
• JROTC (LET II) will be offering a college preparation program targeting sophomores, who will be taking SAT and ACT as juniors.
• Math and English intensive classes allow struggling students to obtain a credit in these areas, while getting assistance needed.
• SMA offers a Pre-IB program for freshmen and sophomores and will offer the IDP for juniors and seniors in 2015-2016 (after completing the application process).
SMA has six lLiteracy Initiatives that address technology, reading, and math skills and are incorporated into all classes.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal **B =** Barrier **S** = Strategy

[1] = Problem Solving Step   🔑 S123456 = Quick Key

Strategic Goals Summary

G1.   By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups, when less than 70% are currently demonstrating proficiency.

G2.   By the year 2015, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

G3.   By the year 2015, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay.

G4.   By the year 2015, the suspension rate will remain at 9% or decrease.

G5.   For the school year 2014-2015, the dropout rate will remain at 0%.

G6.   For the school year 2014-2015, the percentage of students graduating from high school will increase by 2%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups, when less than 70% are currently demonstrating proficiency. 1a

🔑 G038383

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	67.0
AMO Math - Asian	93.0
AMO Math - African American	67.0
AMO Math - ED	63.0
AMO Math - Hispanic	67.0
AMO Math - SWD	49.0
AMO Math - White	68.0
AMO Reading - All Students	77.0
AMO Reading - African American	75.0
AMO Reading - ED	71.0
AMO Reading - Hispanic	72.0
AMO Reading - SWD	55.0

Resources Available to Support the Goal 2

- Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Ensure faculty understand attendance policies and report attendance problems as they arise. Use of Crosspointe to allow parents and students immediate access to attendance. Administration and counseling counsel with students who have 5 unexcused absences with parent contact as well. Collaborate with District Truancy Officer regarding truant students.

- Review FSA frequently with team members and create lessons in accordance with FSA. Incorporate Reading by the Numbers Process in all content areas. Literacy walk throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty. Use of NGCAR-PD strategies within the classroom by certified instructional staff. Use of C-Palms.

- All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within the lessons and use of differentiation within the classroom. Professional development opportunities will be offered.

Targeted Barriers to Achieving the Goal 3

- Attendance

- Lack of fidelity to the Florida Standards and SMA Literacy Policy.

- Lack of higher order questions in lessons and assessments and differentiation of instruction and use of KAGAN strategies in all classrooms.

Plan to Monitor Progress Toward G1. 8

Monitor attendance, lesson plans, walk-through data, PLC minutes. Analyze formative and summative data as well as FCAT and EOC data and benchmark data.

Person Responsible

Christina Bowman

Schedule

Evidence of Completion

Decrease in number of truancy reports and absences. Data will be discussed and reported at MTSS/RtI meetings and administrative meetings. Increase in student achievement. Lesson Plans will reflect CCS.

G2. By the year 2015, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile. `1a`

🔍 G038384

Targets Supported `1b`

Indicator	Annual Target
Math Lowest 25% Gains	58.0
ELA/Reading Lowest 25% Gains	71.0

Resources Available to Support the Goal `2`

- Provide incentives for students with perfect attendance through the PBS . Use of Crosspointe to allow parents and students immediate access to attendance. Administration and counseling department will counsel with students who have 5 unexcused absences with parent contact as well. Collaborate with District Truancy Officer regarding truant students. Ensure faculty understand attendance policies and report attendance as they arise.

- Review Florida Standards frequently with team members and create lessons in accordance with Florida Standards. Incorporate Reading by the Numbers Process in all content areas. Literacy walk throughs will be conducted on a weekly basis. This date will be analyzed and reported to the faculty.

- Use of NGCAR-PD strategies within the classroom by certified instructional staff. Use of C-Palms as a resource. All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within the lessons and use of differentiation within the classroom. Professional development opportunities will be offered.

Targeted Barriers to Achieving the Goal `3`

- Attendance

- Lack of fidelity to Florida Standards and SMA Literacy Initiatives.

- Lack of higher order questions in lessons and assessments and differentiation of instruction and use of KAGAN strategies in all classrooms.

Plan to Monitor Progress Toward G2. `8`

Monitor attendance, lesson plans, walk through data, PLC minutes. Analyze formative and summative data as well as FCAT, EOC, FAIR and benchmark data.

Person Responsible

Schedule

Evidence of Completion

Decrease in number of truancy reports and absences. Increased student achievement. Data will be discussed and reported at MTSS/RtI meetings and administrative meetings. Lesson Plans will reflect CCS.

G3. By the year 2015, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay. 1a

🔍 G038385

Targets Supported 1b

Indicator	Annual Target
FAA Writing Proficiency	

Resources Available to Support the Goal 2

- CCS

Targeted Barriers to Achieving the Goal 3

- Lack of fidelity to the CCS

Plan to Monitor Progress Toward G3. 8

Monitor formative and summative writing activities and writing prompts as provided by the district. Analyze information with team and PLC team.

Person Responsible

Schedule

Evidence of Completion
Increased student achievement.

G4. By the year 2015, the suspension rate will remain at 9% or decrease. 1a

🔍 G038386

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	58.0
One or More Suspensions	58.0

Resources Available to Support the Goal 2

- Positive Behavior Support Program MTSS/RtI Behavior Specialist ESE Director Couseling

Targeted Barriers to Achieving the Goal 3

- Lack of integrity to PBS and MTSS/RtI process.

Plan to Monitor Progress Toward G4. 8

Monitor referral and discipline rates.
Monitor PBS achievements.

Person Responsible

Schedule

Evidence of Completion
Suspension rate will decrease.

G5. For the school year 2014-2015, the dropout rate will remain at 0%. `1a`

🔍 G038387

Targets Supported `1b`

Indicator	Annual Target

Resources Available to Support the Goal `2`
- Counseling Department PBS MTSS/Rti Administration Faculty/staff Mentors Truancy Officer

Targeted Barriers to Achieving the Goal `3`
- Lack of fidelity to the MTSS/Rti process.

Plan to Monitor Progress Toward G5. `8`

Monitor attendance, academic achievement, discipline and social-emotional well-being through the MTSS/RtI and PBS teams.

Person Responsible

Schedule

Evidence of Completion
Drop out rate stays at 0%.

G6. For the school year 2014-2015, the percentage of students graduating from high school will increase by 2%. `1a`

🔍 G038388

Targets Supported `1b`

Indicator	Annual Target
On-time Progression to Grade 10	

Resources Available to Support the Goal `2`
- Counseling Department PBS and MTSS/Rti Teams Administration Faculty Mentors Truancy Officer

Targeted Barriers to Achieving the Goal `3`
- Lack of fidelity to the MTSS/Rti process.

Plan to Monitor Progress Toward G6. `8`

Monitor attendance, academic achievement, discipline and social-emotional well-being through MTSS/Rti and PBS Teams.

Person Responsible

Schedule

Evidence of Completion
Graduation rate will increase.

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal   **B = Barrier**   **S** = Strategy

`1` = Problem Solving Step   🔑 S123456 = Quick Key

G1. By the year 2015, there will be a minimum of a four percentage point increase for all student subgroups, when less than 70% are currently demonstrating proficiency. `1`

🔑 G038383

G1.B1 Attendance `2`

🔑 B092081

G1.B1.S1 Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration and counseling department will counsel with students who have 5 unexcused absences with parent contact as well. Collaborate with District Truancy Officer regarding truant students. Ensure faculty understand attendance policies and report attendance problems as they arise. `4`

🔑 S103002

Strategy Rationale

Action Step 1 `5`

As above

Person Responsible

Schedule

Evidence of Completion

As above

Plan to Monitor Fidelity of Implementation of G1.B1.S1 `6`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 `7`

Person Responsible

Schedule

Evidence of Completion

G1.B2 Lack of fidelity to the Florida Standards and SMA Literacy Policy. 2

B092082

G1.B2.S1 Review Florida Standards with faculty frequently and create lessons according to Florida Standards. Incorporate Literacy walkthroughs conducted on a weekly basis. Utilize PLC time to review and discuss Florida Standards and Literacy Policy implementation. 4

S103003

Strategy Rationale

Action Step 1 5

Classroom walthrough data.
Lesson plans.
PLC minutes.
FCAT/FSA, EOC, Benchmark Data
Formative and Summative Assessment Data
Observation Data

Person Responsible

Schedule

Evidence of Completion

Increase in student achievement.

Plan to Monitor Fidelity of Implementation of G1.B2.S1 6

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G1.B2.S1 `7`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G4.B1.S1 `6`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 `7`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B1.S1 `6`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 `7`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G6.B1.S1 `6`

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Effectiveness of Implementation of G6.B1.S1 `7`

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	As above		As above	once	
G1.B2.S1.A1	Classroom walthrough data. Lesson plans. PLC minutes. FCAT/FSA, EOC, Benchmark Data Formative and Summative Assessment Data Observation Data		Increase in student achievement.	one-time	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.MA1	Monitor attendance, lesson plans, walk-through data, PLC minutes. Analyze formative and summative data as well as FCAT and EOC data and benchmark data.	Bowman, Christina	Decrease in number of truancy reports and absences. Data will be discussed and reported at MTSS/RtI meetings and administrative meetings. Increase in student achievement. Lesson Plans will reflect CCS.	one-time	
G1.B1.S1.MA1	[no content entered]			once	
G1.B1.S1.MA1	[no content entered]			once	
G1.B2.S1.MA1	[no content entered]			once	
G1.B2.S1.MA1	[no content entered]			once	
G2.MA1	Monitor attendance, lesson plans, walk through data, PLC minutes. Analyze formative and summative data as well as FCAT, EOC, FAIR and benchmark data.		Decrease in number of truancy reports and absences. Increased student achievement. Data will be discussed and reported at MTSS/RtI meetings and administrative meetings. Lesson Plans will reflect CCS.	once	
G3.MA1	Monitor formative and summative writing activities and writing prompts as provided by the district. Analyze information with team and PLC team.		Increased student achievement.	once	
G3.B1.S1.MA1	[no content entered]			once	
G3.B1.S1.MA1	[no content entered]			once	
G4.MA1	Monitor referral and discipline rates. Monitor PBS achievements.		Suspension rate will decrease.	once	
G4.B1.S1.MA1	[no content entered]			once	
G4.B1.S1.MA1	[no content entered]			once	
G5.MA1	Monitor attendance, academic achievement, discipline and social-emotional well-being through the MTSS/RtI and PBS teams.		Drop out rate stays at 0%.	once	
G5.B1.S1.MA1	[no content entered]			once	
G5.B1.S1.MA1	[no content entered]			once	
G6.MA1	Monitor attendance, academic achievement, discipline and social-emotional well-being through MTSS/Rti and PBS Teams.		Graduation rate will increase.	once	

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G6.B1.S1.MA1	[no content entered]			once	
G6.B1.S1.MA1	[no content entered]			once	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportuntities

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

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	**Total**
Grand Total	**0**