

Sarasota County Schools

# Sarasota Military Academy Prep



2015-16 School Improvement Plan

## Sarasota Military Academy Prep

3101 BETHEL RD, Sarasota, FL 34240

[ no web address on file ]

### School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	47%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	Yes	34%

### School Grades History

Year  
Grade

### School Board Approval

This plan was approved by the Sarasota County School Board on 12/8/2015.

### 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, B or C with at least one F in the prior three years
- 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-C 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)

### 2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	4	<a href="#">Jim Browder</a>
Former F	Turnaround Status	
No		





## Part I: Current School Status

### Supportive Environment

#### School Mission and Vision

##### Provide the school's mission statement

The Academy fosters a learning culture that instills academic curiosity, leadership, patriotism, and international citizenship that inspires confident life-long learners.

##### Provide the school's vision statement

Sarasota Military AcademyPrep envisions an exemplary, trend-setting approach to education. State and district academic objectives in concert with a Military Studies 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 higher levels of education and the career of their choice. The future of American democracy will be enhanced by the knowledge, leadership, and patriotism of SMA Prep Cadets.

#### School Environment

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

The Academy learns about Cadets' cultures by encouraging teachers to spend time getting to know the Cadets on a personal level. Every instructor is expected to direct Cadets to fill out interest inventories at the beginning of each semester and frequently have Cadets write about personal experiences that relate to the curriculum.

The Academy holds Open House 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 Cadets. Multi-cultural fair in the spring.

Morning announcements recognizing historical facts, National Days, Cadet recognition, Spanish heritage month etc., IB Learner Profiles.

Teachers make themselves available before and after school and during lunch to assist Cadets with academics and provide an opportunity for fellowship during an unstructured time.

A large number of faculty and staff members advise extracurricular activities.

An open door policy is also provided so that Cadets are welcome to hold discussions with all of the administrative and counseling teams.

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

The Academy has a myriad of activities in which Cadets can participate before, during and after school. Faculty and staff are present around campus at anytime when Cadets are present. Cadets are encouraged to participate in activities on campus. SMA Prep has a school counselor and an established mentor program so Cadets can have open lines of communication with caring adults. Above all else, the Academy has teachers that take an interest in their Cadet's lives and create a classroom culture that is safe.

Employees are also assigned to duties which monitor Cadets during unstructured times such as class changes, lunch and before and after school times.

The Cadet Leadership/Military Studies program also provides a solid foundation for Cadets to feel safe and respected as it is built on honesty, integrity, self-discipline and leadership. Cadets know they are able to go to Cadet Leadership for support and help with problems that arise.



The IB Learner Profile supports an environment where Cadets feel safe and respected as well. The IB Learner Profile is posted in every classroom and is discussed and modeled on a daily basis. The campus houses 20 security cameras with live access and Cadets practice safety drills on a consistent basis. All doors are locked throughout the day.

**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**

The Academy is built on structure. The Military Studies program provides structure that is felt in every other aspect of the school. Through the Military Studies program, Cadets 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.

The Academy has clearly defined school wide classroom procedures and expectations so teachers can keep the focus on instruction. The Academy 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.

The Academy also has a strong PBS committee and program where Cadets are rewarded in a positive way for conducting themselves as responsible individuals, which also minimizes disruptive behaviors. Cadets receive EAGLE reward cards for positive behaviors and they are able to use the cards for a variety of items. All employees have the cards and distribute as they observe positive behaviors. Cadets are also recognized at formation (school wide assembly) for a variety of reasons on a weekly basis.

Cadets and parents sign and Cadet and Parent Contract when they are enrolled with the Academy. If the contract is not met, the Cadet is asked to return to their district school only after following appropriate protocols to provide interventions and supports.

**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**

The Academy has a strong counseling and ESE department where an individual is almost always available to discuss any concerns with Cadets. A behavior specialist also assists with the social and emotional needs of Cadets by suggesting interventions, providing resources to help Cadets get connected, and ensuring that learning can occur based on the needs of Cadets being met.

The "Lunch Bunch" meets with the counselor and ESE staff.

At-risk Cadets are assigned check-in days with the ESE and Counseling staff.

A school psychologist is available once a week.

Cadet Leadership also provides an outstanding resource for all of the Cadets. From day one, each Cadet is assigned to a Cadet Leader; an individual who is caring and understands the anxieties that take place for a younger Cadet.

Cadets are strongly encouraged to participate in at least one extracurricular activity. This provides additional opportunities for Cadets to get connected with their peers and adults.

### 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**

Attendance: The Attendance Clerk/Registrar tracks attendance and collaborates with the Administrative Team to identify needs and provide supports and resources for Cadets. The SWST

and PBS Team also assist.

Suspensions: The Administrative Team, Counselor, ESE Team, SWST and PBS collaborate to provide support and interventions to Cadets under suspension.

Course Failures: All Cadets who are at-risk of failure are identified and interventions are put in place. Parent/guardians are contacted and meetings are requested. SWST plays an integral role. Instructors provide additional opportunities for success.

Level 1: Intensive classes are in place and the majority of faculty members are trained in NG-CARPD.

**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
	6	7	8	
Attendance below 90 percent	39	13	17	69
One or more suspensions	30	16	15	61
Course failure in ELA or Math	35	27	25	87
Level 1 on statewide assessment	0	0	0	

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	21	16	14	51

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

SWST meets weekly to ensure Cadets are identified and to review and employ strategies in the classroom for Cadet success. Cadet achievement is monitored.

Additional opportunities for master/completion of assignments are provided.

Re-takes of assessments with scores below 80% are expected to ensure mastery of the content.

Tutoring opportunities are available before school, during lunch and after school.

Instructors are expected to contact parents/guardians when Cadets are at-risk of failure and SWST is contacted.

**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 2014-2015, the level of parent involvement is approximately 95%.

Teachers also utilize Crosspointe and Managebac to communicate with parents about grades and classroom assignments.

Instructors are expected to contact parents often, especially when Cadets are, or are close to being, at-risk.

Orientations are held twice a year for Cadets and families.

Meet the teacher night is held yearly.

MYP meetings are held quarterly.

The whole school participates in two parades each year; Veterans Day and Memorial Day. The parents/family members are encouraged to participate as well.

Cadets and families are involved in many extracurricular activities; athletics and clubs. They are also involved in many community events and volunteer their time and represent the Academy.

Parents/guardians help serve lunch on a daily basis and volunteer for a variety of needs on campus.

The Parent, Teacher, Cadet Council meets monthly and provides activities throughout the year for parent participation and communicate the Academy's progress and needs.

**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**

The Academy has a business partner liaison and collaborates with the community and business partners to support the Academy and its endeavors.

The Academy stakeholders (Cadets, families and employees) participate in community events such as parades, the Sarasota Music Half Marathon, Patriot Plaza events, Wreaths Across America, just to name a few. The Academy is contacted daily by community members and businesses to ask for Cadet participation.

The PBS team works with community members and business partners to obtain reward incentives for Cadets and employees.

The Academy has an Advancement Director who reaches out to the community to communicate needs and facilitates ways in which businesses and community members can support our vision and mission.

The Advancement Director and the Executive Director of Schools attends a community meeting monthly as eight different Cadets each month.

Collaboration community/business partners.

**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:**

Name	Title
Bowman, Christina	Other
Vara, Tom	Principal
Morris, Becky	Assistant Principal
Donehew, Pamela	Instructional Coach
Koss, Gloria	Teacher, ESE
Veldkamp, Debra	Guidance Counselor
Brown, Todd	Teacher, K-12
Hodges, Billy	Teacher, K-12
Pelletier, Carol	Teacher, K-12
Walker, Deborah	Teacher, K-12
Wolfgang, Regina	Teacher, K-12

### Duties

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

The Leadership Team, lead by Head of School Tom Vara, works to achieve SMA's expectations for student learning. Members of the Leadership Team represent Department Chairs and Instructional Leaders across the school. SMA believes that it is the shared responsibility of all staff to work collaboratively to develop and review curriculum that adheres and supports our school's vision for teaching and learning. All members of the Leadership Team focus on developing appropriate activities to enhance learning opportunities by sharing best practices to ensure improved pedagogy across the school. The Leadership Team promotes the sharing of best practice among staff as an opportunity for staff to display pedagogical leadership within the everyday life of school. This requires continuous cooperation and collaboration between the Leadership Team and all teachers and staff at all levels.

The administrative team will be responsible for completing frequent ongoing observations in every classroom and will provide immediate feedback utilizing the Sarasota County School Board evaluation system. Professional conversations will take place regarding concerns and supports and resources will be put into place and evaluated as needed. Appropriate research-based resources will be used. Department Chair meetings will take place monthly and will provide opportunities for departmental input and shared decision making.

Needs assessment surveys will be completed.

The Leadership Team will collaborate with the PD Coordinator and the Director of Curriculum in order to provide opportunities for professional development to take place, in accordance with the needs of the school and/or individual instructor.

***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 Academy employs a transparent approach to school development, planning, and review, based on a process of data collection and analysis. All stakeholders are provided opportunities for input. 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 the Academy. Concerns are presented to the ESE liaison/SWST Leader only after multiple attempts to provide a variety of

interventions and a parent conference has been completed. A SWST referral form is completed and the concerns are discussed at a SWST meeting. the SWST Leader will collect appropriate data and contact the appropriate staff for information. The SWST will discuss the Cadet and provide additional interventions and will document the impact of the interventions. The process is ongoing and data is collected and reviewed. The process includes Tier 1, 2 and 3.

The SWST Team works closely with the Administrative Team, the ESE Department, Counseling, the PBS Team all Department Chairs, the Behavior Specialist and the School Psychologist.

Instructional materials are available that meet the needs of Cadets.

Study Island provides additional resources for all content areas and is available through technology. The majority of instructional materials are available on-line so that Cadets have access twenty-four hours a days.

The grading and attendance system is available to parents and Cadets at all times.

The Athletic Director monitors Cadet athletes' grades, behavior and attendance and provides supports as needed.

The Academy will collaborate with the Florida Inclusion Network.

### School Advisory Council (SAC)

#### Membership:

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*

The Board of Directors currently serves as the SAC.

*Development of this school improvement plan*

The administrative team and school leadership team developed the school improvement plan with input from all stakeholders.

*Preparation of the school's annual budget and plan*

The school's annual budget and plan is created by the Academy's chief financial officer in collaboration with the district chief financial officer and is approved by the Academy board of directors.

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

None

**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:

Name	Title
Bowman, Christina	Other
Vara, Tom	Principal
Morris, Becky	Assistant Principal
Donehew, Pamela	Instructional Coach
Pelletier, Carol	Teacher, K-12
Hodges, Billy	Teacher, K-12
Koss, Gloria	Teacher, ESE
Veldkamp, Debra	Guidance Counselor
Lee, Ryan	Teacher, K-12
Foy, Emily	Teacher, K-12

## Duties

### ***Describe how the LLT promotes literacy within the school***

It is the Academy's belief that it is necessary to collaboratively develop a vision for supporting Literacy that clearly identifies and articulates the collective beliefs of all members of the school about the process of promoting Literacy and include opportunities for Cadets to have exposure and access to Literacy skills.

The Literacy Leadership Team (LLT) meets monthly, under the leadership of the Director of Instruction, to facilitate fidelity to, and coordination of, the six Academy Literacy Initiatives. The Literacy Initiatives are posted in every classroom and office.

Weekly Words of the Week (WOW) are posted, and discussed within all classrooms.

All Cadets are required to have an Independent Reading Book (IRB) in their possession and time is allocated within each classroom for independent reading time.

All teachers incorporate Writing to include an emphasis on Vocabulary instruction.

Critical Thinking (CT) and Reading by the Numbers (which is Digital Literacy including: digital responsibility; reading charts, graphs, tables) rounds out the final Reading Initiatives, to ensure that Cadets have the Literacy skills necessary to achieve Literacy success.

Seventy percent of the faculty have received NGCAR-PD training.

Writing across disciplines to increase student achievement and use of rubrics in order to establish clear expectations.

Consistent use of graphic organizers.

Ongoing professional development includes differentiation and the six areas of the Literacy Initiatives.

Academy 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 thinking 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, the Academy is renovating the teacher work room with brand new custom made furniture and three extra working computers. There is a faculty kitchen in the work room, which encourages employees to eat lunch while collaborating and building positive relationships.

The Academy has organized PLC's, which allow teachers to further collaborate and work to improve student achievement. Each teacher also has a duty free planning period daily.

Common planning time is provided as well as monthly faculty meetings.

PBS also plays an integral role in the creation of a positive work environment and working relationships between teachers and staff. Employees are recognized in a variety of ways each month for the great things they are doing.

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

The Academy will provide research-based professional development activities/opportunities to all faculty and staff.

New teacher orientation.

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.

Provide a positive working environment for all employees.

PLC's are formed; cross-curricular and content area specific.

Open communication with administration.

Provide appropriate resources.

Provide ongoing evaluation process with fidelity to the PRIDE system.

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**

Veteran teachers that are new to the Academy are assigned a "go to" person within their department to help them get accustomed to Academy procedures. Mentors are trained through the SCIP program and are 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.

When the leadership team identifies an instructor that may be struggling, the instructor is assigned to a mentor. A support team is created and is made up of a member of the leadership team, a content area teacher, and the department chair. Meetings take place weekly to identify areas of concerns, supports put in place (PD) and discussions of growth. The meetings are documented.

## **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***

Instructors are expected to follow the core instructional programs and syllabi must be submitted for every class to the assigned administrator and department chair.

Department Chairs meet with District Curriculum Specialists throughout the year and follow up with departmental meetings to ensure all faculty members are current with curriculum and expectations. The IB/MYP Program Coordinator meets with instructors on a regular basis.

IB/MYP instructors are provided with professional development and IB/MYP schools in the district have created an IB Consortium group.

The English Language Arts department and Math departments have adopted the district materials which align with Florida's standards.

All instructional materials purchased will align with Florida's standards.

Local and state testing reports and benchmark testing will be analyzed to determine instructional focus and gaps in instruction.

Ongoing evaluations and formal evaluations will reflect lesson plans that focus on core instruction that is aligned to Florida and district 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***

The Academy follows the IB/MYP belief that education should develop the whole child providing opportunities for them to develop intellectually, personally, emotionally, and socially. Central to this is the development of international mindedness. To ensure the development of the whole individual, the Academy promotes the learner profile through all school activities and develops both the understanding on Inquiry within the school community and the skill base associated with its application to teach and learn.

The Academy systematically collects data from ongoing information assessment and formal assessment progress monitoring, and Florida Standardized assessments. Data analysis reveals strengths and weaknesses in Cadets knowledge and abilities and provides meaningful guidance on how teaching practices should be altered and action in the development of goals. In order to ensure that learning is occurring at an appropriate developmental level, we will ensure that data is used regularly in the determination of appropriate levels and that this data will have a direct impact on the



planning process for individuals and groups.

Through differentiated instruction the needs of all learners can be met by drawing on a range of resources. We will ensure that Cadet success is maximized by providing staff with the skills and resources regarding implementation of differentiated instruction. Further, adequate management structures cater to the learning needs of all Cadets through support personnel.

Data from state testing results will be used to determine appropriate placement in classes such as reading, English, and math.

Data from ongoing assessments will determine instructional needs for all Cadets. Based on the data and needs, the instructors will adjust instruction and utilize instructional strategies such as differentiation.

All instructors will require Cadets to complete Learning Inventories and will use the data to determine appropriate instructional strategies.

***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:** 400

Provide after activities that support social/emotional needs of Cadets.

Provide tutoring and instructional opportunities after school that promote academic achievement and confidence.

***Strategy Rationale***

Increase Cadet achievement in classroom and progress monitoring.

Increase or maintain the number of highly effective instructors.

***Strategy Purpose(s)***

- Core Academic Instruction
- Enrichment

***Person(s) responsible for monitoring implementation of the strategy***

Vara, Tom, tom.vara@sarasotacountyschools.net

***Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy***

Academic achievement will increase and negative behaviors will decrease as indicated by grades and behavior referrals.

**Strategy: Before School Program**

**Minutes added to school year: 800**

The Cadets receive assistance in core areas and complete assignments. Peer mentoring also takes place.  
The Cadets also have opportunities for leadership and assisting with the program needs. Social/emotional needs are supported through interactions. The program focuses on respect and positive behavior.

**Strategy Rationale**

Promote confidence and academic achievement.

**Strategy Purpose(s)**

- Core Academic Instruction
- Enrichment

**Person(s) responsible for monitoring implementation of the strategy**

Vara, Tom, tom.vara@sarasotacountyschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Academic achievement will increase and negative behaviors will decrease as indicated by grades and behavior referrals.

**Strategy: After School Program**

**Minutes added to school year: 400**

Faculty and staff attend professional development opportunities that support and enrich Cadet achievement. Faculty meetings are held monthly and focus on student achievement. PLC's are scheduled twice a month and department meetings take place monthly.

**Strategy Rationale**

Increase Cadet achievement in classroom and progress monitoring.  
Increase or maintain the number of highly effective instructors.

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

Vara, Tom, tom.vara@sarasotacountyschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Increase in classroom achievement as indicated by progress grades and maintain or increase highly effective instructors.

**Strategy: After School Program**

**Minutes added to school year: 800**

Provide after activities that support social/emotional needs of Cadets.  
Provide tutoring and instructional opportunities after school that promote academic achievement and confidence.

**Strategy Rationale**

Increase academic achievement and confidence.  
Promote social/emotional needs.

**Strategy Purpose(s)**

""

**Person(s) responsible for monitoring implementation of the strategy**

Vara, Tom, tom.vara@sarasotacountyschools.net

**Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy**

Increased academic achievement as indicated by progress reports, state testing and decrease behavior referrals.

**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**

Prior to enrollment with the Academy, prospective Cadets and families are provided with an opportunity to attend meetings throughout the year wherein they receive information about the school and campus life. Campus tours are provided by Cadet Leadership and families and prospective Cadets attend the morning formation.

The Academy provides incoming Cadets with two orientation dates. One takes place in May, prior to the enrollment year. Cadets and families are informed about available extracurricular activities, uniforms, expectations, and campus life. The second orientation takes place the week before school begins to review the prior meeting and provide information to families and Cadets that were unable to attend the previous meeting.

Incoming Cadets are also provided opportunities throughout the summer to participate in a variety of activities so that they may become comfortable with the new school and get to know the upper level Cadets. One class is "Getting Adjusted" and is strictly Cadet lead.

The Military Studies program plays an integral role in the transition from one grade level to another. Cadet leaders work with each grade level to provide support for Cadets as well.

An special epaulet ceremony is held at the beginning of the year for all new Cadets in order to recognize their membership in the regiment.

Cadets from the Academy high school visit the Prep campus periodically throughout the year in order to mentor Cadets and help with any transition anxieties to the high school level.

**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**

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

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

**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**

## Needs Assessment

### Problem Identification

#### Data to Support Problem Identification

##### Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

##### Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

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#### Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

### Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

## 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 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in ELA.
- G2.** By the year 2016, there will be a reduction of suspensions by 5%.
- G3.** By the year 2016, there will be a minimum of four percentage point increase for all students when less than 70% are currently demonstrating proficiency in science.
- G4.** By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in math in grades 6-8 and will maintain proficiency in Algebra and Geometry.

## 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 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in ELA. 1a

G072279

**Targets Supported** 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	68.0

**Resources Available to Support the Goal** 2

- Attendance Reports

**Targeted Barriers to Achieving the Goal** 3

- Attendance

**Plan to Monitor Progress Toward G1.** 8

Attendance rates will be monitored and number of incentives.

**Person Responsible**

Tom Vara

**Schedule**

Every 6 Weeks, from 9/14/2015 to 5/31/2016

**Evidence of Completion**

Minutes and incentives

**G2.** By the year 2016, there will be a reduction of suspensions by 5%. 1a

G072280

**Targets Supported** 1b

Indicator	Annual Target
One or More Suspensions	61.0

**Resources Available to Support the Goal** 2

- Referral Data

**Targeted Barriers to Achieving the Goal** 3

- Lack of fidelity to the behavioral expectations and consequences.

**Plan to Monitor Progress Toward G2.** 8

Referral data and SWST data will be collected and reviewed.

**Person Responsible**

Tom Vara

**Schedule**

Biweekly, from 8/31/2015 to 5/27/2016

**Evidence of Completion**

Minutes

**G3.** By the year 2016, there will be a minimum of four percentage point increase for all students when less than 70% are currently demonstrating proficiency in science. 1a

G072281

**Targets Supported** 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	62.0

**Resources Available to Support the Goal** 2

- Unit plans, professional development and PLCs.

**Targeted Barriers to Achieving the Goal** 3

- Lack of fidelity to curriculum and use of differentiation.

**Plan to Monitor Progress Toward G3.** 8

Progress monitoring, progress reports, and mandated testing results.

**Person Responsible**

Tom Vara

**Schedule**

Monthly, from 9/14/2015 to 5/30/2016

**Evidence of Completion**

Increased academic achievement.

**G4.** By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in math in grades 6-8 and will maintain proficiency in Algebra and Geometry. 1a

G072282

**Targets Supported** 1b

Indicator	Annual Target
FSA Mathematics - Achievement	68.0
Algebra I FSA EOC Pass Rate	100.0
Algebra I EOC Pass Rate	100.0

**Resources Available to Support the Goal** 2

- Curriculum standards and differentiation methods.

**Targeted Barriers to Achieving the Goal** 3

- Lack of fidelity to curriculum and use of differentiation.

**Plan to Monitor Progress Toward G4.** 8

Progress reports will be reviewed as well as evaluations.

**Person Responsible**

Tom Vara

**Schedule**

Quarterly, from 9/14/2015 to 5/31/2016

**Evidence of Completion**

Minutes



## 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 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in ELA. **1**

 G072279

**G1.B1** Attendance **2**

 B188468

**G1.B1.S1** Develop incentives for students with perfect attendance through PBS. **4**

 S199891

#### Strategy Rationale

Increased attendance promotes increased academic achievement.

#### Action Step 1 **5**

PBS will implement an incentive program for attendance.

#### Person Responsible

Tom Vara

#### Schedule

On 5/31/2016

#### Evidence of Completion

PBS minutes will reflect incentive program.

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

PBS will monitor the impact of attendance and grades.

**Person Responsible**

Tom Vara

**Schedule**

Every 6 Weeks, from 9/14/2015 to 5/31/2016

***Evidence of Completion***

PBS will collect data indicating increased attendance rates and those students receiving incentives.

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

Minutes will reflect the effectiveness.

**Person Responsible**

Tom Vara

**Schedule**

Every 6 Weeks, from 9/14/2015 to 5/31/2016

***Evidence of Completion***

Minutes

**G2.** By the year 2016, there will be a reduction of suspensions by 5%. 1

G072280

**G2.B1** Lack of fidelity to the behavioral expectations and consequences. 2

B188469

**G2.B1.S1** SWST and the administrative team will continuously review referral data. 4

S199892

**Strategy Rationale**

Decrease negative behaviors and support positive behaviors.

**Action Step 1** 5

Referral data will be reviewed weekly with SWST.

**Person Responsible**

Tom Vara

**Schedule**

Weekly, from 8/31/2015 to 5/23/2016

**Evidence of Completion**

Data will show a decrease in suspensions.

**Plan to Monitor Fidelity of Implementation of G2.B1.S1** 6

SWST and the administrative team will review data and discuss consistency of referrals.

**Person Responsible**

Tom Vara

**Schedule**

Weekly, from 9/14/2015 to 5/31/2016

**Evidence of Completion**

Minutes

**Plan to Monitor Effectiveness of Implementation of G2.B1.S1** 7

SWST and administrative team will monitor and review the data.

**Person Responsible**

Tom Vara

**Schedule**

Monthly, from 9/14/2015 to 5/31/2016


**Evidence of Completion**

Minutes

**G3.** By the year 2016, there will be a minimum of four percentage point increase for all students when less than 70% are currently demonstrating proficiency in science. 1

 G072281

**G3.B1** Lack of fidelity to curriculum and use of differentiation. 2

 B188470

**G3.B1.S1** PLC's and content area departments will review curriculum and analyze any gaps. 4

 S199893

**Strategy Rationale**

Increase academic achievement.

**Action Step 1** 5

Progress monitoring will take place.

**Person Responsible**

Tom Vara

**Schedule**

Biweekly, from 8/31/2015 to 5/30/2016

**Evidence of Completion**

Minutes and data collection from progress reports.

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

Minutes will support review of curriculum and use of differentiation.

**Person Responsible**

Tom Vara

**Schedule**

Monthly, from 8/24/2015 to 5/30/2016

***Evidence of Completion***

Progress reports as well as formative and summative assessments.

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

Minutes, progress reports and lesson plans will be reviewed.

**Person Responsible**

Tom Vara

**Schedule**

Monthly, from 9/14/2015 to 5/31/2016

***Evidence of Completion***

Lesson plans, evaluations, progress reports, state testing results.

**G4.** By the year 2016, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in math in grades 6-8 and will maintain proficiency in Algebra and Geometry. 1

G072282

**G4.B1** Lack of fidelity to curriculum and use of differentiation. 2

B188471

**G4.B1.S1** Departments and PLC's will review curriculum standards and pacing as well as the use of differentiation. 4

S199894

### Strategy Rationale

Decrease gaps in instruction and increase use of differentiation will impact academic achievement.

### Action Step 1 5

Departments and PLC's will review curriculum and differentiation techniques.

#### Person Responsible

Tom Vara

#### Schedule

Monthly, from 9/7/2015 to 5/31/2016

#### Evidence of Completion

Minutes

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

Minutes will be reviewed for discussions and impact on academic achievement.

#### Person Responsible

Tom Vara

#### Schedule

Monthly, from 9/14/2015 to 5/31/2016

#### Evidence of Completion

Minutes

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

Evaluations and lesson plans will be reviewed.

**Person Responsible**

Tom Vara

**Schedule**

Quarterly, from 9/14/2015 to 5/31/2016

**Evidence of Completion**

Evaluations will indicate use of differentiation and progress reports and state testing will indicate increased academic achievement.

**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	PBS will implement an incentive program for attendance.	Vara, Tom	9/7/2015	PBS minutes will reflect incentive program.	5/31/2016 one-time
G2.B1.S1.A1	Referral data will be reviewed weekly with SWST.	Vara, Tom	8/31/2015	Data will show a decrease in suspensions.	5/23/2016 weekly
G3.B1.S1.A1	Progress monitoring will take place.	Vara, Tom	8/31/2015	Minutes and data collection from progress reports.	5/30/2016 biweekly
G4.B1.S1.A1	Departments and PLC's will review curriculum and differentiation techniques.	Vara, Tom	9/7/2015	Minutes	5/31/2016 monthly
G1.MA1	Attendance rates will be monitored and number of incentives.	Vara, Tom	9/14/2015	Minutes and incentives	5/31/2016 every-6-weeks
G1.B1.S1.MA1	Minutes will reflect the effectiveness.	Vara, Tom	9/14/2015	Minutes	5/31/2016 every-6-weeks
G1.B1.S1.MA1	PBS will monitor the impact of attendance and grades.	Vara, Tom	9/14/2015	PBS will collect data indicating increased attendance rates and those students receiving incentives.	5/31/2016 every-6-weeks
G2.MA1	Referral data and SWST data will be collected and reviewed.	Vara, Tom	8/31/2015	Minutes	5/27/2016 biweekly
G2.B1.S1.MA1	SWST and administrative team will monitor and review the data.	Vara, Tom	9/14/2015	Minutes	5/31/2016 monthly
G2.B1.S1.MA1	SWST and the administrative team will review data and discuss consistency of referrals.	Vara, Tom	9/14/2015	Minutes	5/31/2016 weekly
G3.MA1	Progress monitoring, progress reports, and mandated testing results.	Vara, Tom	9/14/2015	Increased academic achievement.	5/30/2016 monthly
G3.B1.S1.MA1	Minutes, progress reports and lesson plans will be reviewed.	Vara, Tom	9/14/2015	Lesson plans, evaluations, progress reports, state testing results.	5/31/2016 monthly
G3.B1.S1.MA1	Minutes will support review of curriculum and use of differentiation.	Vara, Tom	8/24/2015	Progress reports as well as formative and summative assessments.	5/30/2016 monthly
G4.MA1	Progress reports will be reviewed as well as evaluations.	Vara, Tom	9/14/2015	Minutes	5/31/2016 quarterly
G4.B1.S1.MA1	Evaluations and lesson plans will be reviewed.	Vara, Tom	9/14/2015	Evaluations will indicate use of differentiation and progress reports and	5/31/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
				state testing will indicate increased academic achievement.	
G4.B1.S1.MA1	Minutes will be reviewed for discussions and impact on academic achievement.	Vara, Tom	9/14/2015	Minutes	5/31/2016 monthly

**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 Opportunities

*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

#### Budget Data

1	G1.B1.S1.A1	PBS will implement an incentive program for attendance.	\$0.00
2	G2.B1.S1.A1	Referral data will be reviewed weekly with SWST.	\$0.00
3	G3.B1.S1.A1	Progress monitoring will take place.	\$0.00
4	G4.B1.S1.A1	Departments and PLC's will review curriculum and differentiation techniques.	\$0.00
<b>Total:</b>			<b>\$0.00</b>