Sarasota Military Academy PREP

2016-17 Schoolwide Improvement Plan

Sarasota Military Academy PREP

3101 BETHEL RD, Sarasota, FL 34240

[no web address on file]

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Middle School 6-8	No	52%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	37%

School Grades History

Year

Grade

School Board Approval

This plan is pending approval by the Sarasota County School Board.

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Sarasota Military Academy PREP

DA Region and RED	DA Category and Turnaround Status
Central - [Lucinda Thompson](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Combining extraordinary academics with the highest military principles of camaraderie, focus, leadership, integrity, compassion, poise, honor, and respect, SMA's mission is to graduate young men and women who will confidently define their personal and unique goals for success in a multi-cultural and globalized world.

b. Provide the school's vision statement.

SMA Prep strives to empower young people with the 21st century skills required to succeed in all aspects of life. As our society continues to change at a rapid pace, learners in the 21st century require a more robust and relevant educational experience that is engaging, challenging, and drives a deeper level of thinking. Strong critical thinking, communication, and collaboration are a mandatory skill set that SMA Prep works to cultivate in each of its students. This approach embedded within military principals will provide a well-rounded foundation for cadets to have a positive impact in a 21st century, global society.

2. School Environment

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

SMA Prep encourages teachers and students to be curious about understanding all cultures as a way of becoming more knowledgeable about the world around them. The IB MYP program also provides a framework that hopes to build, within students, an understand of the importance of becoming a positive global citizen. We provide a variety of activities and events where cultural ideas and heritages are shared and celebrated. These include:

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

* An annual Open House where parents and families come to visit with teachers and walk around the campus.

* Arts Night provides Hispanic and Chinese cultural examples from our world language classes. These include Paper lanterns and dragons, and family trees from our Chinese classes. Spanish classes shared their Molas designs based on traditional art from Panama as well as mosaic tile artwork patterned after designs from Spain.

*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.

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

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

SMA Prep places school safety and individual respect as a high priority. Faculty and staff are present around campus anytime cadets are present. Cadets are encouraged to participate in activities on campus. SMA Prep has a school counselor team and is developing a mentor program so Cadets can have open lines of communication with high school leaders and caring faculty. The school holds quarterly bullying awareness activities and educational programs. Above all else, SMA Prep has teachers that take an interest in their cadets' lives and create a classroom culture that is safe and caring.

To further support this effort, faculty and staff are assigned duties to monitor cadets during unstructured times such as class changes, lunch, before-care, and after-school programs. 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 or faculty for support and help with problems that arise.

The IB Learner Profile also 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.

In terms of physical security, the campus houses 20 security cameras with live access. Cadets practice safety drills on a monthly basis. All doors are locked throughout the day.

c. 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 Prep has clearly defined school-wide classroom procedures and expectations so teachers can focus on instruction. Administrators follow a tiered-consequence response matrix in order to maintain consistency when dealing with various levels of behavior. If behaviors continue over a period of time, procedures are in place to track and implement actions that could help mitigate further escalation.

SMA Prep also uses a PBS committee and program where cadets are rewarded in a positive way for conducting themselves as responsible individuals, which helps to minimizes disruptive behaviors. Cadets receive EAGLE points for positive behaviors and they are able to redeem these points for a variety of items and events. All employees have the ability to give EAGLE points 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 Agreements when they are enrolled with the Academy. If the agreement is not met, the Cadet is asked to return to their district school only after appropriate interventions and support protocols are met by the school.

d. 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 Prep has a strong counseling and ESE department where an individual is 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. Additional support includes:

*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.

*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.

3. 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).

a. 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 Counseling and Administrative Teams to identify needs and provide supports and resources for Cadets. The SWST and PBS Teams also assist. Parents are contacted when a student reaches 3 unexcused absences and a letter is sent if a student reaches 5 unexcused absences.

►Suspensions: Parents are contacted when a suspension is issued. Additionally, the Administrative Team, Counselor, ESE Team, SWST and PBS collaborate to provide support and interventions as needed to help prevent additional occurrences.

►Course Failures: All cadets who are at-risk of failure are identified and interventions are put in place. Cadets who fail a core class during first semester are placed in a remedial program to begin immediate course recover. Cadets who fail at the end of the year are provided with a summer school, course recovery option.

►Level 1: Intensive math and reading classes are in place and the majority of faculty members are trained in NG-CARPD. Math support is provided before school and during lunch.

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	20	27	17	0	0	0	0	64
One or more suspensions	0	0	0	0	0	0	50	52	16	0	0	0	0	118
Course failure in ELA or Math	0	0	0	0	0	0	5	12	18	0	0	0	0	35
Level 1 on statewide assessment	0	0	0	0	0	0	24	31	11	0	0	0	0	66

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	1	3	8	0	0	0	0	12

c. 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. Additionally:

- Cadet achievement is monitored.
- Additional opportunities for mastery/completion of assignments are provided.
- Assessment retakes are encouraged 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.

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

SMA Prep involves families and the community through a variety of activities and events. Based on volunteer reports and parent sign-in sheets at a variety of activities during 2015-2016, the level of parent involvement is approximately 88%. Opportunities for for family and community engagement include:
- Orientations for cadets and their families.
- An Open House which provides an evening for families to meet their child's teacher and receive a course overview.
- IB/MYP parent meetings and workshops are held monthly.
- 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 community events and volunteer their time to represent the Academy.
- Parents/guardians volunteer daily in a variety of needs on campus to include serving lunch, helping with event check in, supporting activities such as book fairs, picture day, spirit days, etc.
-The Parent-Teacher-Cadet Council meets monthly and provides activities throughout the year for parent participation and communicates progress and needs.
SMA Prep communicates weekly through an email newsletter regarding upcoming events and activities. Teachers also utilize various communication tools to keep parents updated on assignments, tasks, and assessments.

2. 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 frequently 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 Director of Schools attends a community meeting monthly.

C. 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).

1. School Leadership Team

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

Name	Title
Vara, Tom	Principal
Morris, Becky	Assistant Principal
Currie, Lisa	Assistant Principal
Veldkamp, Debbie	School Counselor
Valentin-Cintron, Laura	School Counselor
Pelletier, Carol	Teacher, K-12
Wolfgang, Regina	Teacher, K-12
Lee, Ryan	Teacher, K-12
Fulghum, Mark	Teacher, K-12
Hodges, Billy	Teacher, K-12
Brown-Santana, Cheryl	Teacher, K-12

b. Duties

1. 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 Prep's expectations for student learning. Members of the Leadership Team represent Department Chairs and Instructional Leaders across the school. SMA Prep 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 s Teacher Evaluation System (TES). 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.

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

2. 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.

SMA Prep 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 weekly. Concerns are presented to the ESE liaison/SWST Leader after using 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. 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, and the School Psychologist. Instructional materials are available that meet the needs of cadets. Apex and i-Ready provide additional resources for all content areas. Instructional resources are available online so that Cadets have access both at school and home. The Athletic Director monitors cadet athletes' grades, behavior, and attendance and provides supports as needed. The Academy utilizes the Florida Inclusion Network.

2. School Advisory Council (SAC)

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

Name	Stakeholder Group
Student	

b. Duties

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

a. Evaluation of last year's school improvement plan

The Board of Directors currently serves as the SAC.

b. Development of this school improvement plan

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

c. 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.

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

None

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Vara, Tom	Principal
Morris, Becky	Assistant Principal
Pelletier, Carol	Teacher, K-12
Hodges, Billy	Teacher, K-12
Koss, Gloria	Teacher, ESE
Veldkamp, Debbie	School Counselor
Lee, Ryan	Teacher, K-12
Kastor, Emily	Teacher, K-12

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

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 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.

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.

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.

D. 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).

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

SMA Prep encourages uses several strategies to encourage positive working relationships between teachers.

- Bi-monthly PLC's allow teachers to further collaborate and work to improve student achievement. Each teacher also has a duty free planning period daily.

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

- Substitute teachers are provided so that teachers may spend time observing each other and collacting data to support improvement and shared best practices.

- 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.

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

The Academy provides research-based professional development activities/opportunities to all faculty and staff.
- New teacher orientation.
- Master teachers are partnered with new teachers to ensure success.
- 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 Mentors

3. 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.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Educators follow both FL state standards per subject group as well as fulfill IB/MYP aims and objectives.
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 and provides professional development opportunities throughout the year as well as one-on-one support as needed. Educators complete IB-approved workshops to support a successful implementation of this 21st-century framework. This framework also allows for state standards to seamlessly become a part of every unit of study in all subject groups.

Reading and math programs have adopted the district materials which align with Florida's standards. Both programs use the district approved i-Ready diagnostic tool for all students. Intensive reading and math classes also utilize the progress monitoring tools in i-Ready to provide data based on learning goals within these areas. Data-driven instruction is then possible and aligns with FL state standards. Local and state testing reports and benchmark testing are also analyzed to determine instructional focus and gaps in instruction.

Ongoing evaluations are followed-up with support in building stronger inquiry-based units that tie directly into criterion-related assessments revealing levels of achievement in each subject group. Rubrics are created based on the criterion which can include any aspect of FL state standards needing to be addressed.

b. Instructional Strategies

1. 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.

SMA Prep 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, SMA Prep promotes the learner profile through all school activities. Focusing on the social and emotional development of a child is a critical aspect of meeting the needs of diverse learners.

Data from both formative and summative assessment drives inquiry-based instruction school-wide. Assessments are related to task specific criterion so that a learner can work towards a level of achievement within their abilities. Explicit skill building within content areas Supplemental support online and within groups helps to fill gaps in learning

Both reading and math programs use the district approved i-Ready diagnostic tool for all students. Intensive reading and math classes also utilize the progress monitoring tools in i-ready to provide data based on learning goals within these areas. Data-driven instruction is then possible to align with FL state standards.

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

Ongoing evaluations are followed-up with support in building stronger inquiry-based units that tie directly into criterion-related assessments revealing levels of achievement in each subject group. Rubrics are created based on the criterion which can include any aspect of FL state standards needing to be addressed.

Differentiated instruction is ubiquitous within the IBMYP teaching and learning framework. Learning environments are student-centered and allow for diverse learners to focus on building skills that develop strategies for personalized approaches to learning.

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

Data from ongoing assessments will determine instructional needs for all learners.

2. 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@oursma.org

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@oursma.org

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@oursma.org

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@oursma.org

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.

2. Student Transition and Readiness

a. 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).

1. 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.

b. College and Career Readiness

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

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

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

4. 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.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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 2017, there will be a minimum of a 4% point increase for all students when less than 70% are currently demonstrating: a) proficiency (levels 3,4 & 5) and b) an annual learning gain on the FSA English Language Arts Assessment. There will also be a minimum of 4% point increase in the number of students demonstrating a learning gain in the lowest quartile on the FSA English Language Arts Assessment.

G2. By the year 2017, there will be a minimum of a 2% point increase for all students where 70% or more are currently demonstrating proficiency on the FSA Mathematics Assessment and will maintain proficiency on Algebra I and Geometry EOC Assessments.

G3. By the year 2017, there will be a minimum of a 4% point increase for all students when less than 70% are currently demonstrating proficiency (levels 3, 4 & 5) on State Science Assessment.

G4. By the year 2017, the percent of students with one or more suspensions will be reduced by 5%.

G5. By the end of the 2016-17 school year, we will see parent satisfaction increase by 10% by improving school-to-home communications.

Strategic Goals Detail

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

G1. By the year 2017, there will be a minimum of a 4% point increase for all students when less than 70% are currently demonstrating: a) proficiency (levels 3,4 & 5) and b) an annual learning gain on the FSA English Language Arts Assessment. There will also be a minimum of 4% point increase in the number of students demonstrating a learning gain in the lowest quartile on the FSA English Language Arts Assessment. 1a

🔍 G085689

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	64.0
ELA/Reading Gains	55.0
ELA/Reading Lowest 25% Gains	45.0

Targeted Barriers to Achieving the Goal 3

- Data driven progress monitoring

Resources Available to Help Reduce or Eliminate the Barriers 2

- Progress Monitoring Tools

Plan to Monitor Progress Toward G1. 8

Student growth between assessment periods

Person Responsible
Tom Vara

Schedule
Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion
iReady reports and benchmark results

G2. By the year 2017, there will be a minimum of a 2% point increase for all students where 70% or more are currently demonstrating proficiency on the FSA Mathematics Assessment and will maintain proficiency on Algebra I and Geometry EOC Assessments. 1a

🔑 G085690

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	73.0
Algebra I EOC Pass Rate	100.0
Geometry EOC Pass Rate	100.0

Targeted Barriers to Achieving the Goal 3

- Lack of inquiry-based lesson implementation

Resources Available to Help Reduce or Eliminate the Barriers 2

- IB/MYP and school-level professional development.

Plan to Monitor Progress Toward G2. 8

Summative assessments will indicate growth

Person Responsible
Tom Vara

Schedule
Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion
Results posted in ManageBac

G3. By the year 2017, there will be a minimum of a 4% point increase for all students when less than 70% are currently demonstrating proficiency (levels 3, 4 & 5) on State Science Assessment. `1a`

🔍 G085691

Targets Supported `1b`

Indicator	Annual Target
FCAT 2.0 Science Proficiency	55.0

Targeted Barriers to Achieving the Goal `3`

- Lack of inquiry-based lesson implementation

Resources Available to Help Reduce or Eliminate the Barriers `2`

- IB/MYP and school-level professional development.

Plan to Monitor Progress Toward G3. `8`

Summative assessments will indicate growth

Person Responsible

Tom Vara

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Results posted in ManageBac

G4. By the year 2017, the percent of students with one or more suspensions will be reduced by 5%. `1a`

🔑 G085692

Targets Supported `1b`

Indicator	Annual Target
One or More Suspensions	15.0

Targeted Barriers to Achieving the Goal `3`

- Lack of skill remediation, engaged learning, and mental health support as a preventative

Resources Available to Help Reduce or Eliminate the Barriers `2`

- Counseling team, PBS team, Climate Committee

Plan to Monitor Progress Toward G4. `8`

Review of quarterly referral and PBS data

Person Responsible
Tom Vara

Schedule
Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion
Increase in PBS and ATL skill development with a decrease in suspensions

G5. By the end of the 2016-17 school year, we will see parent satisfaction increase by 10% by improving school-to-home communications. 1a

🔍 G085693

Targets Supported 1b

Indicator	Annual Target
District Parent Survey	60.0

Targeted Barriers to Achieving the Goal 3

- Consistent communications throughout school

Resources Available to Help Reduce or Eliminate the Barriers 2

- Email, ManageBac, Weekly Newsletter, Social Media, PTCC, Parent Workshops

Plan to Monitor Progress Toward G5. 8

Use of parent survey to reflect on the impact that achieving this goal had on parents

Person Responsible
Tom Vara

Schedule
Semiannually, from 8/22/2016 to 6/6/2017

Evidence of Completion
Increased positive response from parents on event, activity, and climate surveys

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 2017, there will be a minimum of a 4% point increase for all students when less than 70% are currently demonstrating: a) proficiency (levels 3,4 & 5) and b) an annual learning gain on the FSA English Language Arts Assessment. There will also be a minimum of 4% point increase in the number of students demonstrating a learning gain in the lowest quartile on the FSA English Language Arts Assessment. `1`

🔑 G085689

G1.B1 Data driven progress monitoring `2`

🔑 B227703

G1.B1.S1 Departments will analyze data to drive instruction. `4`

🔑 S240257

Strategy Rationale

An increase of data driven instruction results in positive student growth.

Action Step 1 `5`

The implementation of iReady to gather diagnostic and progress monitoring data

Person Responsible

Tom Vara

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

iReady reports

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

Will monitor reports in iReady

Person Responsible

Tom Vara

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

iReady reports

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

Student growth between assessment periods

Person Responsible

Tom Vara

Schedule

Quarterly, from 8/22/2016 to 6/6/2017

Evidence of Completion

iReady reports, benchmark tests

G2. By the year 2017, there will be a minimum of a 2% point increase for all students where 70% or more are currently demonstrating proficiency on the FSA Mathematics Assessment and will maintain proficiency on Algebra I and Geometry EOC Assessments. `1`

🔑 G085690

G2.B1 Lack of inquiry-based lesson implementation `2`

🔑 B227704

G2.B1.S1 Departments and PLC's will collaborate to update current lessons to include a more student-centered and inquiry-based focus `4`

🔑 S240258

Strategy Rationale

When students are involved in rich mathematical tasks and opportunities to collaborate with peers, increased engagement will impact academic achievement.

Action Step 1 `5`

Departments and PLCs will review curriculum and unit plans.

Person Responsible

Tom Vara

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Minutes

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

Minutes will be reviewed for discussions regarding unit plan updates and impact on academic achievement.

Person Responsible

Tom Vara

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Minutes

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

Unit plans and summative assessments will be reviewed

Person Responsible

Tom Vara

Schedule

Every 6 Weeks, from 8/22/2016 to 6/6/2017

Evidence of Completion

Unit plans will include development of ATL skills and assessment rubrics will reflect unit's criteria goals

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G3. By the year 2017, there will be a minimum of a 4% point increase for all students when less than 70% are currently demonstrating proficiency (levels 3, 4 & 5) on State Science Assessment. `1`

🔑 G085691

G3.B1 Lack of inquiry-based lesson implementation `2`

🔑 B227705

G3.B1.S1 Departments and PLC's will collaborate to update current lessons to include a more student-centered and inquiry-based focus `4`

🔑 S240259

Strategy Rationale

When students are involved in rich learning tasks and opportunities to collaborate with peers, increased engagement will impact academic achievement.

Action Step 1 `5`

Departments and PLCs will review curriculum and unit plans.

Person Responsible

Tom Vara

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Minutes

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

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

Person Responsible

Tom Vara

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Minutes

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

Unit plans and summative assessments will be reviewed

Person Responsible

Tom Vara

Schedule

Every 6 Weeks, from 8/22/2016 to 6/6/2017

Evidence of Completion

Unit plans will include development of ATL skills and assessment rubrics will reflect unit's criteria goals

G4. By the year 2017, the percent of students with one or more suspensions will be reduced by 5%. [1]

🔍 G085692

G4.B1 Lack of skill remediation, engaged learning, and mental health support as a preventative [2]

🔍 B227706

G4.B1.S1 Schoolwide focus on the development of ATL Skills and implementing positive behavior supports [4]

🔍 S240260

Strategy Rationale

An increase of ATL skill development and positive behavior reinforcement has been shown to decrease negative behaviors.

Action Step 1 [5]

Use of a Climate and PBS committee to review referral data and impact of PBS rewards.

Person Responsible

Tom Vara

Schedule

Biweekly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Minutes

Action Step 2 [5]

Purchase and implement an online PBS and Referral tracking system.

Person Responsible

Tom Vara

Schedule

Evidence of Completion

Implementation of PBIS online application

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

Climate and PBS committees along with SWST will monitor and review PBS and referral data

Person Responsible

Tom Vara

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Minutes

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

Leadership team will review data

Person Responsible

Tom Vara

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Comparison of current data against last year's suspension rate

G5. By the end of the 2016-17 school year, we will see parent satisfaction increase by 10% by improving school-to-home communications. 1

🔑 G085693

G5.B1 Consistent communications throughout school 2

🔑 B227707

G5.B1.S1 Implement a consistent response time frame (24 hours) and multiple methods of communication all teachers can use to contact parents 4

🔑 S240261

Strategy Rationale

Providing quick response times and regular communication from teachers improves parent understanding of issues directing impacting their child's education.

Action Step 1 5

Provide access and training for teachers to multiple communication resources

Person Responsible

Tom Vara

Schedule

Daily, from 8/22/2016 to 6/6/2017

Evidence of Completion

Use of various communication tools on a daily basis: email, Remind app, ManageBac updates, website updates

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

Provide ongoing training on use of tools and request regular updates from users

Person Responsible

Schedule

Monthly, from 8/22/2016 to 6/6/2017

Evidence of Completion

Faculty and staff copying key people on emails and regular checks of ManageBac and websites

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

Monitoring parent responses to communications

> **Person Responsible**
>
> Tom Vara
>
> **Schedule**
>
> Weekly, from 8/22/2016 to 6/6/2017
>
> ***Evidence of Completion***
>
> Check for evidence of opened email and increased positive responses/feedback from parents

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G4.B1.S1.A2 A310995	Purchase and implement an online PBS and Referral tracking system.	Vara, Tom	8/22/2016	Implementation of PBIS online application	No End Date one-time
G1.MA1 M319287	Student growth between assessment periods	Vara, Tom	8/22/2016	iReady reports and benchmark results	6/6/2017 quarterly
G2.MA1 M319290	Summative assessments will indicate growth	Vara, Tom	8/22/2016	Results posted in ManageBac	6/6/2017 biweekly
G3.MA1 M319293	Summative assessments will indicate growth	Vara, Tom	8/22/2016	Results posted in ManageBac	6/6/2017 quarterly
G4.MA1 M319296	Review of quarterly referral and PBS data	Vara, Tom	8/22/2016	Increase in PBS and ATL skill development with a decrease in suspensions	6/6/2017 quarterly
G5.MA1 M319299	Use of parent survey to reflect on the impact that achieving this goal had on parents	Vara, Tom	8/22/2016	Increased positive response from parents on event, activity, and climate surveys	6/6/2017 semiannually
G1.B1.S1.MA1 M319285	Student growth between assessment periods	Vara, Tom	8/22/2016	iReady reports, benchmark tests	6/6/2017 quarterly
G1.B1.S1.MA1 M319286	Will monitor reports in iReady	Vara, Tom	8/22/2016	iReady reports	6/6/2017 quarterly
G1.B1.S1.A1 A310991	The implementation of iReady to gather diagnostic and progress monitoring data	Vara, Tom	8/22/2016	iReady reports	6/6/2017 quarterly
G2.B1.S1.MA1 M319288	Unit plans and summative assessments will be reviewed	Vara, Tom	8/22/2016	Unit plans will include development of ATL skills and assessment rubrics will reflect unit's criteria goals	6/6/2017 every-6-weeks
G2.B1.S1.MA1 M319289	Minutes will be reviewed for discussions regarding unit plan updates and impact on academic...	Vara, Tom	8/22/2016	Minutes	6/6/2017 monthly
G2.B1.S1.A1 A310992	Departments and PLCs will review curriculum and unit plans.	Vara, Tom	8/22/2016	Minutes	6/6/2017 monthly
G3.B1.S1.MA1 M319291	Unit plans and summative assessments will be reviewed	Vara, Tom	8/22/2016	Unit plans will include development of ATL skills and assessment rubrics will reflect unit's criteria goals	6/6/2017 every-6-weeks
G3.B1.S1.MA1 M319292	Minutes will be reviewed for discussions and impact on academic achievement.	Vara, Tom	8/22/2016	Minutes	6/6/2017 monthly
G3.B1.S1.A1 A310993	Departments and PLCs will review curriculum and unit plans.	Vara, Tom	8/22/2016	Minutes	6/6/2017 monthly
G4.B1.S1.MA1 M319294	Leadership team will review data	Vara, Tom	8/22/2016	Comparison of current data against last year's suspension rate	6/6/2017 monthly
G4.B1.S1.MA1 M319295	Climate and PBS committees along with SWST will monitor and review PBS and referral data	Vara, Tom	8/22/2016	Minutes	6/6/2017 monthly
G4.B1.S1.A1 A310994	Use of a Climate and PBS committee to review referral data and impact of PBS rewards.	Vara, Tom	8/22/2016	Minutes	6/6/2017 biweekly
G5.B1.S1.MA1 M319297	Monitoring parent responses to communications	Vara, Tom	8/22/2016	Check for evidence of opened email and increased positive responses/ feedback from parents	6/6/2017 weekly
G5.B1.S1.MA1 M319298	Provide ongoing training on use of tools and request regular updates from users		8/22/2016	Faculty and staff copying key people on emails and regular checks of ManageBac and websites	6/6/2017 monthly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G5.B1.S1.A1 🔑 A310996	Provide access and training for teachers to multiple communication resources	Vara, Tom	8/22/2016	Use of various communication tools on a daily basis: email, Remind app, ManageBac updates, website updates	6/6/2017 daily

V. Professional Development Opportunities

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