

Marion County Public Schools

Francis Marion Military Academy



2016-17 Schoolwide Improvement Plan

Francis Marion Military Academy

5895 SE 83RD ST, Ocala, FL 34472

[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)
High School 9-12	No	76%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	53%

School Grades History

Year	2015-16	2014-15	2013-14	2012-13
Grade	D	D*	D	D

**Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan was approved by the Marion County School Board on 1/24/2017.

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>.

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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 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 Francis Marion Military Academy

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	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.

To provide quality college preparatory dual-enrolled education, in cooperation with College of Central Florida, in an environment embracing military values and ethics.

b. Provide the school's vision statement.

Francis Marion Military Academy inspires students to incorporate self-discipline and self-determination into their education, equipping them to become critical thinkers and confident leaders in a challenging world.

2. School Environment

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

- The school welcomes students' cultures and builds relationships between teachers and students during student/teacher interaction in the classroom, during Power Hour and special event days such as "Spanish Culture and Food tasting from other Lands"
- Providing after school activities such as Raiders Competition, Orienteering, Marksmanship, and Drill Team Competitions around Florida.
- As a 100% JROTC Academy, all students are actively engaged in the daily military model of Mentoring, Leadership, and cultural understanding.

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

- Students arrive on campus between 7:45 and 8:15 for breakfast before the morning formation. Students may also request tutoring from teachers at this time.
- Adult supervision is provided throughout the day. All of the students are held to a high code of honor.
- Students hold leadership positions within the classroom, hold honor councils when students have a disciplinary issue and hold positions of responsibility throughout the campus. New students are assigned mentors if they enroll mid-year.
- All Freshman and new upperclassmen attend Kit Camp during the summer before school starts to learn procedures.
- FMMA students wear uniforms. All students and faculty recite the "Cadet Creed" every morning in formation.

Cadet Creed: "On my honor, as a cadet at Francis Marion Military Academy, I will perform my duties to the best of my abilities, seek service over self, and achieve academic excellence. I will respect our flag, our country and this academy. To my fellow cadets, I pledge my loyalty, trust, dedication, and honor. All for one and one for all. Go Swamp Fox."

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.

- Francis Marion Military Academy creates an environment where students feel safe and respected throughout the school day.
- The classroom rules are posted in every classroom. Students hold leadership positions within the classroom.
- This allows teachers to focus on teaching and not discipline.
- Students know that they are held responsible for their behaviors and make every effort to follow classroom and school rules.
- Demerits and/or referrals are issued for students who can't conform.
- Honor councils are held that may affect the student's cadet rank.
- Our behavioral system focuses on developing positive character and leadership in all students.
- This begins with communicating clearly defined expectations frequently through morning formation, daily classroom procedures, and extends to the classrooms where school wide expectations are posted.
- The Marion County Public Schools (MCPS) Code of Student Conduct is followed strictly to provide the safest environment possible for students.
- The Francis Marion Military Academy staff uses the electronic referral process to quickly and efficiently report disciplinary concerns to prompt response from the Francis Marion Military Academy Student Services team.
- Referrals are processed using a progressive disciplinary system which takes into account a student's prior history in order to assign a fair and appropriate consequence intended to correct and reduce the likelihood of the student repeating the offense.

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.

- Currently, the principal and the assistant principal provide counseling to students who may need it.
- We have access to district resources such as ESE teachers, resource compliance specialists, social workers, school psychologists and behavior specialists.
- Students are mentored by staff members or their peers as needed.
- FMMA uses methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education; and address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, through activities.
- Student Leadership Cadre is responsible for our mentoring and peer counselling program,
- This program provides a stable environment and reinforces the Cadet's own self-worth.

3. Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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.

- We use the Early Warning System report Unify.
- Interactive Early Warning Indicator Report identifying excessive absences, as indicated in Skyward.
- Course failure, grade point average (GPA), credit deficiencies, Notated within Skyward and Progress Monitoring.
- Number of discipline referrals, shown within Skyward.
- Achievement level on the Florida Comprehensive Assessment Test (FCAT), Florida Standards Assessment (FSA), and Algebra End of Course exam (EOC), as well as Bench Mark Testing.
- In Skyward, we also have a report available which indicates 'At Risk' students who entered school as Freshman after scoring a 1 or 2 on the reading and Math FCAT and/or FSA..

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	0	0	0	32	32	115	10	189	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	5	13	10	5	33	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	18	12	9	5	44	

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	0	0	2	3	0	0	5	

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

- Implementation of the "Academic Warrior Mentorship" program, to stimulate and encourage on a daily basis and to equip those who are in the EWS to meet or exceed bench mark testing.
- The Discipline Committee and the Leadership Team work with students identified to improve their behavior and academics in accordance with county guidelines.
- Students are provided with tutoring, intensive classes, and mentoring to help them improve.

B. Family and Community Engagement

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

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

Yes

1. PIP Link

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

2. Description

- FMMA is working to build positive relationships with families by keeping an open line of communication at all times.
- All faculty and staff can be reached by e-mail, phone and with individual conferences as needed.
- Skyway is used as a tool to communicate via Text when necessary or for targeted calls.
- Parents have access to the Marion County Parent Portal to monitor their Student's' progress and progress reports and report cards are also sent home.
- Open Houses are held regularly so that the teachers can meet the parents.
- After action review with all participants (response from Parents, Faculty)
- Parents are encouraged to volunteer at the school in various capacities.
- Parent request to participate in an electronic survey with over 50% parent participation.

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.

- Recently awarded a letter of support from the Marion County Commissioners to expand to a permanent school campus in support of the growing student body.
- We are currently recruiting partners to help us provide On the Job Training.
- Strong partnership with the College of Central Florida's Dual enrolment program.
- Partnership with Ocala Silver Springs Rotary Club.

C. Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. Â§ 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
Adair, Tommy	Principal
Shaffner, Maria	Teacher, K-12
Bond, Larry	Teacher, K-12
Conrad, Gloria	Teacher, K-12
McCord, Doug	Teacher, K-12
Dunn, Nina	Teacher, K-12
Spangler, Larry	Teacher, Career/Technical
Allison, Thomas	Administrative Support

b. Duties

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

- The School Leadership Team meets regularly to re-calibrate and focus efforts specific to the SIP and our targeted goals.
- Each member of the SLT facilitates a department and works to ensure shared decision making within the department.
- Our SLT members consist of administration and department heads

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.

- The School-based Leadership Team will consistently monitor student achievement data and provide intervention opportunities to students as needed.
- Progress will be monitored and interventions will be adjusted based on student growth data.
- The school based team identifies areas in need of improvement and sets annual goals.
- An action plan is then created to address each goal area.
- The team meets periodically to set individual goals for students and to monitor student growth.

- Teachers are included in conversations about student growth and their professional growth needs are identified and prioritized through these conversations and results of team meetings.
- Data is consistently analyzed to adjust the action plan and to address new areas of need.
- E-Mail dissemination following each of the teacher meeting's

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
Charles deMenzes	Business/Community
Kathy Popeil	Business/Community
Nick Navetta	Business/Community
Tommy Adair	Principal
Larry Spangler	Teacher
Mrs. Cox	Parent

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

- Following the release the results of the FSA and EOC assessments the Board of Trustees will schedule a meeting to discuss the result and make a determination on revising the SIP plan to better meet the academic needs of all students.
- This meeting usually occurs the last week in May, depending on when the results are released.

b. Development of this school improvement plan

- The Board of Trustees meets quarterly with parents and school administration.
- Challenges and opportunities for the upcoming school year are discussed and addressed.
- The Administrator consults with Board members faculty, staff, parents and students as necessary.
- The Board is presented with the SIP plan.
- The board is presented with a revised version of the SIP plan as a result of the monthly meetings.
- Then the board votes for approval of the revised SIP plan.

c. Preparation of the school's annual budget and plan

The school's annual budget is completed by the Finance Committee and the school Administrator.

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

If SIP funds become available, the Board of Trustees will approve the expenditure in accordance with the FMMA operating budget and based on needs identified within the SIP.

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

No

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

No. Section 1002.33(16)(a), F.S., exempts charter schools from most statutes in chapters 1000-1013, including s. 1001.452, F.S.—establishment of school advisory councils.

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
Adair, Tommy	Principal
Bond, Larry	Teacher, K-12
Shaffner, Maria	Teacher, K-12
Dunn, Nina	Teacher, K-12
Conrad, Gloria	Teacher, K-12
Spangler, Larry	Teacher, Career/Technical
Allison, Thomas	Administrative Support

b. Duties

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

- The Administrator oversees the implementation of the LLT, ensures implementation of intervention support, and provides adequate professional development for the faculty.
- The LLT meets monthly to discuss literacy needs and strategies across disciplines.
- Best practices are shared.
- The goal is to provide information about the progress of students identified as being non-proficient or in need of intervention in literacy.
- The English and Intensive Reading Teachers report grade level mastery goals, collect and report pre and post data to the team.

D. Public and Collaborative Teaching

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

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

- At FMMA, we hold team meetings in an informal manner after the morning formation (opening ceremony for JROTC.)
- Time is allocated for teachers to collaborate on lesson plans and plan instructional deliverance.
- Teachers are paired based on subject matter taught.
- Teachers in all disciplines collaborate on all disciplines.
- Faculty meetings are held each early release school date, and or in-service training for teachers.

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

- Our school provides professional development at both the school and the district level.
- The administrator is responsible for scheduling and monitoring the professional development.
- Teachers are provided with scheduled district training opportunities, True North Logic training, as well as in house training opportunities.
- We partner new teachers with mentor teachers.

- All teachers meet with the administrator on a regular basis.
- We advertise for open positions on the district online Job Board, Troops to Teachers and Teach Florida websites.

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

- Teachers who teach the same subject are paired together to collaborate.
- Time for collaboration is allocated on Early Release Days.
- Utilizing our seasoned veteran teachers as mentor's to the first and second year teachers.

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.

- FMMA ensures its core instructional programs are aligned to Florida's standards by using the Marion County Curriculum Maps, Pacing Guides, Learning Checks and LEOCE Blueprints to help guide teaching.
- The FSA website and CPALMS are also invaluable resources.

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.

- Interpretation of data from IEP and ESOL are used to help modify the student's work.
- Giving extended time for completion of assignments.
- Providing assistance to read testing material when appropriate.

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: 10,800

- Tutoring/ Mentoring will be provided during the normal school day.
- We will have 30 minute period for each student during POWER-HOUR for remediation.
- Success recognition events scheduled monthly

Strategy Rationale

- Tutoring will be provided to help students who are struggling in academic areas as well as to help students prepare for upcoming testing events.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Adair, Tommy, tommy.adair2@marion.k12.fl.us

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

- EOC, FSA ,Aims Web and Unify results will be examined.
- Effectiveness will be determined by the number of students who pass the FSA/EOC for core subjects.

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. Â§ 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.

- Francis Marion Charter Middle School, francismarion-charterschool.org, continues to be a feeder school to the high school.
- FMCMS and several other middle schools are visited to recruit students to attend FMMA.
- We also recruit students with bilingual brochures to eligible eighth and ninth grade students.
- Transition of new students is facilitated by attending KIT (knowledge in training) camp, orientation and peer mentoring.
- FMMA also has colleges visit, offers dual enrollment and promotes seeking a college education to its students.
- FMMA administers the ASVAB to all eligible students.
- FMMA supports all military recruiters visiting the school and giving the students opportunity to explore different branches.
- FMMA offers the Job COOP program.

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.

- FMMA also has colleges visit, offers dual enrollment and promotes seeking a college education to its students.
- FMMA administers the ASVAB to all eligible students.
- FMMA supports all military recruiters visiting the school and giving the students opportunity to explore different branches.
- FMMA offers the Job COOP program.

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

- FMMA offers the Job COOP program.
- At our campus students take a Hybrid computer course.
- FMMA offers on-line class options through MVS/FLVS and or through dual enrollment.

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

- FMMA offers an aerospace program which promotes STEM.
- We are pursuing making certifications available in the aerospace program.
- FMMA is also implementing an OJT program called STEPS for the 2016-2017 school years.

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.

- Students are encouraged to take the SAT and ACT to help them prepare for entry into college.
- We support students involved in dual enrollment classes by making financial investment in purchasing books for the program.
- We are working to improve the number of students who score a passing score on the FSA and EOC assessments.

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. Â§ 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" 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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If the student population can be increased to levels that would support the hiring of additional administrative staff. The school would be able to hire positions such as, Assistant Principal, Principal, or Guidance Counselor.
- G2.** If the school can implement the standards based professional development with collaborative planning, then student achievement as measured by FSA/ELA and EOC examinations will increase significantly.

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. If the student population can be increased to levels that would support the hiring of additional administrative staff. The school would be able to hire positions such as, Assistant Principal, Principal, or Guidance Counselor. 1a

G087341

Targets Supported 1b

Indicator	Annual Target
Effective+ Administrators	3.0

Targeted Barriers to Achieving the Goal 3

- Lack of sufficient student population produce revenue to support these positions
- Lack of growth opportunities at our current location-(land locked)

Resources Available to Help Reduce or Eliminate the Barriers 2

- Increase student population.
- Obtain a larger facility.

Plan to Monitor Progress Toward G1. 8

Communication between administrator and new campus committee.

Person Responsible

Tommy Adair

Schedule

Daily, from 8/1/2016 to 6/30/2017

Evidence of Completion

Move to new location

G2. If the school can implement the standards based professional development with collaborative planning, then student achievement as measured by FSA/ELA and EOC examinations will increase significantly. 1a

G087342

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	100.0
FSA ELA Achievement	100.0
ELA/Reading Lowest 25% Gains	43.0
Algebra I EOC Level 1	100.0
Math Lowest 25% Gains	50.0

Targeted Barriers to Achieving the Goal 3

- A lack of proper attendance.
- A lack of professional development and collaborative training among teachers.
- A lack of motivation and inspiration of the student population.
- A lack of innovation and interaction in the classroom.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Student service personnel.
- Community mentors.
- Option to enter the workforce upon graduation, utilizing the OJT program to boost opprotunities.
- Dual enrollment opportunities.
- Utilizing on-line credit recovery programs such as; Plato, FLVs
- Participating in the FMMA POWER HOUR.
- Teachers.
- Better Parent Involvement through the PIP.

Plan to Monitor Progress Toward G2. 8

The number of course completion; Achieving passing scores on required assessment test (SAT, FSA, PERT, EOC.)

Person Responsible

Thomas Allison

Schedule

Weekly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Skyward reporting and State Assessment results

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. If the student population can be increased to levels that would support the hiring of additional administrative staff. The school would be able to hire positions such as, Assistant Principal, Principal, or Guidance Counselor. **1**

 G087341

G1.B1 Lack of sufficient student population produce revenue to support these positions **2**

 B232117

G1.B1.S1 Recruiting and retention of student population **4**

 S244968

Strategy Rationale

Recruiting and retention are the main source of growth. Providing current population with reasons to stay.

Action Step 1 **5**

Recruiting by Direct mail marketing, word of mouth and middle school site visits. Meeting students needs academically, socially, and emotionally.

Person Responsible

Tommy Adair

Schedule

Triannually, from 8/10/2016 to 6/1/2017

Evidence of Completion

Increased student enrollment and retention.

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

Follow up of direct market mailings

Person Responsible

Thomas Allison

Schedule

Every 2 Months, from 7/1/2016 to 6/1/2017

Evidence of Completion

Tracking of the market area from student enrollments

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

Increasing the student population

Person Responsible

Tommy Adair

Schedule

Every 2 Months, from 8/10/2016 to 6/1/2017


Evidence of Completion

Tracking using a spread sheet results found from student intake forms and phone survey

G1.B2 Lack of growth opportunities at our current location-(land locked) 2

 B232118

G1.B2.S1 Actively engaged in searching for a larger school campus. 4

 S244969

Strategy Rationale

To grow to the size we need to be we must grow our foot print.

Action Step 1 5

Draw on the expertise of the Board members and administrator's real estate knowledge. IE, Bankers, RealEstate Professionals.

Person Responsible

Tommy Adair

Schedule

Daily, from 6/1/2016 to 6/1/2017

Evidence of Completion

Success in finding a suitable property

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

FMMA Board involvement and followup with real estate sources.

Person Responsible

Tommy Adair

Schedule

Daily, from 7/1/2016 to 6/30/2017

Evidence of Completion

Obtain a suitable and economical viable property

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

Obtain a suitable and viable property

Person Responsible

Tommy Adair


Schedule

Daily, from 7/1/2016 to 6/30/2017

Evidence of Completion

Move to new location


G2. If the school can implement the standards based professional development with collaborative planning, then student achievement as measured by FSA/ELA and EOC examinations will increase significantly. 1

 G087342

G2.B1 A lack of proper attendance. 2

 B232119

G2.B1.S1 Peer accountability with senior cadre involvement. Implementation of Perfect Attendance Awards 4

 S244970

Strategy Rationale

Accountability and rewards

Action Step 1 5

Empowering the Senior Cadet Cadre and Company Commanders with the ability to hold their company members accountable.

Person Responsible

Tommy Adair

Schedule

Daily, from 8/10/2016 to 6/1/2017

Evidence of Completion

Attendance Records

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

Attendance records in Skyward System

Person Responsible

Thomas Allison

Schedule

Daily, from 8/10/2016 to 6/1/2017

Evidence of Completion

Attendance reports

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

Daily review of attendance. Quarterly Attendance awards given to individual students and Monthly awards to JROTC Company

Person Responsible

Thomas Allison

Schedule

Monthly, from 10/14/2016 to 6/1/2017


Evidence of Completion

Awarding of Certificates

G2.B2 A lack of professional development and collaborative training among teachers. **2**

 B232120

G2.B2.S1 Teachers need to be provided and encouraged to participate in any professional development programs offered. **4**

 S244971

Strategy Rationale

By improving the professional development and providing collaborative opportunities our teaching staff will be better equipped to improve our students performance.

Action Step 1 **5**

Communicate all teacher training opportunities within the district. IE. in service training opportunities.

Person Responsible

Tommy Adair

Schedule

Daily, from 8/3/2016 to 6/30/2017

Evidence of Completion

Attendance/completion certificate

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Reviewing transcripts and attendance roster

Person Responsible

Tommy Adair

Schedule

Monthly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Certificate of completion, Copy of transcript, or attendance roster.

Plan to Monitor Effectiveness of Implementation of G2.B2.S1 7

A verbal review of training at weekly faculty meetings

Person Responsible

Tommy Adair

Schedule

Weekly, from 9/1/2016 to 6/1/2017

Evidence of Completion

Certificate or roster

G2.B3 A lack of motivation and inspiration of the student population. 2

 B232121

G2.B3.S1 Progress recognition and rewards 4

 S244972

Strategy Rationale

reward success

Action Step 1 5

Review of test scores and attendance records

Person Responsible

Thomas Allison

Schedule

Daily, from 8/10/2016 to 6/1/2017

Evidence of Completion

Tracking and data entry of students passing required testing, and attendance improvement.

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Tracking reports in the Skyward System

Person Responsible

Thomas Allison

Schedule

Daily, from 8/10/2016 to 6/1/2017

Evidence of Completion

Pass/Fail records and attendance records in Skyward

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

Tracking reports in the Skyward System

Person Responsible

Thomas Allison

Schedule

Daily, from 8/10/2016 to 6/1/2017


Evidence of Completion

Pass/Fail records and attendance records in Skyward

G2.B4 A lack of innovation and interaction in the classroom. 2

 B232122

G2.B4.S1 By introducing new techniques and strategies in the classroom. Adopting new technology and innovative software. 4

 S244973

Strategy Rationale

To get the students engaged and interacting with teachers.

Action Step 1 5

Encouraging teachers to adopt new or inovative ways to present the lessons.

Person Responsible

Tommy Adair

Schedule

Daily, from 8/10/2016 to 6/1/2017

Evidence of Completion

Improvement of classroom interaction measured by Bench Marks and passing EOC's.

Plan to Monitor Fidelity of Implementation of G2.B4.S1 6

Classroom observation

Person Responsible

Tommy Adair

Schedule

Weekly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Improved state assessment scores and attendance.

Plan to Monitor Effectiveness of Implementation of G2.B4.S1 7

Review of State Assessment scores and attendance records.

Person Responsible

Tommy Adair

Schedule

Weekly, from 8/10/2016 to 6/1/2017

Evidence of Completion

Improved State assessment scores and attendance.

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					
G2.MA1 M329805	The number of course completion; Achieving passing scores on required assessment test (SAT, FSA,...	Allison, Thomas	8/10/2016	Skyward reporting and State Assessment results	6/1/2017 weekly
G1.B1.S1.MA1 M329792	Increasing the student population	Adair, Tommy	8/10/2016	Tracking using a spread sheet results found from student intake forms and phone survey	6/1/2017 every-2-months
G1.B1.S1.MA1 M329793	Follow up of direct market mailings	Allison, Thomas	7/1/2016	Tracking of the market area from student enrollments	6/1/2017 every-2-months
G1.B1.S1.A1 A317152	Recruiting by Direct mail marketing, word of mouth and middle school site visits. Meeting students...	Adair, Tommy	8/10/2016	Increased student enrollment and retention.	6/1/2017 triannually
G1.B2.S1.A1 A317153	Draw on the expertise of the Board members and administrator's real estate knowledge. IE, Bankers,...	Adair, Tommy	6/1/2016	Success in finding a suitable property	6/1/2017 daily
G2.B1.S1.MA1 M329797	Daily review of attendance. Quarterly Attendance awards given to individual students and Monthly...	Allison, Thomas	10/14/2016	Awarding of Certificates	6/1/2017 monthly
G2.B1.S1.MA1 M329798	Attendance records in Skyward System	Allison, Thomas	8/10/2016	Attendance reports	6/1/2017 daily
G2.B1.S1.A1 A317154	Empowering the Senior Cadet Cadre and Company Commanders with the ability to hold their company...	Adair, Tommy	8/10/2016	Attendance Records	6/1/2017 daily
G2.B2.S1.MA1 M329799	A verbal review of training at weekly faculty meetings	Adair, Tommy	9/1/2016	Certificate or roster	6/1/2017 weekly
G2.B2.S1.MA1 M329800	Reviewing transcripts and attendance roster	Adair, Tommy	8/10/2016	Certificate of completion, Copy of transcript, or attendance roster.	6/1/2017 monthly
G2.B3.S1.MA1 M329801	Tracking reports in the Skyward System	Allison, Thomas	8/10/2016	Pass/Fail records and attendance records in Skyward	6/1/2017 daily
G2.B3.S1.MA1 M329802	Tracking reports in the Skyward System	Allison, Thomas	8/10/2016	Pass/Fail records and attendance records in Skyward	6/1/2017 daily
G2.B3.S1.A1 A317156	Review of test scores and attendance records	Allison, Thomas	8/10/2016	Tracking and data entry of students passing required testing, and attendance improvement.	6/1/2017 daily
G2.B4.S1.MA1 M329803	Review of State Assessment scores and attendance records.	Adair, Tommy	8/10/2016	Improved State assessment scores and attendance.	6/1/2017 weekly
G2.B4.S1.MA1 M329804	Classroom observation	Adair, Tommy	8/10/2016	Improved state assessment scores and attendance.	6/1/2017 weekly
G2.B4.S1.A1 A317157	Encouraging teachers to adopt new or inovative ways to present the lessons.	Adair, Tommy	8/10/2016	Improvement of classroom interaction measured by Bench Marks and passing EOC's.	6/1/2017 daily
G1.MA1 M329796	Communication between administrator and new campus committee.	Adair, Tommy	8/1/2016	Move to new location	6/30/2017 daily
G1.B2.S1.MA1 M329794	Obtain a suitable and viable property	Adair, Tommy	7/1/2016	Move to new location	6/30/2017 daily
G1.B2.S1.MA1 M329795	FMMA Board involvement and followup with real estate sources.	Adair, Tommy	7/1/2016	Obtain a suitable and economical viable property	6/30/2017 daily
G2.B2.S1.A1 A317155	Communicate all teacher training opportunities within the district. IE. in service training...	Adair, Tommy	8/3/2016	Attendance/completion certificate	6/30/2017 daily

V. Professional Development Opportunities

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

G2. If the school can implement the standards based professional development with collaborative planning, then student achievement as measured by FSA/ELA and EOC examinations will increase significantly.

G2.B2 A lack of professional development and collaborative training among teachers.

G2.B2.S1 Teachers need to be provided and encouraged to participate in any professional development programs offered.

PD Opportunity 1

Communicate all teacher training opportunities within the district. IE. in service training opportunities.

Facilitator

Participants

Schedule

Daily, from 8/3/2016 to 6/30/2017

G2.B4 A lack of innovation and interaction in the classroom.

G2.B4.S1 By introducing new techniques and strategies in the classroom. Adopting new technology and innovative software.

PD Opportunity 1

Encouraging teachers to adopt new or inovative ways to present the lessons.

Facilitator

Participants

Schedule

Daily, from 8/10/2016 to 6/1/2017

VI. Technical Assistance Items

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

VII. Budget

1	G1.B1.S1.A1	Recruiting by Direct mail marketing, word of mouth and middle school site visits. Meeting students needs academically, socially, and emotionally.				\$8,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1530	790-Miscellaneous Expenses	9690 - Francis Marion Military Academy	General Fund		\$8,000.00
			Notes: Direct mail marketing			
2	G1.B2.S1.A1	Draw on the expertise of the Board members and administrator's real estate knowledge. IE, Bankers, RealEstate Professionals.				\$0.00
3	G2.B1.S1.A1	Empowering the Senior Cadet Cadre and Company Commanders with the ability to hold their company members accountable.				\$0.00
4	G2.B2.S1.A1	Communicate all teacher training opportunities within the district. IE. in service training opportunities.				\$0.00
5	G2.B3.S1.A1	Review of test scores and attendance records				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1112	590-Other Materials and Supplies	9690 - Francis Marion Military Academy	General Fund		\$1,000.00
			Notes: T-Shirt's and Certificates			
6	G2.B4.S1.A1	Encouraging teachers to adopt new or inovative ways to present the lessons.				\$0.00
Total:						\$9,000.00