

Marion County Public Schools

Francis Marion Military Academy



2017-18 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)	2016-17 Title I School	2016-17 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
High School 9-12	No	80%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	49%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
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 is pending approval by the Marion 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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing.

This document was prepared by school and district leadership using the FDOE'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 two 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** - A school with a current school grade of A, B, or C; charter schools; and ungraded schools.
- **Targeted Support and Improvement** - A school with a current school grade of an initial D.
- **Comprehensive Support and Improvement** - A school with a current school grade of F or two consecutive grades of D, or a high school with a graduation rate of 67 percent or less in the most recent data release.

DA Turnaround Status

Additionally, Comprehensive Support and Improvement schools have a turnaround status of "Implementing," based on a school's grades history, including the current school grade:

- 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.

2017-18 DA Category and Statuses for Francis Marion Military Academy

DA Region and RED	DA Category and Turnaround Status
Northeast - Cassandra Brusca	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

Our mission at Marion Military Academy is to create an innovative and challenging environment where all students, regardless of differences, will excel. We are dedicated to creating productive members of society who embrace the core military values of service to their community and their country in an ever-changing global society.

b. Provide the school's vision statement.

Marion Military Academy will establish an educational environment that addresses both district and state academic objectives, while providing all students a unique educational experience. By incorporating military principles into the school environment, the academy will instill in students the importance of self-discipline. Graduates from the academy will become the leaders of our community and our country.

2. School Environment

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

- * School climate survey
- * Power Hour
- * Guidance office-registration, cumulative folders, Skylert-Student Management System
- * Parent/Teacher Conferences
- * Paired teacher/student mentors for select students
- * ESOL district trainings
- * Home Communication
- * Extracurricular activities (all students participate in JROTC)

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

- * Staff joins students daily for morning formation.
- * Staff at duty stations during all class changes
- * Academic incentives and recognitions
- * School-wide expectations posted and promoted
- * Students are encouraged to meet with administration if necessary
- * Mandatory uniform policy to promote equality. All students and faculty recite the "JROTC Army Creed" every morning in formation.

Army JROTC Creed:

I am an Army Junior ROTC Cadet.

I will always conduct myself to bring credit to my family, country, school, and corps of cadets.

I am loyal and patriotic. I am the future of the United States of America.

I do not lie, cheat, or steal, and will always be accountable for my actions and deeds.

I will always practice good citizenship and patriotism.

I will work hard to improve my mind and strengthen my body.

I will seek the mantle of leadership and stand prepared to

uphold the Constitution and the American way of life.
May God grant me the strength to always live by this creed.

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.

- * School-wide expectations posted
- * District Code of Conduct
- * Honor Councils
- * Behavioral contracts for select students
- * Check-in/Check-out system for select students
- * Individual classroom management plans
- * Daily JROTC creed with focus on accountability
- * Supports, incentives, and interventions implemented with consultation from the ESE teacher or Behavior Specialist
- * Tiered reward system for attendance and behavior
- * Positive Behavior System
- * Harry Wong training (Teaching procedures until they become routine)
- * Behavior flow chart for teacher and office managed offenses
- * Parent/Teacher/Staff conferences
- * Problem Solving Meetings

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.

- * Student Leadership Cadre provides mentoring and peer counseling
- * Check-in/Check-out system for select students
- * Mentors assigned to select students
- * Providing 504 plans, Individual Education Plans (IEP), and Behavior Intervention Plans (BIP)
- * Utilization of Behavior Specialist, Student Services, Social Workers, School Psychologist, and other district staff as necessary

3. Early Warning Systems

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(i) and (b)(7)(A)(iii)(III).

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

- * Early Warning System report in Unify
- * Interactive Early Warning Indicator report identifying excessive absences in Skyward
- * Skyward reports detailing grade point average and credit deficiencies
- * Electronic Referral data
- * Florida Standards Assessment (FSA), Algebra End of Course exam (EOC), Benchmark Testing score reports
- * Monthly collaboration with teachers for ESE students, Progress reports to parents every grading period

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	6	8	2	6	22	
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	19	27	21	12	79	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	18	11	15	15	59	

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	1	2	3	3	9	

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

* Administrators will identify students who exhibit two or more early warning indicators and assign a mentor to them utilizing the "Academic Warrior" mentor program. Students are provided remediation, tutoring opportunities, and incentives for attendance, behavior, and academic success using a tiered reward system. Student progress will be monitored through monthly Problem Solving Team meetings which will include the director, assistant principal of discipline, guidance counselor, and ESE teacher.

B. Family and Community Engagement

The school's response to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2) and (b)(7)(A)(iii)(I).

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.

a. Will the school use its Title I Parent and Family Engagement Policy (PFEP) to satisfy this question?

No

1. PFEP Link

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

2. Description

The schools mission, vision, and events are communicated to parents through the school website, social media account, Parent to Parent meetings, and Open House. The school will hold orientation, weekend picnics, and movie nights in order to foster a positive relationship with families and encourage involvement. Parents are encouraged to serve as school volunteers and chaperones in order to remain engaged and informed of their child's progress.

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.

Marion Military Academy works to build partnerships with the local community through acts of service. The school has a partnership with the College of Central Florida Dual Enrollment program in order to

provide students with career opportunities upon graduation. MMA is building a relationship with Verti-Gro which will provide hands-on learning opportunities for students as well as healthy nutrition options.

C. Effective Leadership

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
Allison, Thomas	Assistant Principal
West, Kimi	Assistant Principal

b. Duties

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

- * Tommy Adair, Director-oversee, delegate, and make final team decisions
- * Thomas Allison, Assistant Principal of Discipline/Lead Teacher-Coordinates, collaborate with staff, discipline, behavior plans, mentoring, provide professional development.
- * Kimi West, Assistant Principal of Curriculum/Guidance-Oversee guidance, attendance, and individual student needs, provide professional development, monitor progress

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
Nick Navetta	Business/Community
Tommy Adair	Principal
Larry Spangler	Teacher
Dr. Kimi West	Education Support Employee
Brenda Manteca	Parent
Zachary Boggs	Student
Hannah Fultz	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

The school's response to this question may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(2).

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.
- The board votes then 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 MMA 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.

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
Allison, Thomas	Dean
George, Mark	Teacher, Career/Technical
West, Kimi	School Counselor
Spangler, Larry	Teacher, Career/Technical

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. Measure Lexile levels for every student and develop an action plan to promote growth.
- We will continue to work on Differentiated Instruction and student engagement throughout the school year.
- Professional development will focus on Literacy strategies across the content areas

D. Public and Collaborative Teaching

The school's responses to this section may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(IV).

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

- At MMA, we hold team meetings in an informal manner after the morning formation (opening ceremony for JROTC.)
- Time is allocated weekly 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 to address current data, and in-service training is adjusted to meet the needs of students.

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.
- Veteran teachers are paired as mentors for first and second year teachers to share strategies and best practices
- New teachers are provided support by administration and lead teachers on matters relevant to their needs including how to use the electronic grade book, Performance Matters, writing lesson plans, use of Skyward, etc.

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.

- MMA 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. Imbedded in the maps are the suggested materials to use in the core instruction including the use of CPALMS.

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.

Each month the administrative team works with teachers to go over data from assessments. Students who have difficulty attaining proficient or advanced level on state assessments are provided the opportunity for remediation. Instruction including pacing is modified to meet the needs of students. Hands-on learning experiences supplement instruction to enhance student understanding. Teaching methods are modified to engage all students and afford students of all different learning styles a way to demonstrate understanding of material.

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 ,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 address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(7)(A)(iii)(V).

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

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.

- College visits and Dual Enrollment Opportunities
- ASVAB administration to all eligible students.
- Military recruiter visits which give students the opportunity to explore different branches.

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 CO-OP program.
- At our campus students take a Hybrid computer course.
- MMA offers on-line class options through 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.

- MMA offers an aerospace program which promotes STEM.
- We are pursuing making certifications available in the aerospace program.

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 part may address the requirements of ESSA, P.L. No. 114-95, Â§ 1114(b)(6).

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

G096035

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

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 8/10/2017 to 6/1/2018

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

G096036

Targets Supported 1b

Indicator	Annual Target
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
4-Year Grad Rate (Standard Diploma)	100.0

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 8/10/2017 to 6/1/2018

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**

 G096035

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

 B258549

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

 S273753

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 8/10/2017 to 6/1/2018

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 8/10/2017 to 6/1/2018

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 8/10/2017 to 6/1/2018

Evidence of Completion

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

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**

 G096036

G2.B1 A lack of proper attendance. **2**

 B258550

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

 S273754

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 8/10/2017 to 6/1/2018

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 8/10/2017 to 6/1/2018

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 8/10/2017 to 6/1/2018

Evidence of Completion

Awarding of Certificates

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

 B258551

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

 S273755

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 8/10/2017 to 6/1/2018

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 8/10/2017 to 6/1/2018

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 8/10/2017 to 6/1/2018


Evidence of Completion

Certificate or roster

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

 B258552

G2.B3.S1 Progress recognition and rewards 4

 S273756

Strategy Rationale

reward success

Action Step 1 5

Review of test scores and attendance records

Person Responsible

Thomas Allison

Schedule

Daily, from 8/10/2017 to 6/1/2018

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 8/10/2017 to 6/1/2018

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 8/10/2017 to 6/1/2018

Evidence of Completion

Pass/Fail records and attendance records in Skyward

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

 B258553

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

 S273757

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 8/10/2017 to 6/1/2018

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 8/10/2017 to 6/1/2018

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 8/10/2017 to 6/1/2018

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
2018					
G1.MA1  M394412	Communication between administrator and new campus committee.	Adair, Tommy	8/10/2017	Move to new location	6/1/2018 daily
G2.MA1  M394421	The number of course completion; Achieving passing scores on required assessment test (SAT, FSA,...	Allison, Thomas	8/10/2017	Skyward reporting and State Assessment results	6/1/2018 weekly
G1.B1.S1.MA1  M394410	Increasing the student population	Adair, Tommy	8/10/2017	Tracking using a spread sheet results found from student intake forms and phone survey	6/1/2018 every-2-months
G1.B1.S1.MA1  M394411	Follow up of direct market mailings	Allison, Thomas	8/10/2017	Tracking of the market area from student enrollments	6/1/2018 every-2-months
G1.B1.S1.A1  A367552	Recruiting by Direct mail marketing, word of mouth and middle school site visits. Meeting students...	Adair, Tommy	8/10/2017	Increased student enrollment and retention.	6/1/2018 triannually
G2.B1.S1.MA1  M394413	Daily review of attendance. Quarterly Attendance awards given to individual students and Monthly...	Allison, Thomas	8/10/2017	Awarding of Certificates	6/1/2018 monthly
G2.B1.S1.MA1  M394414	Attendance records in Skyward System	Allison, Thomas	8/10/2017	Attendance reports	6/1/2018 daily
G2.B1.S1.A1  A367553	Empowering the Senior Cadet Cadre and Company Commanders with the ability to hold their company...	Adair, Tommy	8/10/2017	Attendance Records	6/1/2018 daily
G2.B2.S1.MA1  M394415	A verbal review of training at weekly faculty meetings	Adair, Tommy	8/10/2017	Certificate or roster	6/1/2018 weekly
G2.B2.S1.MA1  M394416	Reviewing transcripts and attendance roster	Adair, Tommy	8/10/2017	Certificate of completion, Copy of transcript, or attendance roster.	6/1/2018 monthly
G2.B2.S1.A1  A367554	Communicate all teacher training opportunities within the district. IE. in service training...	Adair, Tommy	8/10/2017	Attendance/completion certificate	6/1/2018 daily
G2.B3.S1.MA1  M394417	Tracking reports in the Skyward System	Allison, Thomas	8/10/2017	Pass/Fail records and attendance records in Skyward	6/1/2018 daily
G2.B3.S1.MA1  M394418	Tracking reports in the Skyward System	Allison, Thomas	8/10/2017	Pass/Fail records and attendance records in Skyward	6/1/2018 daily
G2.B3.S1.A1  A367555	Review of test scores and attendance records	Allison, Thomas	8/10/2017	Tracking and data entry of students passing required testing, and attendance improvement.	6/1/2018 daily
G2.B4.S1.MA1  M394419	Review of State Assessment scores and attendance records.	Adair, Tommy	8/10/2017	Improved State assessment scores and attendance.	6/1/2018 weekly
G2.B4.S1.MA1  M394420	Classroom observation	Adair, Tommy	8/10/2017	Improved state assessment scores and attendance.	6/1/2018 weekly
G2.B4.S1.A1  A367556	Encouraging teachers to adopt new or inovative ways to present the lessons.	Adair, Tommy	8/10/2017	Improvement of classroom interaction measured by Bench Marks and passing EOC's.	6/1/2018 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 8/10/2017 to 6/1/2018

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 8/10/2017 to 6/1/2018

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	2017-18
	1530	790-Miscellaneous Expenses	9690 - Francis Marion Military Academy	General Fund		\$8,000.00
			Notes: Direct mail marketing			
2	G2.B1.S1.A1	Empowering the Senior Cadet Cadre and Company Commanders with the ability to hold their company members accountable.				\$0.00
3	G2.B2.S1.A1	Communicate all teacher training opportunities within the district. IE. in service training opportunities.				\$0.00
4	G2.B3.S1.A1	Review of test scores and attendance records				\$1,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2017-18
	1112	590-Other Materials and Supplies	9690 - Francis Marion Military Academy	General Fund		\$1,000.00
			Notes: T-Shirt's and Certificates			
5	G2.B4.S1.A1	Encouraging teachers to adopt new or inovative ways to present the lessons.				\$0.00
Total:						\$9,000.00