

Sarasota County Schools

Sarasota Military Academy



2017-18 Schoolwide Improvement Plan

Sarasota Military Academy

801 N ORANGE AVE, Sarasota, FL 34236

www.sarasotamilitaryacademy.org

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 6-12	No	49%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	38%

School Grades History

Year	2016-17	2015-16	2014-15	2013-14
Grade	C	C	A*	A

**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

N/A

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 Sarasota Military Academy

DA Region and RED	DA Category and Turnaround Status
Central - Lucinda Thompson	- N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

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

b. Provide the school's vision statement.

The Sarasota Military Academy envisions an exemplary, trend-setting approach to education. State and district academic objectives in concert with Army JROTC curriculum and high standards of discipline will yield dynamic and comprehensive educational programs. Our new building and state-of-the-art resources will enrich the students' experience in preparation for college and the career of their choice. The future of American democracy will be enhanced by the knowledge, leadership, and patriotism of SMA graduates.

2. School Environment

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

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

The Academy holds Open House annually, where parents and families come to visit with teachers and walk around the campus. Faculty and staff frequently attend after school functions such as athletic events, dances, and theatrical performances to further build the relationship with Cadets.

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

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

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

SMA Prep encourages teachers and students to be curious about understanding all cultures as a way of becoming more knowledgeable about the world around them. The IB MYP program also provides a framework that hopes to build, within students, an understand of the importance of becoming a positive global citizen.

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

The Academy has a myriad of activities in which Cadets can participate before, during and after school. Faculty and staff are present around campus at anytime when Cadets are present. Cadets are encouraged to participate in activities on campus. SMA has school counselors and an established

mentor program so Cadets can have open lines of communication with caring adults. Above all else, SMA has teachers that take an interest in their Cadet's lives and create a classroom culture that is safe.

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

The JROTC Leadership program also provides a solid foundation for Cadets to feel safe and respected as it is built on honesty, integrity, self-discipline and leadership. Cadets know they are able to go to Cadet Leadership for support and help with problems that arise. The Cadet Leadership is trained to recognize Cadets who may be struggling and immediately provide support.

The IB Learner Profile supports an environment where Cadets feel safe and respected as well. The IB Learner Profile is posted in every classroom and is discussed and modeled on a daily basis.

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.

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

The Academy has clearly defined school wide classroom procedures and expectations so teachers can keep the focus on instruction. The Academy also has a clearly defined consequence matrix in order to maintain consistency across administrators when dealing with consequences. Teachers can utilize specific forms to begin conversations with parents about discipline in the classroom. If the behaviors continue, there are forms and procedures in place to allow consequences to escalate in an attempt to redirect disruptive behaviors.

The Academy also has a strong PBS committee and program where Cadets are rewarded in a positive way for conducting themselves as responsible individuals, which also minimizes disruptive behaviors. A point system has been implemented where cadets can earn points through an electronic system called PBIS for engaging in positive behaviors. The points can later be redeemed for school supplies, snacks after school, or extra activities. Cadets are also recognized at formation (school wide assembly) for a variety of reasons on a weekly basis.

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

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.

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

A school psychologist is available once a week.

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

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

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

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

The Academy has "Eagle Ambassadors" which is a group of cadets who serve to help new cadets navigate their new school and address any potential questions or concerns that develop.

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.

- ▶ Attendance: The Attendance Clerk/Registrar tracks attendance and collaborates with the Counseling and Administrative Teams to identify needs and provide supports and resources for Cadets. The SWST and PBS Teams also assist. Parents are contacted when a student reaches 3 unexcused absences and a letter is sent if a student reaches 5 unexcused absences.
- ▶ Suspensions: Parents are contacted when a suspension is issued. Additionally, the Administrative Team, Counselor, ESE Team, SWST and PBS collaborate to provide support and interventions as needed to help prevent additional occurrences.
- ▶ Course Failures: All cadets who are at-risk of failure are identified and interventions are put in place. Cadets who fail a core class during first semester are placed in a remedial program to begin immediate course recover. Cadets who fail at the end of the year are provided with a summer school, course recovery option.
- ▶ Level 1: Intensive math and reading classes are in place and the majority of faculty members are trained in NG-CARPD. Math support is provided before school and during lunch.

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

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	4	24	17	0	6	8	13	72
Course failure in ELA or Math	0	0	0	0	0	0	8	17	24	22	26	19	8	124
Level 1 on statewide assessment	0	0	0	0	0	0	27	29	21	34	32	18	8	169
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	17	26	19	36	29	29	23	179

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

SWST meets weekly to ensure Cadets are identified and to review and employ strategies in the classroom for cadet success. Additionally:

- Cadet achievement is monitored.
- Additional opportunities for mastery/completion of assignments are provided.
- Assessment retakes are encouraged to ensure mastery of the content.
- Tutoring opportunities are available before school, during lunch, and after school.
- Instructors are expected to contact parents/guardians when cadets are at-risk of failure and SWST is contacted.

B. Family and Community Engagement

The school's response to this section may 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

Based on Volunteers Count (previously PALS) reports and parent sign-in sheets at a variety of activities for 2016-2017, the level of parent involvement is approximately 95%.

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

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

Annually, each student and family member meet with his/her school counselor to discuss graduation requirements and receive help with course planning.

Orientations are held once a year for Cadets and families.

Meet the teacher night is held yearly.

IB meetings are held quarterly.

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

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

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

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

Weekly communication to parents through an email newsletter regarding upcoming events and

activities. Teachers also utilize various communication tools to keep parents updated on assignments, tasks, and assessments.

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

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

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

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

The Academy has a Foundation which reaches out to the community to communicate needs and facilitates ways in which businesses and community members can support our vision and mission.

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

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
Bowman, Christina	Other
Livingston, Robin	Principal
Donehew, Pamela	Instructional Coach
Ely, Kristina	Teacher, K-12
Finley, Michael	Teacher, K-12
Gillotte, Sylvia	Teacher, K-12
McClagherty, Vera	Teacher, K-12
Wasserman, Rachel	Teacher, K-12
Catena, Jennifer	Teacher, ESE
Clapp, Maria	School Counselor
Collis, Joe	Dean
Ryan, Michael	Other
Vara, Tom	Principal
Morris, Becky	Assistant Principal
Currie, Lisa	Assistant Principal
Brown-Santana, Cheryl	Teacher, K-12
Fulghum, Mark	Teacher, PreK
Hodges, Billy	Teacher, K-12
Pelletier, Carol	Teacher, K-12
Wolfgang, Regina	Teacher, K-12
Lee, Ryan	Dean
Valentin-Cintron, Laura	School Counselor

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 will be responsible for completing frequent ongoing observations in every classroom and will provide immediate feedback utilizing the Sarasota County School Board evaluation system. Professional conversations will take place regarding concerns and supports and resources will be put in place and evaluated as needed. Appropriate research-based resources will be used.

Department Chair meetings will take place monthly and will provide opportunities for departmental input and shared decision making.

Cross-curricular PLC's will take place bi-monthly and four early release days will take place to allow content area PLC's to take place as well as additional time for professional development.

Needs assessment surveys will be completed.

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

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

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 SWST Leadership Team meets twice a month. Process and procedures have been established by the Sarasota County School District and have been adopted by SMA. Concerns are presented to the ESE Liaison/SWST Leader only after multiple attempts to provide a variety of interventions and a parent conference have been completed. A SWST referral form is completed and the concerns are discussed at a SWST meeting, which takes place twice a month. The SWST Leader will collect appropriate data in conjunction with the school counselors and contact the appropriate support staff for information. The SWST Team will then discuss the student and provide additional interventions. The teacher is expected to utilize and document the impact of the interventions. Results are then presented back to the SWST Team for review. The process is ongoing and data is collected. The process includes Tier 2 and 3.

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

SWST Team (High School): SWST Team (Prep):

Jennifer Catena Laura Cintron-Valentin

Pam Donehew Gloria Koss

Abby Williams Kristen Malek

Joe Collis Dianne Sacchetti

Sarah Cotrez Sarah Cotrez

Katie Robinson Katie Robinson

Marsha Seagrave Audrey Benitez

Maria Clapp

Instructional materials are available that meet the needs of Cadets.

Apex and I-Ready provide additional resources for all content areas.

Study Island provides additional resources for all content areas and is available through technology.

The majority of instructional materials are available on-line so that Cadets have access twenty-four hours a day.

The school has a BPIE committee that meets quarterly.

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

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

The Academy will collaborate with the Florida Inclusion Network.

2. School Advisory Council (SAC)

a. Membership

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

Name	Stakeholder Group
	Business/Community

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

The Board of Directors currently serves as the SAC.

b. Development of this school improvement plan

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

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

The school's annual budget and plan is created by the Academy's CFO in collaboration with the district CFO and is approved by the academy Board of Directors.

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

N/A

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

Yes

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

3. Literacy Leadership Team (LLT)

a. Membership

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

Name	Title
Bowman, Christina	Other
Livingston, Robin	Principal
Donehew, Pamela	Instructional Coach
Gillotte, Sylvia	Teacher, K-12
Catena, Jennifer	Teacher, ESE
Vara, Tom	Principal
Morris, Becky	Assistant Principal
Currie, Lisa	Assistant Principal
Pelletier, Carol	Teacher, K-12
Hodges, Billy	Teacher, K-12
Koss, Gloria	Teacher, ESE
Valentin-Cintron, Laura	School Counselor

b. Duties

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

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

The Cadets are expected to have a personal book with them to read at all times. Personal technology devices are allowed for reading purposes.

SMA has several reading programs to integrate literacy across all content areas such as Newsela, where current event articles are available and adjustable by reading level.

While the whole school has a focus on literacy, one PLC has the specific task of helping teachers integrate more literacy practices in their contents as well as other literacy and instructional strategies that promote academic achievement.

All content areas are expected to support literacy initiatives and provide ample opportunities for literacy within the classroom and documented in lesson plans.

SMA Literacy Initiatives are as follows:

Reading-All students are required to carry an independent reading book, of their choice, at all times. During free class time, students will read in their independent reading book. Some teachers schedule independent reading time into their daily or weekly scheduled. A book of the cadet's choice is considered a part of their uniform; therefore, if a cadet does not have a book, points will be deducted from their employability grade in that class. The second offense will result in a referral.

Reading By the Numbers-Students need the ability to locate information, organize, synthesize, and evaluate information from a variety of sources and interpret the information given within a text, graph or picture. Informational text now comprises 70% of the reading requirements in standardized testing. Teachers are expected to incorporate these skills into all content area classes.

Writing-All content area classes will be doing, at least, weekly writing. Writing will consist of short answer responses, long answer responses, essays, research projects, and/or quick writes.

Vocabulary-Since one can only learn and understand the world around them through language, vocabulary is a vital component of academic success. Additionally, comprehension and critical thinking require strong vocabulary skills. Each Monday, there is a new word of the week (WOW). Teachers will display the WOW in their classrooms and everyone on campus will use the word as frequently as possible during the week. Vocabulary will be a part of every class.

Critical Thinking-Critical thinking is the ability to apply reasoning and logic to unfamiliar ideas, opinions, and situations. Critical thinking transcends subject area divisions; it examines elements of thought implicit in all reasoning. Critical thinking employs a set of skills and questioning strategies that help guide students to an enhanced clarity and better reading comprehension. High level thinking questions are incorporated into classroom questioning.

Digital Literacy-Digital Literacy is a person's ability to perform tasks effectively in a digital environment. This includes the ability to read and interpret media, to reproduce data and images through digital manipulation, and to evaluate and apply new knowledge gained from digital environments. To be a functioning Digital Citizen one must have the ability to use digital technology, communication tools or networks to locate, evaluate, use and create information. Also, students must have the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers.

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.

In order to encourage collaboration and a positive working environment among faculty, the Academy renovated the teacher work room with brand new custom made furniture and nine working computers. There is a faculty kitchen in the work room, which encourages employees to eat lunch while collaborating and building positive relationships.

Most teachers now have their classroom available to them during their planning period to seamlessly continue their work without having to relocate.

SMA has organized PLC's, which allow teachers to further collaborate and work to improve student achievement. Teachers were able to choose which PLC with which they would like to participate. Each teacher also has an 65 minute duty free planning period.

Faculty meetings are held monthly. One PLC presents at each faculty meeting.

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

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

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

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

New teacher orientation.

Master teachers will be partnered with new teachers to ensure success.

SCIP (Sarasota County Induction Program) Mentors for beginning teachers.

Develop leadership capacity through instructional coaching and professional development.

Hire highly-qualified teachers.

Provide a positive working environment for all employees.

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

Open communication with administration.

Provide appropriate resources.

Provide ongoing evaluation process with fidelity to the PRIDE system.

Persons responsible:

Administration

Professional Development Coordinator

Department Chairs

Lead SCIP Mentors

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

Veteran teachers that are new to the Academy are assigned a "go to" person within their department to help them get accustomed to Academy procedures. Mentors are trained through the SCIP program and are assigned to mentees based on personalities and content area. An administrator oversees the SCIP program and there is a meeting once a month to check progress and answer questions about the SCIP program.

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

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

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

Department Chairs meet with District Curriculum Specialists throughout the year and follow up with departmental meetings to ensure all faculty members are current with curriculum and expectations.

The IB Program Coordinator meets with all IB instructors on a regular basis.

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

The English Language Arts department and Math departments have adopted the district materials

which align with Florida's standards.

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

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

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

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.

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

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

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

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

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

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

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

Strategy: Extended School Day

Minutes added to school year: 400

Before and After-school instruction is conducted based on the grade level as follows:

Geometry-Two days per week for 45 minutes each day.
for approximately 16 weeks
Algebra-Two days per week for 45 minutes each day.
for approximately 16 weeks

Students who do not pass state testing are provided additional tutoring opportunities before and after school and during lunch.

Strategy Rationale

Increase academic achievement and boost Cadet confidence.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bowman, Christina, christina.bowman@sarasotacountyschools.net

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

The lead teacher and the Department Chair will be responsible for collecting and analyzing student progress. A diagnostic test will be administered for each subject area and instruction adjusted according to student needs. Formative and summative data will also be utilized.

Attendance will be monitored with sign-in sheets.

The passing rate for testing will increase as well as academic grades.

Strategy: Summer Program

Minutes added to school year: 400

Summer Reading Assignment Assistance

Strategy Rationale

Students are required to complete a summer reading assignment and may struggle completing that assignment on their own. The Intensive Language Arts teacher conducts a Summer program where students may come to school and receive help reading their book and completing their assignment.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Bowman, Christina, christina.bowman@sarasotacountyschools.net

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

The percentage of students who complete the summer reading assignment.
The quality/accuracy of the assignment submitted by students who attend the summer reading program.

Strategy: After School Program

Minutes added to school year: 400

Provide Programs that Supplement Classroom Instruction

Strategy Rationale

Enrich Classroom Instruction

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Bowman, Christina, christina.bowman@sarasotacountyschools.net

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

Collect attendance data and analyze Cadet scores. Obtain input from all stakeholders.

Strategy: Before School Program

Minutes added to school year: 400

Grade 6-8 math - Two days per week for 45 minutes each day.

Strategy Rationale

Increase academic achievement and boost Cadet confidence.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Bowman, Christina, christina.bowman@sarasotacountyschools.net

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

The lead teacher and the Department Chair will be responsible for collecting and analyzing student progress. A diagnostic test will be administered for each subject area and instruction adjusted according to student needs. Formative and summative data will also be utilized.

Attendance will be monitored with sign-in sheets.

The passing rate for testing will increase as well as academic grades.

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.

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

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

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

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

A special beret ceremony is held at the beginning of each year for freshmen in order to recognize

their membership in the regiment.

A special sixth grade Epaulet ceremony is held in the beginning of the year to recognize their membership into the Eagles regiment.

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.

- All Cadets meet with their counselors individually to address career planning based on interests and strengths, from freshmen through rising seniors. Each Cadet is encouraged to identify an area of interest, which guides their course selection (Cadets may change this area at any time throughout their education). The guidance department identifies high-achieving Cadets, who may qualify for AP courses, and encourages them to take these rigorous courses during their individualized meetings with their counselors. The counseling department provides written and online resources concerning career choices, self-assessment tools, and colleges of interest. The department also coordinates visits from some colleges to SMA to present information on their programs, pairing Cadets with colleges and universities that best meet their needs and interests.
- The JROTC curriculum (10th/11th grade) offers instruction on self-assessment tools and career choices based on individual strengths and interests. JROTC also coordinates the Teacher's Assistance program (Experiential Education) for senior Cadets interested in exploring teaching careers. These Cadets are paired with teachers who need assistance in classroom to assist in instruction planning and presentation while developing human and leadership skills.
- Elective courses that stimulate communication skills in uniquely innovative but relevant ways will be included in the curriculum. Electives that satisfy IB requirements and cover general diploma criteria will be expanded and enhanced through the performing, fine, and visual arts.
- AP, Honors, and DE courses are provided.

A variety of clubs are also offered that focus on career awareness such as the Medical Club, the Health Club, Research Club and Cyber Patriots.

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

- Our school offers Cadets elective courses in art, business, technology, and foreign languages. Many of these courses focus on job skills and offer Cadets internships. JROTC courses play an integral role as well.
- A daily focus of our school is posting the learning objective in every class so the Cadets know “why are we learning this?” and how that instruction is relevant.
- Word of the Week is posted and discussed in every class and applied across content areas.
- The counseling department educates Cadets and parents about the importance of developing job skills and hands-on activities that enhance these skills through individualized meetings, which address course selection. Course selection includes elective courses in art, business and computer skills, criminal justice/law, equitation, psychology, theatre, bioscience, construction, journalism and music. Additionally, Cadets learn about the Sarasota County Technical Institute, which focuses on technical careers while still in high school.
- Cadets participate in dual-enrollment courses.

The registrar coordinates the Community Service Program where Cadets are encouraged to volunteer in organizations that align with Cadets' interests and strengths as a way to obtain firsthand experience and job skills development in a safe environment. Cadets may earn 1/2 credit for 75 hours of service or 1 full credit for 150 hours of documented service and meet one of the requirements to

qualify for Bright Futures Scholarships.

SMA has added the International Baccalaureate Program (IB) (Pre-IB) to further enhance academics and focus on future goals and plans. IB demonstrates the interconnectedness of subjects and how various subjects relate to the real world.

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

SMA will provide Cadets with a variety of classes and clubs that will support career and technical education. Courses such as Nutrition and Medicine, Introduction to Medicine, and JROTC support career education. Cyber Patriots and Computer Programming support technical education. The Professional Health Careers Club is also available to Cadets and meets weekly. We have also implemented two new computer programming and java essentials courses to help students decide on a career in computers or engineering.

Remediation classes are also provided for Cadets which will support opportunities for College Readiness courses or technical institute courses.

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.

SMA counselors establish individual meetings with all Cadets and their parents yearly to discuss their postsecondary plans. During these meetings, information and assistance concerning the courses necessary for postsecondary education is addressed, including:

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

SMA offers a Pre-IB program for freshmen and sophomores.

The IB DP program is available to juniors and seniors.

SMA has six Literacy Initiatives that address technology, reading, and math skills and are incorporated into all classes.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** By the year 2018, there will be a minimum increase of 8 percentage points in overall math achievement in the high school grades and 4 percentage points in overall math achievement in the middle grades as well as an increase of 6 percentage points in the lowest quartile.
- G2.** By the year 2018, there will be a minimum of a four percentage point increase for all students on the FSA ELA for all grades 6-10 and an increase of 4 percentage points by the lowest quartile.
- G3.** By the year 2018, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in Algebra and Geometry
- G4.** By the year 2018, there will be a minimum of a five percentage point increase in Biology Achievement at the high school level and an increase of 4 percentage points in Science Achievement in grade 8 Science.
- G5.** By the year 2018, the suspension rate will remain at 9% or decrease.
- G6.** For the school year 2017-2018, the percentage of students graduating from high school will increase by 2%.

Strategic Goals Detail

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

G1. By the year 2018, there will be a minimum increase of 8 percentage points in overall math achievement in the high school grades and 4 percentage points in overall math achievement in the middle grades as well as an increase of 6 percentage points in the lowest quartile. 1a

G097390

Targets Supported 1b

Indicator	Annual Target
FSA Mathematics Achievement	50.0
Math Lowest 25% Gains	35.0
FSA Mathematics Achievement	71.0
Math Lowest 25% Gains	56.0

Targeted Barriers to Achieving the Goal 3

- Data driven progress monitoring
- Adequate math course progression based on student mastery in math

Resources Available to Help Reduce or Eliminate the Barriers 2

- iReady software and USA Test Prep

G2. By the year 2018, there will be a minimum of a four percentage point increase for all students on the FSA ELA for all grades 6-10 and an increase of 4 percentage points by the lowest quartile. 1a

G097391

Targets Supported 1b

Indicator	Annual Target
FSA ELA Achievement	67.0
ELA/Reading Lowest 25% Gains	56.0

Targeted Barriers to Achieving the Goal 3

- Absenteeism
- Lack of fidelity to curriculum.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Weekly attendance reports
- Curriculum guides and pacing guides.
- Provide counseling services.
- Instructional Focus Calendars
- Benchmark Testing

Plan to Monitor Progress Toward G2. 8

Progress reports and state testing reports.

Person Responsible

Christina Bowman

Schedule

Quarterly, from 8/22/2017 to 6/6/2018

Evidence of Completion

Increased academic achievement indicated on progress reports and state testing.

G3. By the year 2018, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in Algebra and Geometry **1a**

G097392

Targets Supported **1b**

Indicator	Annual Target
Algebra I EOC Pass Rate	61.0
Geometry EOC Pass Rate	61.0

Targeted Barriers to Achieving the Goal **3**

- Attendance
- Lack of fidelity to curriculum.

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

- Collaborate with attendance clerk to identify attendance issues.
- Content area instructors will review curriculum and pacing.
- Administration will conduct ongoing observations.

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

Attendance reports and SWST minutes

Person Responsible

Christina Bowman

Schedule

Quarterly, from 8/22/2017 to 6/6/2018

Evidence of Completion

Minutes from meetings

G4. By the year 2018, there will be a minimum of a five percentage point increase in Biology Achievement at the high school level and an increase of 4 percentage points in Science Achievement in grade 8 Science.

1a

G097393

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	65.0
Science Achievement District Assessment	61.0

Targeted Barriers to Achieving the Goal 3

- Attendance
- Lack of higher order questions in lessons and assessments and differentiation of instruction.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) Program. Ensure faculty understand attendance policies and report attendance problems as they arise. Use of Crosspointe to allow parents and students immediate access to attendance. Administration and counseling counsel with students who have 5 unexcused absences with parent contact as well. Collaborate with District Truancy Officer regarding truant students.
- Content area instructors will meet weekly and review curriculum and pacing.
- PLC's will meet twice a month.
- Department designed benchmark testing.

Plan to Monitor Progress Toward G4. 8

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

Person Responsible

Christina Bowman

Schedule

On 6/6/2018

Evidence of Completion

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

G5. By the year 2018, the suspension rate will remain at 9% or decrease. 1a

G097394

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	58.0

Targeted Barriers to Achieving the Goal 3

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

Resources Available to Help Reduce or Eliminate the Barriers 2

- Positive Behavior Support Program MTSS/Rtl Behavior Specialist ESE Director Counseling

Plan to Monitor Progress Toward G5. 8

Monitor referral and discipline rates.
Monitor PBS achievements.

Person Responsible

Christina Bowman

Schedule

Monthly, from 8/22/2017 to 6/6/2018

Evidence of Completion

Suspension rate will decrease.

G6. For the school year 2017-2018, the percentage of students graduating from high school will increase by 2%. 1a

G097395

Targets Supported 1b

Indicator	Annual Target
On-time Progression to Grade 10	98.0

Targeted Barriers to Achieving the Goal 3

- Lack of fidelity to the SWST process.

Resources Available to Help Reduce or Eliminate the Barriers 2

- Counseling Department PBS and SWSTTeams Administration Faculty Mentors Truancy Officer

Plan to Monitor Progress Toward G6. 8

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

Person Responsible

Robin Livingston

Schedule

On 6/6/2017

Evidence of Completion


Graduation rate will increase.

Action Plan for Improvement


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

Problem Solving Key


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

1 = Problem Solving Step  S123456 = Quick Key

G1. By the year 2018, there will be a minimum increase of 8 percentage points in overall math achievement in the high school grades and 4 percentage points in overall math achievement in the middle grades as well as an increase of 6 percentage points in the lowest quartile. **1**

 G097390

G1.B1 Data driven progress monitoring **2**

 B261797

G1.B1.S1 Teachers will utilize software to progress monitor and identify gaps in instruction and deficits in student mastery to ensure students **4**

 S277252

Strategy Rationale

An increase in use of progress monitoring tools and teacher knowledge of student mastery can help benefit instruction and student mastery of concepts taught.

Action Step 1 **5**

Teachers will utilize progress monitoring tools throughout the course.

Person Responsible

Christina Bowman


Schedule

Biweekly, from 8/14/2017 to 5/25/2018

Evidence of Completion

Teachers will gather data from progress monitoring tools and work within departments to address concerns.

G1.B2 Adequate math course progression based on student mastery in math 2

 B261798

G1.B2.S1 At the high school level, an implementation of Liberal Arts math between Algebra I and Geometry will be used to ensure students have mastered math concepts to help prepare them for more challenging math courses. 4

 S277253

Strategy Rationale

Students will have a better foundation of math concepts before entering Geometry and will be more successful as math concepts increase in difficulty.

Action Step 1 5

Implementation of course and adjustment of math course progression at the high school level.

Person Responsible

Christina Bowman

Schedule


On 5/25/2018

Evidence of Completion

G2. By the year 2018, there will be a minimum of a four percentage point increase for all students on the FSA ELA for all grades 6-10 and an increase of 4 percentage points by the lowest quartile. **1**

 G097391

G2.B1 Absenteeism **2**

 B261799

G2.B1.S1 Monitor weekly attendance and collaborate with administration when absenteeism is identified. **4**

 S277254

Strategy Rationale

Increased attendance positively impacts academic achievement.

Action Step 1 **5**

Attendance reports will be provided to administration on a weekly basis.

Person Responsible

Christina Bowman

Schedule

Weekly, from 8/22/2017 to 6/6/2018

Evidence of Completion

Progress reports will reflect increased academic achievement and attendance rates will increase.

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

Weekly attendance reports will be reviewed and reported to SWST as well.

Person Responsible

Christina Bowman

Schedule

Biweekly, from 8/22/2017 to 6/6/2018

Evidence of Completion

Attendance reports and SWST minutes

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

Reviews during SWST meetings and administrative meetings

Person Responsible

Christina Bowman

Schedule

Biweekly, from 8/22/2017 to 6/6/2018

Evidence of Completion

Attendance reports and SWST minutes

G2.B2 Lack of fidelity to curriculum. 2

 B261800

G2.B2.S1 Departments and PLC's will hold meetings and discuss curriculum and pacing. 4

 S277256

Strategy Rationale

Decrease gaps in instruction and increase academic achievement.

Action Step 1 5

Departments and PLC's will review curriculum.

Person Responsible

Christina Bowman

Schedule

Monthly, from 8/14/2017 to 6/6/2018

Evidence of Completion

Minutes from department meetings and PLC's.

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

Minutes will be reviewed and progress reports data will be collected.

Person Responsible

Christina Bowman

Schedule

Every 2 Months, from 8/22/2017 to 6/6/2018

Evidence of Completion

Minutes will be provided.

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

Data will be reviewed

Person Responsible

Christina Bowman


Schedule

Every 6 Weeks, from 8/22/2017 to 6/6/2018

Evidence of Completion

Increased academic achievement on progress reports and state testing.

G3. By the year 2018, there will be a minimum of a four percentage point increase for all students when less than 70% are currently demonstrating proficiency in Algebra and Geometry **1**

 G097392

G3.B1 Attendance **2**

 B261802

G3.B1.S1 The attendance clerk will collaborate with administration to identify attendance issues. **4**

 S277257

Strategy Rationale

Increased attendance will provide optimal learning and increase academic achievement.

Action Step 1 **5**

Attendance will be monitored on a weekly basis.

Person Responsible

Christina Bowman

Schedule

Weekly, from 8/22/2017 to 6/6/2018

Evidence of Completion

The attendance clerk will provide attendance data to administration on a weekly basis.

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

Weekly attendance reports will be provided to administration.

Person Responsible

Christina Bowman

Schedule

Weekly, from 8/22/2017 to 6/6/2018

Evidence of Completion

Attendance reports and SWST minutes

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

SWST team and administrative team will monitor effectiveness.

Person Responsible

Christina Bowman

Schedule

Monthly, from 8/22/2017 to 6/6/2018

Evidence of Completion

SWST minutes will be provided.

G3.B2 Lack of fidelity to curriculum. 2

 B261803

G3.B2.S1 Content area instructors will collaborate on a weekly basis to review curriculum and pacing.

4

 S277258

Strategy Rationale

Review will decrease probability of gaps in instruction.

Action Step 1 5

Instructional Focus Calendars will be reviewed and utilized within content areas

Person Responsible

Robin Livingston

Schedule

On 6/6/2017

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Benchmark assessment reviews

Person Responsible

Robin Livingston

Schedule

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

Evidence of Completion

Fidelity will be assessed by cadets making progress on benchmark testing

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Person Responsible

Schedule

Evidence of Completion

G4. By the year 2018, there will be a minimum of a five percentage point increase in Biology Achievement at the high school level and an increase of 4 percentage points in Science Achievement in grade 8 Science. 1

G097393

G4.B1 Attendance 2

B261805

G4.B1.S1 Provide incentives for students with perfect attendance through the Positive Behavior Support (PBS) program. Use of Crosspointe to allow parents and students immediate access to attendance. Administration and counseling department will counsel with students who have 5 unexcused absences with parent contact as well. Collaborate with District Truancy Officer regarding truant students. Ensure faculty understand attendance policies and report attendance problems as they arise. 4

S277260

Strategy Rationale

Increased attendance promotes academic achievement.

Action Step 1 5

Achievement data will be analyzed.

Person Responsible

Christina Bowman

Schedule

Weekly, from 8/22/2017 to 6/6/2018

Evidence of Completion

Increased academic achievement evidenced in progress reports and state testing results.

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

Progress reports and EOC results will reflect an increase in academic achievement.

Person Responsible

Christina Bowman

Schedule

Monthly, from 8/22/2017 to 6/6/2018

Evidence of Completion

Progress reports and state testing results.

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

Attendance reports and SWST discussions will reflect effectiveness.

Person Responsible

Christina Bowman

Schedule

Semiannually, from 8/22/2017 to 6/6/2018

Evidence of Completion

Minutes from meetings.

G4.B3 Lack of higher order questions in lessons and assessments and differentiation of instruction. 2

 B261807

G4.B3.S1 Administration will conduct ongoing observations and evaluations to determine needs and provide resources for instructors. 4

 S277262

Strategy Rationale

Differentiation will positively impact student achievement.

Action Step 1 5

Instructors will utilize higher order questions on a daily basis.

Person Responsible

Robin Livingston

Schedule

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

Evidence of Completion

Lesson plans and evaluations will indicate use of higher order questions.

Plan to Monitor Fidelity of Implementation of G4.B3.S1 6

Evaluation data and lesson plans will support fidelity of implementation.

Person Responsible

Robin Livingston

Schedule

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

Evidence of Completion

Ongoing evaluation data, formal evaluation data and lesson plans.

Plan to Monitor Effectiveness of Implementation of G4.B3.S1 7

Evaluations will be reviewed as well as lesson plans.

Person Responsible

Robin Livingston

Schedule

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

Evidence of Completion

Evaluations and lesson plans.

G5. By the year 2018, the suspension rate will remain at 9% or decrease. 1

G097394

G5.B1 Lack of integrity to PBS and MTSS/Rtl process. 2

B261808

G5.B1.S1 The PBS Team, along with the MTSS/Rtl will will meet monthly to discuss at-risk students. 4

S277263

Strategy Rationale

Increase academic achievement.

Action Step 1 5

The SWST team will meet twice a month.

Person Responsible

Christina Bowman

Schedule

Weekly, from 8/22/2017 to 6/6/2018

Evidence of Completion

Minutes will reflect discussions.

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

Continued SWST meetings.

Person Responsible

Christina Bowman

Schedule

Biweekly, from 8/14/2017 to 6/6/2018

Evidence of Completion

Minutes

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

Collect data to show improved academic achievement.

Person Responsible

Christina Bowman

Schedule

Semiannually, from 8/22/2017 to 6/6/2018

Evidence of Completion

Minutes from SWST meetings.

G6. For the school year 2017-2018, the percentage of students graduating from high school will increase by 2%. 1

G097395

G6.B1 Lack of fidelity to the SWST process. 2

B261809

G6.B1.S1 The SWST team along with administration and counseling department will monitor student attendance, achievement and social-emotional well being. Discipline will be monitored as well. 4

S277264

Strategy Rationale

Increase attendance and academic achievement, which will increase the graduation rate.

Action Step 1 5

Review data and provide supports as needed.

Person Responsible

Robin Livingston

Schedule

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

Evidence of Completion

Increased graduation rate.

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

Minutes will indicate discussions and plans.

Person Responsible

Robin Livingston

Schedule

On 6/6/2017

Evidence of Completion

Increased graduation rate.

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

SWST minutes will reflect review of the progress.

Person Responsible

Robin Livingston

Schedule

On 6/6/2017

Evidence of Completion

Increased graduation rate.

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					
G3.B2.S1.MA1 M402478	[no content entered]		No Start Date		No End Date one-time
G6.MA1 M402491	Monitor attendance, academic achievement, discipline and social-emotional well-being through...	Livingston, Robin	8/22/2016	Graduation rate will increase.	6/6/2017 one-time
G3.B2.S1.MA1 M402479	Benchmark assessment reviews	Livingston, Robin	8/22/2016	Fidelity will be assessed by cadets making progress on benchmark testing	6/6/2017 quarterly
G3.B2.S1.A1 A373629	Instructional Focus Calendars will be reviewed and utilized within content areas	Livingston, Robin	8/22/2016		6/6/2017 one-time
G4.B3.S1.MA1 M402483	Evaluations will be reviewed as well as lesson plans.	Livingston, Robin	8/22/2016	Evaluations and lesson plans.	6/6/2017 quarterly
G4.B3.S1.MA1 M402484	Evaluation data and lesson plans will support fidelity of implementation.	Livingston, Robin	8/22/2016	Ongoing evaluation data, formal evaluation data and lesson plans.	6/6/2017 quarterly
G4.B3.S1.A1 A373631	Instructors will utilize higher order questions on a daily basis.	Livingston, Robin	8/22/2016	Lesson plans and evaluations will indicate use of higher order questions.	6/6/2017 daily
G6.B1.S1.MA1 M402489	SWST minutes will reflect review of the progress.	Livingston, Robin	8/22/2016	Increased graduation rate.	6/6/2017 one-time
G6.B1.S1.MA1 M402490	Minutes will indicate discussions and plans.	Livingston, Robin	8/22/2016	Increased graduation rate.	6/6/2017 one-time
G6.B1.S1.A1 A373633	Review data and provide supports as needed.	Livingston, Robin	8/22/2016	Increased graduation rate.	6/6/2017 monthly
G1.B1.S1.A1 A373624	Teachers will utilize progress monitoring tools throughout the course.	Bowman, Christina	8/14/2017	Teachers will gather data from progress monitoring tools and work within departments to address concerns.	5/25/2018 biweekly
G1.B2.S1.A1 A373625	Implementation of course and adjustment of math course progression at teh high school level.	Bowman, Christina	8/14/2017		5/25/2018 one-time
G2.MA1 M402475	Progress reports and state testing reports.	Bowman, Christina	8/22/2017	Increased academic achievement indicated on progress reports and state testing.	6/6/2018 quarterly
G3.MA1 M402480	Attendance reports and SWST minutes	Bowman, Christina	8/22/2017	Minutes from meetings	6/6/2018 quarterly
G4.MA1 M402485	Monitor attendance, lesson plans, walk-through data, PLC minutes. Analyze formative and summative...	Bowman, Christina	8/21/2017	Decrease in number of truancy reports and absences. Data will be discussed and reported at MTSS/Rtl meetings and administrative meetings. Increase in student achievement. Lesson Plans will reflect CCS.	6/6/2018 one-time
G5.MA1 M402488	Monitor referral and discipline rates. Monitor PBS achievements.	Bowman, Christina	8/22/2017	Suspension rate will decrease.	6/6/2018 monthly
G2.B1.S1.MA1 M402471	Reviews during SWST meetings and administrative meetings	Bowman, Christina	8/22/2017	Attendance reports and SWST minutes	6/6/2018 biweekly
G2.B1.S1.MA1 M402472	Weekly attendance reports will be reviewed and reported to SWST as well.	Bowman, Christina	8/22/2017	Attendance reports and SWST minutes	6/6/2018 biweekly
G2.B1.S1.A1 A373626	Attendance reports will be provided to administration on a weekly basis.	Bowman, Christina	8/22/2017	Progress reports will reflect increased academic achievement and attendance rates will increase.	6/6/2018 weekly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G2.B2.S1.MA1 M402473	Data will be reviewed	Bowman, Christina	8/22/2017	Increased academic achievement on progress reports and state testing.	6/6/2018 every-6-weeks
G2.B2.S1.MA1 M402474	Minutes will be reviewed and progress reports data will be collected.	Bowman, Christina	8/22/2017	Minutes will be provided.	6/6/2018 every-2-months
G2.B2.S1.A1 A373627	Departments and PLC's will review curriculum.	Bowman, Christina	8/14/2017	Minutes from department meetings and PLC's.	6/6/2018 monthly
G3.B1.S1.MA1 M402476	SWST team and administrative team will monitor effectiveness.	Bowman, Christina	8/22/2017	SWST minutes will be provided.	6/6/2018 monthly
G3.B1.S1.MA1 M402477	Weekly attendance reports will be provided to administration.	Bowman, Christina	8/22/2017	Attendance reports and SWST minutes	6/6/2018 weekly
G3.B1.S1.A1 A373628	Attendance will be monitored on a weekly basis.	Bowman, Christina	8/22/2017	The attendance clerk will provide attendance data to administration on a weekly basis.	6/6/2018 weekly
G4.B1.S1.MA1 M402481	Attendance reports and SWST discussions will reflect effectiveness.	Bowman, Christina	8/22/2017	Minutes from meetings.	6/6/2018 semiannually
G4.B1.S1.MA1 M402482	Progress reports and EOC results will reflect an increase in academic achievement.	Bowman, Christina	8/22/2017	Progress reports and state testing results.	6/6/2018 monthly
G4.B1.S1.A1 A373630	Achievement data will be analyzed.	Bowman, Christina	8/22/2017	Increased academic achievement evidenced in progress reports and state testing results.	6/6/2018 weekly
G5.B1.S1.MA1 M402486	Collect data to show improved academic achievement.	Bowman, Christina	8/22/2017	Minutes from SWST meetings.	6/6/2018 semiannually
G5.B1.S1.MA1 M402487	Continued SWST meetings.	Bowman, Christina	8/14/2017	Minutes	6/6/2018 biweekly
G5.B1.S1.A1 A373632	The SWST team will meet twice a month.	Bowman, Christina	8/22/2017	Minutes will reflect discussions.	6/6/2018 weekly

V. Professional Development Opportunities

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

G2. By the year 2018, there will be a minimum of a four percentage point increase for all students on the FSA ELA for all grades 6-10 and an increase of 4 percentage points by the lowest quartile.

G2.B2 Lack of fidelity to curriculum.

G2.B2.S1 Departments and PLC's will hold meetings and discuss curriculum and pacing.

PD Opportunity 1

Departments and PLC's will review curriculum.

Facilitator

National Literacy Project - Maryline Kline

Participants

Staff-wide

Schedule

Monthly, from 8/14/2017 to 6/6/2018

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	Teachers will utilize progress monitoring tools throughout the course.	\$0.00
2	G1.B2.S1.A1	Implementation of course and adjustment of math course progression at teh high school level.	\$0.00
3	G2.B1.S1.A1	Attendance reports will be provided to administration on a weekly basis.	\$0.00
4	G2.B2.S1.A1	Departments and PLC's will review curriculum.	\$0.00
5	G3.B1.S1.A1	Attendance will be monitored on a weekly basis.	\$0.00
6	G3.B2.S1.A1	Instructional Focus Calendars will be reviewed and utilized within content areas	\$0.00
7	G4.B1.S1.A1	Achievement data will be analyzed.	\$0.00
8	G4.B3.S1.A1	Instructors will utilize higher order questions on a daily basis.	\$0.00
9	G5.B1.S1.A1	The SWST team will meet twice a month.	\$0.00
10	G6.B1.S1.A1	Review data and provide supports as needed.	\$0.00
Total:			\$0.00