2013-2014 SCHOOL IMPROVEMENT PLAN

Sarasota Military Academy

801 N ORANGE AVE

Sarasota, FL 34236

941-926-1700

www.sarasotamilitaryacademy.com

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
High School	No	29%

Alternative/ESE Center	Charter School	Minority Rate
No	Yes	25%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	B

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

Differentiated Accountability

Florida's Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine school improvement plans, as well as provide instructional coaching, as needed.

DA Regions

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

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  - Year 1 – declined to D, or first-time graded schools receiving a D
  - Year 2 – second consecutive D, or F followed by a D
  - Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  - Year 1 – declined to F, or first-time graded schools receiving an F
  - Year 2 or more – second or more consecutive F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Sarasota Military Academy

Principal
Daniel Kennedy

School Advisory Council chair
Terry Lipman

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Frank Laudano	CFO/Commandant
Christina Bowman	Assistant Headmaster
Jodi Kopacz	Assistant Headmaster
Robin Livingston	Dean of Students
Pamela Donehew	Curriculum Director
Trina Waldhalm	Counseling Director
Barbara Coury	ESE Liason
Jennifer Catena	Behavior Specialist

District-Level Information

District
Sarasota

Superintendent
Mrs. Lori White

Date of school board approval of SIP
11/19/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

Dan Kennedy Principal
Christina Bowman Assistant Principal
Terry Lipman Chairman/Parent
Gale Downs Classified Administration
Jim Young Classified Maintenance
Denise Spetsios Parent
Dana Russell Parent
Diane Hagan Parent
Cynthia West Parent

Victoria Finley School Based Employee
Sharon Mitchell School Based Employee
Caitlin Sagirs Student
Daltan Jenkins Student
Maria Rios Student
Trinity Taylor Student

Involvement of the SAC in the development of the SIP

The School Advisory Council shall:
1. Review the results of any needs assessments conducted at the school.
2. Assist in the development of the school improvement plan and provide recommendations on specific components of the plan, such as goals of the school, indicators of school and student progress, strategies and evaluation procedures to measure student performance. The school advisory council shall be the final decision making body at the school relating to school improvement.
3. Define adequate progress for each school goal and for the overall school improvement plan when defining adequate progress for school goals; negotiate the definition of adequate progress with the School Board; and notify and request assistance from the School Board if the school fails to make adequate progress on the overall plan.
4. Report progress in meeting goals of the school improvement plan. A mid-year review and end-of-year report shall affirm the satisfactory implementation of the plan.
5. Monitor students' and the schools' progress in attaining goals and evaluate the appropriateness of the indicators of student progress and the strategies and evaluation procedures which are selected to measure student performance.
6. Prepare and distribute information to the public to report the status of implementing the school improvement plan, the performance of students and educational programs, and the progress in accomplishing school goals.
7. Make recommendations on the accumulation and reporting of data that is beneficial to parents.
8. Serves as resource for the principal and advise the principal in matters pertaining to the school program.
9. Provide input on the school's annual budget and the use of school improvement funds to assist in the preparation of the school budget.

Activities of the SAC for the upcoming school year

The SAC meets on a monthly basis to review, reflect, and discuss SMA concerns and issues. The SAC will work diligently to support SMA and its endeavors concerning the vision and mission of the school; including construction in the future.

Projected use of school improvement funds, including the amount allocated to each project

N/A

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC
In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff
This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators

4

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Daniel Kennedy		
Principal	Years as Administrator: 24	Years at Current School: 11

Credentials	B.A., Business/ Education/ Economics, University of Kentucky M.A., Vocational Education University of Kentucky School Principal (All Levels) Business Education (Grades 6-12) Vocational Office Education
Performance Record	2011-2012 School Grade A 2010-2011 School Grade B 2009-2010 School Grade A 2009-2010 AYP 100% 2004-2008 Grade B with gradual increases noted in Math (79%-82%) and Writing (64%-85%). Different content areas experienced fluctuations periodically, but Reading Learning gains dropped, thus changing the School Grade for year 2008-2009 to a C with a focus on Lower Quartile Students not making AYP. It is noted that 37/38 categories were met.

Jodi Kopacz		
Asst Principal	Years as Administrator: 5	Years at Current School: 8

Credentials	B.A. English Literature West Chester University M. Ed, Multicultural Education Eastern College Ed. S., Educational Leadership Nova Southeastern University EdD, Educational Leadership Argosy University Educational Leadership (All Levels) English (Grades 6-12)
Performance Record	2011-2012 School Grade A 2010-2011 School Grade B 2009-2010 School Grade A 2009-2010 AYP 100% Grade B with gradual increases noted in Math (79%-82%) and Writing (64%-85%). Different content areas experienced fluctuations periodically, but Reading Learning gains dropped, thus changing the School Grade for year 2008-2009 to a C with a focus on Lower Quartile Students not making AYP. It is noted that 37/38 categories were met.

Christina Bowman		
Asst Principal	Years as Administrator: 7	Years at Current School: 5

Credentials	B.S. Middle School Education, Murray State University M.A. Middle School Education, Murray State University M.A. Educational Leadership, Murray State University Educational Leadership (All Levels) General Science (Grades 5-9) Mathematics (Grades 5-9)
Performance Record	2011-2012 School Grade A 2010-2011 School Grade B 2009-2010 School Grade A 2009-2010 AYP 100% 1997-2007 Murray Middle School (Murray, KY) grades 4-8 ranked in the top ten school districts (176) every year in the Kentucky Core Content Test.

Robin Livingston		
Asst Principal	Years as Administrator: 1	Years at Current School: 7

Credentials	Ed.D Curriculum, Teaching & Teacher Education, University of Florida (Expected Graduation Date: May, 2016) M. Ed Educational Leadership, University of South Florida, 2010 B.S. Social Science Education, Florida State University, 2010 Educational Leadership (All Levels) Middle Grades Integrated Curriculum (Grades 5-9) Social Science (Grades 6-12)
Performance Record	2011-2012 School Grade A 2010-2011 School Grade B 2009-2010 School Grade A 2009-2010 AYP 100% Grade B with gradual increases noted in Math (79%-82%) and Writing (64%-85%). Different content areas experienced fluctuations periodically, but Reading Learning gains dropped, thus changing the School Grade for year 2008-2009 to a C with a focus on Lower Quartile Students not making AYP. It is noted that 37/38 categories were met.

Instructional Coaches

# of instructional coaches
2

 # receiving effective rating or higher
(not entered because basis is < 10)

Instructional Coach Information:

Pamela Donehew		
Full-time / School-based	Years as Coach: 7	Years at Current School: 7

Areas	Reading/Literacy
Credentials	A.A., Honors Philosophy B.A., English and Psychology M.A., Education, Monmouth University M.S., Reading Specialist, Monmouth University English (Grades 6-12) Reading (Grades K-12)
Performance Record	2011-2012 School Grade A 2010-2011 School Grade B 2009-2010 School Grade A 2009-2010 AYP 100% Total Reading Proficiency for total school population increased from 41% in the 2006-2007 school year to 58% in the 2007-2008 school year. Increases were noted in all subpopulations as well. Reading Learning Gains also increased from 49% in the 2007 school year to 61% in the 2008 school year. All subpopulations increased in the 2008 school year except for the Hispanic population, although this population increased by 1% in the 2009 school year. It is noted that all subpopulations made gains in the 2009 school year except for the low socioeconomic subpopulation.

Jennifer Catena		
Full-time / School-based	Years as Coach: 2	Years at Current School: 4

Areas	RtI/MTSS
Credentials	Bachelor of Arts, Georgia State University, 1993 Masters in Arts, University of South Florida, 2008 English for Speakers of Other Languages (esol) Endorsement Exceptional Student Education (Grades K-12) World Language-Italian (Grades K-12)
Performance Record	2011-2012 School Grade A 2010-2011 School Grade B 2009-2010 School Grade A 2009-2010 AYP 100% All subpopulations increased in the 2008 school year except for the Hispanic population, although this population increased by 1% in the 2009 school year. It is noted that all subpopulations made gains in the 2009 school year except for the low socioeconomic subpopulation.

Classroom Teachers

# of classroom teachers
65

 # receiving effective rating or higher
0%

 # Highly Qualified Teachers
66%

 # certified in-field
46, 71%

 # ESOL endorsed
7, 11%

 # reading endorsed
3, 5%

 # with advanced degrees
25, 38%

 # National Board Certified
0, 0%

 # first-year teachers
8, 12%

 # with 1-5 years of experience
16, 25%

 # with 6-14 years of experience
27, 42%

 # with 15 or more years of experience
14, 22%

Education Paraprofessionals

# of paraprofessionals
1

 # Highly Qualified
1, 100%

Other Instructional Personnel

# of instructional personnel not captured in the sections above
0

 # receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

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

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.

Persons responsible:

Administration

Professional Development Coordinator

Department Chairs

Lead SCIP Mentors

Teacher Mentoring Program/Plan

This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

Mentor Mentee

Casey Garrett Michael Alexander First year teacher Subject specific and general support Assistance as needed. SCIP

1SG Willie Dixon 1SG Michael Alford As above

Rachael Wasserman Michael Dull As above

Sharon Mitchell Frederick Farmer First year teacher. Support as needed.

Rebecca Shopfer Daniel Goodman As above

Rebecca Schopfer Daniel Krupa As above

Rachael Wasserman Brian Olree As above

Sylvia Gillotte Samantha Serra As above

Barbara Gattignolo

Rachel Wasserman Ed Whitehead Subject specific and general support.

Assistance as needed

Sylvia Gillotte Taylor Vick-Anderson Subject specific and general support.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)

This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

The MTSS Leadership Team meets twice a month. Process and procedures have been established by the Sarasota County School District and have been adopted by SMA. Student concerns are presented to the appropriate grade level administrator only after multiple attempts to provide a variety of interventions and a parent conference have been completed. At that time, the appropriate grade level administrator will begin collecting information about the student and contacting the appropriate support staff for information. The Leadership 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 Leadership Team for review. The MTSS Team works closely with the Administrative Team, the ESE Department, Counseling Department, the PBS Team and all Department Chairs, Behavior Specialist and School Psychologist.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

The school-based MTSS 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.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

MTSS will continue to be supported throughout the year utilizing professional development opportunities, reveiw and discuss procedures with faculty and staff at monthly meetings and meet periodically with district personnel to ensure fidelity to the program following policies and procedures.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The school uses a variety of reports produced by the district Office of Research, Assessment, and Evaluation (RAE) on the academic achievement of students, including disaggregated AYP subgroup data by reading, math, science, and writing.
Further, the school will participate in the FAIR Reading assessment and utilize the Florida Achieves Mathematics and Science assessments to summarize data for students at Tier 1, 2, and 3. Progress monitoring Data/Assessments will be provided throughout the year as scheduled by the District Board Office.
Discipline data collected from RtI Database and classroom reports will be analyzed as well.
Study Island will be utilized.
The MTSS team and instructors will document and record data regarding student progress, matching instruction and interventions to student needs.

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

MTSS will continue to be supported throughout the year utilizing professional development opportunities and support staff available from the District Board Office staff. Procedures will be reviewed throughout the year with faculty and staff at Department meetings and monthly staff meetings.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 800

After school instruction is conducted as follows:
Geometry-Two days per week for 100 minutes each day.
for approximately 16 weeks
Algebra-Two days per week for 100 minutes each day.
for approximately 16 weeks
Students who did not pass the ALG or GEO EOC are provided this opportunity for review and preparation to take the EOC again in December, 2013.

Strategy Purpose(s)

- Instruction in core academic subjects

How is data collected and analyzed to determine the effectiveness of this 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.
The passing rate for the ALG and GEO EOC will also be utilized to determine the effectiveness of the after school program.

Who is responsible for monitoring implementation of this strategy?

The Department Chair and administration will be responsible for the implementation of, and monitoring effectiveness of the after school program.

Strategy: Extended Day for All Students

Minutes added to school year:

Strategy Purpose(s)
""

How is data collected and analyzed to determine the effectiveness of this strategy?

Who is responsible for monitoring implementation of this strategy?

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Pamela Donehew	Director of Instruction
Christina Bowman	Assistant Headmaster
Robin Livingston	Dean of Students
April Tisdale	Intensive Reading Instructor
Joeline Wells	English Instructor

Name	Title
Casey Garrett	Math Instructor
Jennifer Catena	Behavior Specialist

How the school-based LLT functions

The school-based LLT meets monthly to discuss data, iimplementation of the SMA Literacy Initiatives, Summer Reading for the upcoming year, implementation of the CCS into all content areas, and other items pertinent to literacy as they arise. The Director of Instruction conveys necessary information to instructional personnel as needed.

Major initiatives of the LLT

SMA has six Literacy Initiatives that are posted in every classroom and office. All six initiatives are major and incorporated into all classrooms. This year's 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.

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 thinnking 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.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

Every faculty member will focus on literacy within the classroom as indicated by each Individual Professional Development Plan. The Literacy Coach and Professional Development Coordinator meets with each department on a monthly basis (sometimes weekly), discussing instructional strategies which support research based reading strategies. This includes focusing on differentiation of instruction within particular content areas. Our teachers are increasingly faced with the challenge of teaching students with a large range of skill levels and need to know how to formulate lessons that encompass this range of needs. Training regarding teaching content area reading strategies has begun with continuation throughout the year. The Literacy Plan will also include the responsibility of all students to read at least 15 minutes of recreational material each day with documentation in a reading journal. The teachers are responsible to require students to have a book to read with them at all times and the designated Word of the Week is posed in the classroom, and discussed, weekly.

The Literacy Coach will meet monthly with the Next Generation Content Area Reading teachers to review and discuss appropriate strategies for the classroom and individual students. All teachers will participate in Reading by the Numbers Professional Development and will implement the strategies within the classroom.

Teachers will meet weekly in cross content PLC's to discuss implementation of ELA-CCS into every instructional area. The ELA-CCS will be reflected in the syllabus, accordingly.

Teachers received a two day intensive training on C-Palms by a DOE representative.

Monthly, on-site, professional development is offered on vocabulary and literacy incorporation into all classes.

The majority of the staff have attended DOE training on CCS and are implementing CCS into their curriculum.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

• Our school offers students elective courses in art, business, technology, and foreign languages. Many of these courses focus on job skills and offer students 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 students 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 students 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, students learn about the Sarasota County Technical Institute, which focuses on technical careers while still in high school.

• Students participate in dual enrollment courses.

The registrar coordinates the Community Service Program where students are encouraged to volunteer in organizations that align with students' interests and strengths as a way to obtain firsthand experience and job skills development in a safe environment. Students 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.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

• All students meet with their counselors individually to address career planning based on interests and strengths, from freshmen through rising seniors. Each student is encouraged to identify an area of interest, which guides their course selection (students may change this area at any time throughout their education). The guidance department identifies high-achieving students, 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 students 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 students interested in exploring teaching careers. These students are paired with teachers who need assistance in classroom to assist in instruction planning and presentation while developing human and leadership skills.
• Elective courses include art, business and computer skills, criminal justice/forensics and law, equitation, fencing, speech/debate, AP psychology, liberal arts math, Spanish, French, American Sign Language III/IV, Arabic, Chinese III/IV and journalism.
• A large variety of AP and Honors courses are provided as well.

Strategies for improving student readiness for the public postsecondary level

The Counseling Department at Sarasota Military Academy (SMA) sets up individual meetings with all students 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.
• Honor AP and/or DE classes for all qualifying students.
• SAT and ACT course preparation through SMA. Students may sign up through SMA's website. SMA is an ACT and SAT testing center. Students are encouraged to take SAT, ACT, and PERT. Qualifying students 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 students 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.
• Students are counseled on the courses needed to qualify for Bright Futures, and encouraged to monitor their progress to ensure qualification throughout their four years.
• Colleges are invited to come to SMA to talk to students about their specific programs and scholarship opportunities. This information, along with other resources, is available to all students 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 students to obtain a credit in these areas, while getting assistance needed.
• SMA offers a Pre-IB program for freshmen and sophomores and will offer the IDP for juniors and seniors in 2015-2016 (after completing the application process).
SMA has six ILiteracy Initiatives that address technology, reading, and math skills and are incorporated into all classes.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	71%	64%	No	74%
American Indian				
Asian				
Black/African American	69%	46%	No	72%
Hispanic	65%	49%	No	69%
White	73%	68%	No	75%
English language learners				
Students with disabilities	43%	23%	No	49%
Economically disadvantaged	64%	53%	No	68%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	159	28%	32%
Students scoring at or above Achievement Level 4	198	35%	39%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	324	58%	62%
Students in lowest 25% making learning gains (FCAT 2.0)	85	61%	65%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	13	81%	79%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		65%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	*[data excluded for privacy reasons]*		63%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	156	52%	56%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	174	64%	68%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4			

Area 3: Mathematics

High School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	59%	58%	No	63%
American Indian				
Asian				
Black/African American	58%	41%	No	63%
Hispanic	58%	63%	Yes	63%
White	60%	58%	No	64%
English language learners		43%		
Students with disabilities	36%	28%	No	42%
Economically disadvantaged	53%	56%	Yes	58%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Learning Gains

	2012 Actual #	2012 Actual %	2014 Target %
Students making learning gains (EOC and FAA)		66%	70%
Students in lowest 25% making learning gains (EOC)		51%	55%

Postsecondary Readiness

	2012 Actual #	2012 Actual %	2014 Target %
On-time graduates scoring "college ready" on the Postsecondary Education Readiness Test (P.E.R.T.) or any college placement test authorized under Rule 6A-10.0315, F.A.C.	97	32%	35%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	86	43%	47%
Students scoring at or above Achievement Level 4	16	8%	12%

Geometry End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	50	38%	42%
Students scoring at or above Achievement Level 4	36	27%	29%

Area 4: Science

High School Science

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6			
Students scoring at or above Level 7			

Biology I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	66	48%	52%
Students scoring at or above Achievement Level 4	51	37%	39%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	6		8
Participation in STEM-related experiences provided for students	203	58%	62%

High Schools

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more *accelerated* STEM-related courses			
Completion rate (%) for students enrolled in *accelerated* STEM-related courses			
Students taking one or more advanced placement exams for STEM-related courses	10	1%	2%
CTE-STEM program concentrators			
Students taking CTE-STEM industry certification exams			
Passing rate (%) for students who take CTE-STEM industry certification exams			

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	151	20%	21%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	52	34%	
Completion rate (%) for CTE students enrolled in *accelerated* courses			
Students taking CTE industry certification exams			
Passing rate (%) for students who take CTE industry certification exams			
CTE program concentrators			
CTE teachers holding appropriate industry certifications			

Area 8: Early Warning Systems

High School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	102	11%	6%
Students in ninth grade with one or more absences within the first 20 days			
Students in ninth grade who fail two or more courses in any subject	20	7%	5%
Students with grade point average less than 2.0	65	7%	5%
Students who fail to progress on-time to tenth grade			
Students who receive two or more behavior referrals	39	4%	2%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	84	9%	9%

Graduation

	2012 Actual #	2012 Actual %	2014 Target %
Students dropping out of school, as defined in s.1003.01(9), F.S.	0	0%	0%
Students graduating in 4 years, using criteria for the federal uniform graduation rate defined in the Code of Federal Regulations at 34 C.F.R. § 200.19(b)	151	96%	98%
Academically at-risk students graduating in 4 years, as defined in Rule 6A-1.09981, F.A.C.	9	90%	92%
Students graduating in 5 years, using criteria defined at 34 C.F.R. § 200.19(b)	134	92%	94%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Based on PALS reports and parent sign-in sheets at a variety of activities for 2013, the level of parent involvement at 95%.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %
Increase parental overall involvement with SMA.		95%	97%
Increase parental involvement with the Parent Teacher Cadet Council		10%	25%

Goals Summary

G1. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups, when less than 70% are currently demonstrating proficiency.

G2. By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

G3. By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay.

G4. By the year 2014, the suspension rate will remain at 9% or decrease.

G5. For the school year 2013-2014, the dropout rate will remain at 0%.

G6. For the school year 2013-2014, the percentage of students graduating from high school will increase by 2%.

Goals Detail

G1. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups, when less than 70% are currently demonstrating proficiency.

Targets Supported
- Algebra 1 EOC

- Geometry EOC

- Science - Biology 1 EOC

Resources Available to Support the Goal
- 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.

- Review CCS frequently with team members and create lessons in accordance with CCS. Incorporate Reading by the Numbers Process in all content areas. Literacy walk throughs will be conducted on a weekly basis. The data will be analyzed and reported to the faculty. Use of NGCAR-PD strategies within the classroom by certified instructional staff. Use of C-Palms.

- All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within the lessons and use of differentiation within the classroom. Professional development opportunities will be offered.

Targeted Barriers to Achieving the Goal
- Attendance

- Lack of fidelity to the Common Core Standards and SMA Literacy Policy.

- Lack of higher order questions in lessons and assessments and differentiation of instruction and use of KAGAN strategies in all classrooms.

Plan to Monitor Progress Toward the Goal

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 or Persons Responsible
Attendance Clerk, teachers, PBS Team, MTSS/RtI Team, Administration, Counseling, District Truancy Officer, Department Chair, PD Coordinator, Literacy Coach.

Target Dates or Schedule:
Analyze attendance daily, weekly and monthly. PLC's will review strategies and effectiveness of instruction,

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.

G2. By the year 2014, there will be a minimum of a four percentage point increase in the number of students demonstrating a learning gain in the lowest quartile.

Targets Supported

Resources Available to Support the Goal

- Provide incentives for students with perfect attendance through the PBS . 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 as they arise.

- Review CCS frequently with team members and create lessons in accordance with CCS. Incorporate Reading by the Numbers Process in all content areas. Literacy walk throughs will be conducted on a weekly basis. This date will be analyzed and reported to the faculty.

- Use of NGCAR-PD strategies within the classroom by certified instructional staff. Use of C-Palms as a resource. All content area teachers will meet with the Literacy Coach regarding the use of higher order questions within the lessons and use of differentiation within the classroom. Professional development opportunities will be offered.

Targeted Barriers to Achieving the Goal

- Attendance

- Lack of ifidelity to CCS and SMA Literacy Initiatives.

- Lack of higher order questions in lessons and assessments and differentiation of instruction and use of KAGAN strategies in all classrooms.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible

Attendance Clark teachers PBS Team MTSS/RtI Team Administration Counseling Department Truancy Officer Department Chair, PD Coordinator, Literacy Coach

Target Dates or Schedule:

Analyze attendance data daily, weekly and monthly. Review data at MTSS/RtI and PBS meetings PLC's will review effectiveness of instruction as it relates to academic achievement.

Evidence of Completion:

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

G3. By the year 2014, there will be a minimum of a four percentage point increase when less than 75% are currently demonstrating 3.5 or higher on the writing essay.

Targets Supported
- Writing

Resources Available to Support the Goal
- CCS

Targeted Barriers to Achieving the Goal
- Lack of fidelity to the CCS

Plan to Monitor Progress Toward the Goal

Monitor formative and summative writing activities and writing prompts as provided by the district. Analyze information with team and PLC team.

Person or Persons Responsible
Teachers, Department Chairs, Administration

Target Dates or Schedule:
PLC's meetings, department meetings and administrative meetings.

Evidence of Completion:
Increased student achievement.

G4. By the year 2014, the suspension rate will remain at 9% or decrease.

Targets Supported
- EWS - High School

Resources Available to Support the Goal
- Positive Behavior Support Program MTSS/RtI Behavior Specialist ESE Director Couseling

Targeted Barriers to Achieving the Goal
- Lack of integrity to PBS and MTSS/RtI process.

Plan to Monitor Progress Toward the Goal

Monitor referral and discipline rates. Monitor PBS achievements.

Person or Persons Responsible
PBS Team MTSS/RtI Team Administration Counseling ESE Behavior Specialist

Target Dates or Schedule:
The PBS Team and MTSS/RtI Team will each meet monthly.

Evidence of Completion:
Suspension rate will decrease.

G5. For the school year 2013-2014, the dropout rate will remain at 0%.

Targets Supported
- EWS - Graduation

Resources Available to Support the Goal
- Counseling Department PBS MTSS/Rti Administration Faculty/staff Mentors Truancy Officer

Targeted Barriers to Achieving the Goal
- Lack of fidelity to the MTSS/Rti process.

Plan to Monitor Progress Toward the Goal

Monitor attendance, academic achievement, discipline and social-emotional well-being through the MTSS/RtI and PBS teams.

Person or Persons Responsible
MTSS/Rti Team PBS Team Administration Counseling Mentors

Target Dates or Schedule:
Teams meet monthly.

Evidence of Completion:
Drop out rate stays at 0%.

G6. For the school year 2013-2014, the percentage of students graduating from high school will increase by 2%.

Targets Supported
- EWS - Graduation

Resources Available to Support the Goal
- Counseling Department PBS and MTSS/Rti Teams Administration Faculty Mentors Truancy Officer

Targeted Barriers to Achieving the Goal
- Lack of fidelity to the MTSS/Rti process.

Plan to Monitor Progress Toward the Goal

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

Person or Persons Responsible
MTSS/Rti Team PBS Team Administration Counseling Department ESE Behavior Specialist Mentors

Target Dates or Schedule:
Teams meet monthly.

Evidence of Completion:
Graduation rate will increase.

Action Plan for Improvement

Problem Solving Key

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

G1. By the year 2014, there will be a minimum of a four percentage point increase for all student subgroups, when less than 70% are currently demonstrating proficiency.

G1.B1 Attendance

G1.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.

Action Step 1

As above

Person or Persons Responsible

As above

Target Dates or Schedule

As above

Evidence of Completion

As above

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B2 Lack of fidelity to the Common Core Standards and SMA Literacy Policy.

G1.B2.S1 Review CCS with faculty frequently and create lessons according to CCS. Incorporate Literacy walkthroughs conducted on a weekly basis. Utilize PLC time to review and discuss CCS and Literacy Policy implementation.

Action Step 1

Classroom walthrough data. Lesson plans. PLC minutes. FCAT, EOC, Benchmark Data Formative and Summative Assessment Data Observation Data

Person or Persons Responsible

Literacy Coach Administration Department Chairs

Target Dates or Schedule

Daily, weekly and monthly.

Evidence of Completion

Increase in student achievement.

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G1.B2.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G3.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G4.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G5.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

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

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

Plan to Monitor Effectiveness of G6.B1.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion