Sarasota Military Academy

2021-22 Schoolwide Improvement Plan

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Sarasota Military Academy

801 N ORANGE AVE, Sarasota, FL 34236

www.sarasotamilitaryacademy.org

Demographics

Principal: Christina Bowman

Start Date for this Principal: 6/18/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	58%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Asian Students Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (60%) 2017-18: B (59%) 2016-17: C (53%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	

* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

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. 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.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
High School 6-12	No	46%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	50%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	B

School Board Approval

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SIP Authority

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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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

Within a culture where every cadet is valued, Sarasota Military Academy is committed to:
- Preparing students for College, Careers, and Citizenship;
- Developing tomorrow's leaders; and
- Cultivating Character based upon the steadfast values of Honor, Integrity, and Respect.

Provide the school's vision statement.

To equip cadets with the skills, values, and education that will enable them to lead productive and fulfilling lives.

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Vara, Tom	Principal	SMA Prep (6-8) Head of School
Fout, Fred	Principal	SMA High School (9-12) Head of School
Morris, Becky	Assistant Principal	Assistant Head of School (6-8)
Currie, Lisa	Assistant Principal	Assistant Head of School (6-8)
Williams, Abby	Assistant Principal	Assistant Head of School (9-12)
Lee, Ryan	Assistant Principal	Assistant Head of School (6-8)
West, Caitlin	Assistant Principal	Assistant Head of School (9-12)
Bowman, Christina	Other	Assistant Head of School (9-12)

Demographic Information

Principal start date
Monday 6/18/2018, Christina Bowman

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

19

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*

3

Total number of teacher positions allocated to the school

84

Total number of students enrolled at the school

1,263

Identify the number of instructional staff who left the school during the 2020-21 school year.

15

Identify the number of instructional staff who joined the school during the 2021-22 school year.

13

Demographic Data

Early Warning Systems

2021-22

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	177	189	209	185	176	171	156	1263
Attendance below 90 percent	0	0	0	0	0	0	32	51	49	53	56	59	69	369
One or more suspensions	0	0	0	0	0	0	8	8	14	15	16	7	7	75
Course failure in ELA	0	0	0	0	0	0	1	0	0	6	25	20	10	62
Course failure in Math	0	0	0	0	0	0	14	11	4	41	27	12	4	113
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	0	0	0	28	30	46	32	51	40	0	227
Level 1 on 2019 statewide FSA Math assessment	0	0	0	0	0	0	37	41	40	28	0	0	0	146
Number of students with a substantial reading deficiency	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	9	10	10	18	16	11	19	93

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	3	3	1	3	10	6	0	26
Students retained two or more times	0	0	0	0	0	0	1	0	1	0	0	0	0	2

Date this data was collected or last updated

Tuesday 8/24/2021

2020-21 - As Reported

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	
Number of students enrolled	0	0	0	0	0	0	194	208	204	180	191	186	159	1322
Attendance below 90 percent	0	0	0	0	0	0	7	12	18	22	25	30	26	140
One or more suspensions	0	0	0	0	0	0	5	6	13	13	12	8	7	64
Course failure in ELA	0	0	0	0	0	0	1	0	0	12	8	2	10	33
Course failure in Math	0	0	0	0	0	0	0	2	0	33	16	13	4	68
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	15	15	19	19	30	32	27	157
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	20	11	24	12	13	0	0	80

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	16	13	23	20	22	19	13	126

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	0	0	3	7	0	3	15
Students retained two or more times	0	0	0	0	0	0	1	1	0	0	2	0	1	5

2020-21 - Updated

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	
Number of students enrolled	0	0	0	0	0	0	194	208	204	180	191	186	159	1322
Attendance below 90 percent	0	0	0	0	0	0	7	12	18	22	25	30	26	140
One or more suspensions	0	0	0	0	0	0	5	6	13	13	12	8	7	64
Course failure in ELA	0	0	0	0	0	0	1	0	0	12	8	2	10	33
Course failure in Math	0	0	0	0	0	0	0	2	0	33	16	13	4	68
Level 1 on 2019 statewide ELA assessment	0	0	0	0	0	0	15	15	19	19	30	32	27	157
Level 1 on 2019 statewide Math assessment	0	0	0	0	0	0	20	11	24	12	13	0	0	80

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	16	13	23	20	22	19	13	126

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	2	0	0	3	7	0	3	15
Students retained two or more times	0	0	0	0	0	0	1	1	0	0	2	0	1	5

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				58%	67%	56%	57%	67%	56%
ELA Learning Gains				52%	53%	51%	54%	57%	53%
ELA Lowest 25th Percentile				48%	46%	42%	43%	47%	44%
Math Achievement				65%	63%	51%	66%	69%	51%
Math Learning Gains				56%	51%	48%	58%	52%	48%
Math Lowest 25th Percentile				43%	48%	45%	50%	53%	45%
Science Achievement				58%	78%	68%	60%	77%	67%
Social Studies Achievement				79%	81%	73%	78%	79%	71%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	63%	63%	0%	54%	9%
Cohort Comparison						
07	2021					
	2019	67%	64%	3%	52%	15%
Cohort Comparison		-63%				
08	2021					
	2019	62%	66%	-4%	56%	6%
Cohort Comparison		-67%				
09	2021					
	2019	50%	65%	-15%	55%	-5%
Cohort Comparison		-62%				
10	2021					
	2019	47%	63%	-16%	53%	-6%
Cohort Comparison		-50%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2021					
	2019	61%	67%	-6%	55%	6%
Cohort Comparison						
07	2021					
	2019	77%	73%	4%	54%	23%
Cohort Comparison		-61%				
08	2021					
	2019	61%	65%	-4%	46%	15%
Cohort Comparison		-77%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2021					
	2019	53%	62%	-9%	48%	5%
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	71%	77%	-6%	67%	4%

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	84%	85%	-1%	71%	13%
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	74%	77%	-3%	70%	4%
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	66%	73%	-7%	61%	5%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	56%	69%	-13%	57%	-1%

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

6th grade - IXL, USATestprep, Lexia PowerUp, Benchmarks
7th grade - IXL, USATestprep, Lexia PowerUp, Benchmarks
8th grade - IXL, USATestprep, Lexia PowerUp, Benchmarks
9th grade - USATestprep, Benchmarks
10th grade - USATestprep, Benchmarks
11th grade - USATestprep, Benchmarks
12th grade - USATestprep, Benchmarks

Grade 6				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		

Grade 7				
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Civics	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		
	Economically Disadvantaged	0		35.8%
	Students With Disabilities	0		50.0%
	English Language Learners	0		0.0%

Grade 9				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	64.5%		74.75%
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		0
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		0
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		0
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		

Grade 10				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	54%		62%
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		0
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		77%
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		0
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		

Grade 11				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		0
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		0
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
Biology	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		51%
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
US History	Number/% Proficiency	Fall	Winter	Spring
	All Students	0		
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		

	Grade 12			
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
English Language Arts	All Students	0		0
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Mathematics	All Students	0		0
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
Biology	All Students	0		40%
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		
	Number/% Proficiency	**Fall**	**Winter**	**Spring**
US History	All Students	0		0
	Economically Disadvantaged	0		
	Students With Disabilities	0		
	English Language Learners	0		

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	18	31	29	19	24	26	18	38		96	5
ELL	36	38	27	35	26	22	18	42	73	97	14
ASN	75	54		75	40		69	90	90		
BLK	33	39	38	18	22	23	30	65			
HSP	46	44	29	40	28	27	37	62	67	95	27

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
MUL	59	42		74	43						
WHT	58	50	46	54	33	27	64	83	71	94	43
FRL	45	44	36	41	27	25	45	70	60	94	25

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	20	38	35	30	39	36	18	46		95	10
ELL	25	41	41	36	43	46	21	47	20	91	30
ASN	59	40		88	73						
BLK	37	41		38	40	21	33	64		91	20
HSP	49	50	47	54	47	45	44	63	54	94	38
MUL	50	64		54	55		50				
WHT	64	54	49	74	63	48	69	90	72	96	46
FRL	49	51	48	57	50	42	47	72	52	91	32

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	22	44	47	36	45	40	33	50	17	100	14
ELL	20	42	44	26	43	50	25	62			
ASN	70	55									
BLK	40	37	9	48	44	43	42	73			
HSP	41	49	45	50	49	42	42	67	48	95	24
MUL	55	47		61	56						
WHT	67	57	45	74	63	56	69	82	56	97	37
FRL	48	49	42	56	51	43	49	69	46	94	20

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	3
Progress of English Language Learners in Achieving English Language Proficiency	50
Total Points Earned for the Federal Index	616
Total Components for the Federal Index	12
Percent Tested	98%
Subgroup Data	

Students With Disabilities	
Federal Index - Students With Disabilities	30
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners	
Federal Index - English Language Learners	40
English Language Learners Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	70
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	34
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	45
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	57
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	47
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

Positive trends observed across grade levels are middle school acceleration, middle school social studies (Civics) achievement, and the high school graduation rate all continue to improve.
The subgroups of black, SWD, and ELL are below the federal index. Previously, only the SWD was performing below the federal index.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

Based on 2019 state assessments, Math stands out as the greatest need for improvement.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

A significant factor contributing to this need for improvement was for those students who chose to work remotely and others who were quarantined on and off, many, for multiple weeks throughout the school year. Access to devices to support remote learning and a turnover of impactful educators were also significant factors contributing to a decline in math performance. Having cadets on-campus, full-time will fundamentally allow more personalized learning and to more effectively meet the individual needs of all learners. The ability to sustain a more consistent and equitable progress monitoring schedule along with more timely feedback will also be possible to address the need for improvement.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Consistent and continued growth is observed in social studies (Civics) achievement and the middle school acceleration rate.

What were the contributing factors to this improvement? What new actions did your school take in this area?

Civics, at SMA Prep (middle school), is taught to 8th-grade students who were better able to overcome some of the challenges of a hybrid work environment. Also, Civics specifically benefits from an established curriculum with specific progress monitoring using USAtest Prep proven overtime to

promote growth in student achievement in this area. This approach will continue to be implemented and enhanced with strategies to generate student engagement.

The continued growth of the middle school acceleration rate is a direct result of establishing a math progression plan that placed proficient students in accelerated classes and an emphasis on differentiation to meet the needs of those students as they progressed through an accelerated path.

What strategies will need to be implemented in order to accelerate learning?

Evidence-based strategies that will be implemented to accelerate learning will be consistent progress monitoring using the progress monitoring tool, IXL. All learners will be on-campus which allows for equitable administration of quarterly assessments. Timely data conferencing focused on growth over time will become more meaningful as students access and analyze their own data and establish specific learning goals with their teachers. A strategy for an increase in the high school acceleration rate. Intensive reading students will use Lexia's Power-up progress monitoring tool within a small group, double block learning environment.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

PD focused on effective technology integration i.e. Google Classroom, IXL, USAtest Prep, vocabulary.com...
A streamlined focus on three of Hattie's High Impact Teaching Strategies (HITS): Setting Goals, Feedback, Metacognition. PD will be provided for the effective use of "Talking Points" which will allow for targeted communication with parents/guardians who are non-English speakers to support their student's learning growth.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

N/A

Part III: Planning for Improvement

Areas of Focus:

#1. ESSA Subgroup specifically relating to Outcomes for Multiple Subgroups	
Area of Focus Description and Rationale:	SWD, ELL, and black subgroups have fallen below the federal index. In 2019, SMA showed SWD as the only subgroup that fell below the federal index. This is observed to still be the case based on 2021 FSA results. As the ELL subgroup population continues to grow, explicit attention to the needs of this group of learners is even more imperative. Although the black subgroup remains small in population, FSA results may signal an oversight on the needs of this subgroup of learners.
Measurable Outcome:	Measurable outcomes include an increase to a baseline of 41% or higher in learning gains of SWD, black, and ELL subgroups measured through 2022 FSA results.
Monitoring:	Quarterly progress monitoring using IXL, and Power-up, and USAtest Prep benchmarks inform relevant, individual learning goals. Students will maintain their own datasheets containing 2021 FSA results and quarterly 2021-22 IXL, Power-up, and USAtest Prep performance data and establish specific learning goals facilitated with teacher support.
Person responsible for monitoring outcome:	Tom Vara (tom.vara@oursma.org)
Evidence-based Strategy:	Data-driven, data conferences, and student ownership of learning through learner-centered data sheets created by the learner. This strategy is based on Hattie's Assessment-Capable Visible Learners approach "Visible learners... understand where they're going and have the confidence to take on the challenge."
Rationale for Evidence-based Strategy:	Focusing on three of Hattie's High Impact Teaching Strategies (HITS) as applied to students taking ownership of their own data. 1. Setting Goals- Based on student's analysis of progress monitoring (IXL) and FSA achievement data, teacher and student set individualized learning goals measurable within the IXL and FSA results. 2. Feedback- Data conferencing provides an opportunity for teachers and students to discuss data. 3. Metacognitive strategies- Students become "experts" in understanding their data, strategies for reaching goals, and developing a focus on growth and achievement (open vs. fixed mindset).

Action Steps to Implement

1. Administration provides core teachers with user-friendly data sheets (by class) showing relevant data points at a glance to easily identify areas of growth for members of a subgroup and the individual needs learners within that group.

Person Responsible	Tom Vara (tom.vara@oursma.org)

#2. Instructional Practice specifically relating to Math	
Area of Focus Description and Rationale:	Addressing the needs of all learners with a breakdown in -Math Learning Gains of the lowest 25% -Math Learning Gains -Math Achievement (Includes Alg 1 + Geo)
Measurable Outcome:	Each area will improve the level of proficiency to the level of the 2019 FSA data or a minimum of 10% growth in each area.
Monitoring:	Quarterly progress monitoring using IXL, and Power-up, and USA TestPrep benchmarks inform relevant, individual learning goals. Students will maintain their own datasheets containing 2021 FSA results and quarterly 2021-22 IXL, Power-up, and USA TestPrep performance data and establish specific learning goals facilitated with teacher support.
Person responsible for monitoring outcome:	Tom Vara (tom.vara@oursma.org)
Evidence-based Strategy:	Hattie's High Impact Teaching Strategies (HITS) has emerged from the findings of tens of thousands of studies on what has worked in classrooms across Australia and the world. International experts often rank HITS at the top of strategies that contribute to student learning.
Rationale for Evidence-based Strategy:	Implementation of Hattie's High Impact Teaching Strategies (HITS). Three specific strategies support assessment literacy of both teachers and students and have shown evidence of impacting student learning gains. 1. Setting Goals- Lessons have clear learning intentions with goals that clarify what success looks like. Lesson goals always explain what students need to understand, and what they must be able to do. 2. Feedback informs a student and/or teacher about the student's performance relative to learning goals. Feedback redirects teacher and student actions so the student can align effort and activity with a clear the outcome that leads to achieving a learning goal. 3. Metacognitive strategies teach students to think about their own thinking. When students become aware of the learning process, they gain control over their learning. Metacognition extends to self-regulation or managing one's own motivation toward learning. Metacognitive activities include planning how to approach learning tasks, evaluating progress, and monitoring comprehension.

Action Steps to Implement

1. Review HITS to faculty and complete a Quarter 1 inventory of fidelity of implementation
2. Monitor successful implementation through general observation & evaluation process
3. Strategy is working if "teachers demonstrate" (specific to strategy)
4. Strategy is working if "students demonstrate" (specific to strategy)

Person Responsible   Tom Vara (tom.vara@oursma.org)

#3. Instructional Practice specifically relating to Science	
Area of Focus Description and Rationale:	Science achievement results from the FSA
Measurable Outcome:	Science will improve the level of proficiency to the level of the 2019 FSA data or a minimum of 10% growth in this area.
Monitoring:	Quarterly progress monitoring using IXL, and Power-up, and USA TestPrep benchmarks inform relevant, individual learning goals. Students will maintain their own datasheets containing 2021 FSA results and quarterly 2021-22 IXL, Power-up, and USA TestPrep performance data and establish specific learning goals facilitated with teacher support.
Person responsible for monitoring outcome:	Tom Vara (tom.vara@oursma.org)
Evidence-based Strategy:	Hattie's High Impact Teaching Strategies (HITS) has emerged from the findings of tens of thousands of studies on what has worked in classrooms across Australia and the world. International experts often rank HITS at the top of strategies that contribute to student learning.
Rationale for Evidence-based Strategy:	Implementation of Hattie's High Impact Teaching Strategies (HITS). Three specific strategies support assessment literacy of both teachers and students and have shown evidence of impacting student learning gains. 1. Setting Goals- Lessons have clear learning intentions with goals that clarify what success looks like. Lesson goals always explain what students need to understand, and what they must be able to do. 2. Feedback informs a student and/or teacher about the student's performance relative to learning goals. Feedback redirects teacher and student actions so the student can align effort and activity with a clear the outcome that leads to achieving a learning goal. 3. Metacognitive strategies teach students to think about their own thinking. When students become aware of the learning process, they gain control over their learning. Metacognition extends to self-regulation or managing one's own motivation toward learning. Metacognitive activities include planning how to approach learning tasks, evaluating progress, and monitoring comprehension.

Action Steps to Implement

1. Review HITS to faculty and complete a Quarter 1 inventory of fidelity of implementation
2. Monitor successful implementation through general observation & evaluation process
3. Strategy is working if "teachers demonstrate" (specific to strategy)
4. Strategy is working if "students demonstrate" (specific to strategy)

Person Responsible	Tom Vara (tom.vara@oursma.org)

#4. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	Improve the ELA achievement, ELA learning gains, and ELA learning gains of the lowest 25%. This data was retrieved from the 2021 FSA report.
Measurable Outcome:	Each area will improve the level of proficiency to the level of the 2019 FSA data or a minimum of 10% growth in each area.
Monitoring:	Quarterly progress monitoring using IXL, and Power-up, and USA TestPrep benchmarks inform relevant, individual learning goals. Students will maintain their own datasheets containing 2021 FSA results and quarterly 2021-22 IXL, Power-up, and USA TestPrep performance data and establish specific learning goals facilitated with teacher support.
Person responsible for monitoring outcome:	Tom Vara (tom.vara@oursma.org)
Evidence-based Strategy:	Hattie's High Impact Teaching Strategies (HITS) has emerged from the findings of tens of thousands of studies on what has worked in classrooms across Australia and the world. International experts often rank HITS at the top of strategies that contribute to student learning. Tier III small group interventions provided weekly during the school day and after school for lowest quartile.
Rationale for Evidence-based Strategy:	Implementation of Hattie's High Impact Teaching Strategies (HITS). Three specific strategies support assessment literacy of both teachers and students and have shown evidence of impacting student learning gains. 1. Setting Goals- Lessons have clear learning intentions with goals that clarify what success looks like. Lesson goals always explain what students need to understand, and what they must be able to do. 2. Feedback informs a student and/or teacher about the student's performance relative to learning goals. Feedback redirects teacher and student actions so the student can align effort and activity with a clear the outcome that leads to achieving a learning goal. 3. Metacognitive strategies teach students to think about their own thinking. When students become aware of the learning process, they gain control over their learning. Metacognition extends to self-regulation or managing one's own motivation toward learning. Metacognitive activities include planning how to approach learning tasks, evaluating progress, and monitoring comprehension.

Action Steps to Implement

1. Review HITS to faculty and complete a Quarter 1 inventory of fidelity of implementation
2. Monitor successful implementation through general observation & evaluation process
3. Strategy is working if "teachers demonstrate" (specific to strategy)
4. Strategy is working if "students demonstrate" (specific to strategy)

Person Responsible	Tom Vara (tom.vara@oursma.org)

#5. Other specifically relating to High School College and Career Acceleration	
Area of Focus Description and Rationale:	The college and career acceleration data point (lagging) for SY 18/19 grew 8% to 42%, still 25% below the Sarasota School District average of 67% and 19% below the State average of 91%. Factors that contributed to this gap include a lack of specific four year planning to include Advanced Placement selections in the course offerings, and specified certifications within the technology course offerings.
Measurable Outcome:	SMA will increase Advanced Placement offerings from four to seven within the first year, with the goal of offering between nine and eleven on a rotating basis each school year. AP courses will be offered and encouraged by student support services beginning with three choices offered within the ninth and tenth grades, and multiple selections in the eleventh and twelfth grades.
Monitoring:	SMA Administration will develop and implement a four year rotating schedule of AP course offerings, intended to be utilized by student services in four year student planning. AP courses will increase in enrollment each school year, with the intention of 9 to 11 courses per year with student enrollment of 20 each.
Person responsible for monitoring outcome:	Fred Fout (fred.fout@oursma.org)
Evidence-based Strategy:	Utilizing FSA results, MPSAT results, PSAT results, course history, and grades, student services personnel will communicate with parents and Cadets the importance of taking college and career accelerated courses and four year planning with the end state in mind. Student support will regularly address all levels of Cadets through the JROTC classes, promoting academic pathways and four year planning. Bi-annual and annual counseling sessions with Cadets and parents will review and adjust four year planning to meet the needs of the student, promoting acceleration for career and college.
Rationale for Evidence-based Strategy:	Four year planning is the key to accelerating students in a college and/or career pathway. The primary goal is that all students will take at least one AP class, or a career certification course in Artificial Intelligence, Virtual Reality, Cyber Security or Emerging Technology in Business.

Action Steps to Implement

No action steps were entered for this area of focus

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Based on the data, our primary area of concern is violent incidents. Within that category, there will be an emphasis on harassment and fighting. Throughout the year there will be a focused SEL plan that reflects the values of communication, empathy, and problem-solving. The administration and SWST team periodically monitor referral data to identify trends or problem areas. Homeroom teachers emphasize proactive problem solving by providing a forum for students to voice their frustrations or grievances and work through any issues. Restorative practices will also be used to prevent recurring issues.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Based on Volunteers Count reports and parent sign-in sheets at a variety of activities for 2018-2019, the level of parent involvement is approximately 81%. Teachers use the Family Portal to communicate with parents about grades and classroom assignments. Additionally, students are connected to teachers through G Suite for education and the Clever portal. Educators are expected to contact parents often, especially for struggling or at-risk students. High school students and family members meet with school counselors to discuss graduation requirements and receive help with course planning.

Orientations and open house evenings are held once a year for cadets and families. Students, faculty, and staff participate in Veterans Day and Memorial Day Parades. Parents and family members are also encouraged to participate. 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 both the high school and middle school campuses.

The Parent, Teacher, Cadet Council (PTCC) for both campuses meets monthly and provides activities throughout the year for parent participation and communicates the Academy's progress and needs. Parents receive weekly email newsletter communications regarding upcoming events and activities. Social media also shares important activities, accomplishments, and community engagements.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Parent Family and Engagement Plan
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 consistently available to discuss any concerns with Cadets. A behavior specialist supports 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. The "Lunch Bunch" meets with the counselor and ESE staff. At-risk Cadets are assigned check-in days with the ESE and Counseling staff.

Cadet Leadership 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 Academy "Eagle Ambassadors," are a group of cadets who serve to help new cadets navigate their new school and address any potential questions or concerns that develop.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in the 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 where they receive information about the school and campus life. Campus tours are provided by Cadet Leadership viewing the morning formation and learn about the unique opportunities at both campuses.

Academy provides incoming Cadets with two orientation dates. One takes place in May, when 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 lead by Cadets. 6th grade cadets will participate in a "Basic training" program to acclimate them to the campus and culture. 9th grade cadets will participate in Boot Camp, allowing for acclimation to the school campus, relationship development with their Cadet leaders and mentors, meeting their Teachers, and learning to wear the uniform correctly, supporting a positive transition. Feedback indicates this provides a great level of comfort on the first day of school.

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 at the beginning of the year to recognize their membership in the Eagles regiment.

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. Concerns are presented to the SWST Leader only after multiple attempts to provide a variety of interventions and a parent conference has been completed. A SWST referral form is completed and the concerns are discussed at a SWST meeting, 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 includes the Administrative Team, the ESE Department, Counseling Department, the PBS Team, and all Department Chairs, Behavior Specialist and School Psychologist.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: ESSA Subgroup: Outcomes for Multiple Subgroups				$0.00
2	**III.A.**	**Areas of Focus: Instructional Practice: Math**				**$475.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0074 - Sarasota Military Academy	Title IV		$475.00
			Notes: Add subscription for benchmark assessment tool.			
3	**III.A.**	**Areas of Focus: Instructional Practice: Science**				**$475.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0074 - Sarasota Military Academy	Title IV		$475.00
			Notes: Add subscription for benchmark assessment tool.			
4	**III.A.**	**Areas of Focus: Instructional Practice: ELA**				**$0.00**
5	**III.A.**	**Areas of Focus: Other: High School College and Career Acceleration**				**$1,500.00**
	Function	Object	Budget Focus	Funding Source	FTE	2021-22
			0074 - Sarasota Military Academy	Title II		$1,500.00
			Notes: Professional Development for various Advanced Placement instructors.			
					Total:	**$2,450.00**