

Sarasota County Schools

Sarasota Military Academy



2018-19 School Improvement Plan

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Sarasota Military Academy

801 N ORANGE AVE, Sarasota, FL 34236

www.sarasotamilitaryacademy.org

School Demographics

School Type and Grades Served
 (per MSID File)

High School
 6-12

2018-19 Title I School

No

2018-19 Economically Disadvantaged (FRL) Rate
 (As Reported on Survey 3)

49%

Primary Service Type
 (per MSID File)

K-12 General Education

Charter School

Yes

2018-19 Minority Rate
 (Reported as Non-white on Survey 2)

38%

School Grades History

Year Grade

2017-18
 B

2016-17
 C

2015-16
 C

2014-15
 A*

School Board Approval

N/A

SIP Authority

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at <https://www.floridaCIMS.org>.

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

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

Provide the school's vision statement

Sarasota Military Academy envisions a transformational academic program that addresses the needs of all learners and inspires ingenuity and motivation to reach their fullest potential. Through a JROTC and military model of excellence, SMA will produce leaders and innovators who are passionate about creating positive change for themselves, their community, and the world.

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Bowman, Christina	Other
Donehew, Pamela	Instructional Coach
Ely, Kristina	Teacher, K-12
Finley, Michael	Teacher, K-12
Gillotte, Sylvia	Teacher, K-12
McClagherty, Vera	Teacher, K-12
Wasserman, Rachel	Teacher, K-12
Catena, Jennifer	Teacher, ESE
Clapp, Maria	Guidance Counselor
Vara, Tom	Principal
Morris, Becky	Assistant Principal
Currie, Lisa	Assistant Principal
Brown-Santana, Cheryl	Teacher, K-12
Brown, Todd	Teacher, K-12
Pelletier, Carol	Teacher, K-12
Lee, Ryan	Assistant Principal
Fout, Fred	Principal
Dobbert, Marissa	Teacher, K-12
Munson, Laura	Teacher, K-12

Duties

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

These members will be part of a decision-making team. They will collect, analyze and institute school-related data to enhance school policy, procedures and student achievement.

Early Warning Systems

Year 2017-18

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Attendance below 90 percent	0	0	0	0	0	0	27	22	16	46	67	74	79	331
One or more suspensions	0	0	0	0	0	0	2	6	4	30	23	19	14	98
Course failure in ELA or Math	0	0	0	0	0	0	12	19	37	17	19	20	13	137
Level 1 on statewide assessment	0	0	0	0	0	0	46	33	24	79	45	1	0	228

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	10	7	5	39	27	13	7	108

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	0	0	0	3	3	2	0	8
Retained Students: Previous Year(s)	0	0	0	0	0	0	1	0	1	2	3	3	2	12

Date this data was collected

Monday 10/8/2018

Year 2016-17 - 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	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	4	24	17	0	6	8	13	72
Course failure in ELA or Math	0	0	0	0	0	0	8	17	24	22	26	19	8	124
Level 1 on statewide assessment	0	0	0	0	0	0	27	29	21	34	32	18	8	169
	0	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	17	26	19	36	29	29	23	179

Year 2016-17 - 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
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	4	24	17	0	6	8	13	72
Course failure in ELA or Math	0	0	0	0	0	0	8	17	24	22	26	19	8	124
Level 1 on statewide assessment	0	0	0	0	0	0	27	29	21	34	32	18	8	169
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	17	26	19	36	29	29	23	179

Part II: Needs Assessment/Analysis

Assessment & Analysis

Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

HS - College/Career Acceleration: We are significantly below District average and District goal three years in a row, revealing a stagnant decreasing trend.

HS/MS - ELA Lowest 25% Learning Gains decreased from 48% to 43% revealing a negative growth.

Which data component showed the greatest decline from prior year?

HS/MS - ELA Lowest 25% Learning Gains decreased from 48% to 43% revealing a negative growth.

Which data component had the biggest gap when compared to the state average?

MS - Science Achievement. We are significantly below the district and state averages. We had a high turnover ratio in science instructors and look to create a more consistent highly qualified instructional staff for 2018-19.

HS - The greatest gaps in regards to District and State averages were in ELA Lowest 25% Learning Gains and College/Career Acceleration. Focus on implementation of Tiered intervention practices with highly qualified instructors and supports is being implemented.

Which data component showed the most improvement? Is this a trend?

MS - Math achievement, learning gains, and lowest percentile. This has not been our trend and math has been a struggle with our cadet grades and achievement on the FSA.

HS - Math % Achievement Level 3+ has shown the most significant gains, increasing each of the past three years to exceed the achievement goal.

Describe the actions or changes that led to the improvement in this area

MS - There was a school action plan developed for increased performance in our math program. It started with acceleration strategies to increase the number of cadets taking higher level math classes in all grade levels. The plan also included I-Ready, Khan Academy, USA Test Prep, Visible Learning, Data Conferencing, and Intensive Classes.

HS - There was a school action plan developed to assess, place, progress monitor students in appropriate level Pre-Algebra, Algebra, and Math for College Readiness courses.

School Data

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	2018			2017		
	School	District	State	School	District	State
ELA Achievement	57%	67%	56%	56%	63%	53%
ELA Learning Gains	54%	57%	53%	53%	53%	49%
ELA Lowest 25th Percentile	43%	47%	44%	52%	43%	41%
Math Achievement	66%	69%	51%	42%	62%	49%
Math Learning Gains	58%	52%	48%	30%	46%	44%
Math Lowest 25th Percentile	50%	53%	45%	29%	41%	39%
Science Achievement	60%	77%	67%	60%	68%	65%
Social Studies Achievement	78%	79%	71%	75%	76%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	27 (0)	22 (0)	16 (0)	46 (0)	67 (0)	74 (0)	79 (0)	331 (0)
One or more suspensions	2 (4)	6 (24)	4 (17)	30 (0)	23 (6)	19 (8)	14 (13)	98 (72)
Course failure in ELA or Math	12 (8)	19 (17)	37 (24)	17 (22)	19 (26)	20 (19)	13 (8)	137 (124)
Level 1 on statewide assessment	46 (27)	33 (29)	24 (21)	79 (34)	45 (32)	1 (18)	0 (8)	228 (169)

Grade Level Data

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	2018	64%	63%	1%	52%	12%
	2017					
Cohort Comparison						
07	2018	61%	62%	-1%	51%	10%
	2017					
Cohort Comparison						
08	2018	67%	70%	-3%	58%	9%
	2017					
Cohort Comparison						
		67%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
09	2018	49%	66%	-17%	53%	-4%
	2017	54%	64%	-10%	52%	2%
Same Grade Comparison		-5%				
Cohort Comparison		49%				
10	2018	45%	65%	-20%	53%	-8%
	2017	57%	62%	-5%	50%	7%
Same Grade Comparison		-12%				
Cohort Comparison		-9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	64%	66%	-2%	52%	12%
	2017					
Cohort Comparison						
07	2018	69%	73%	-4%	54%	15%
	2017					
Cohort Comparison		69%				
08	2018	73%	63%	10%	45%	28%
	2017					
Cohort Comparison		73%				

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	56%	75%	-19%	65%	-9%
2017	60%	69%	-9%	63%	-3%
Compare		-4%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018	81%	80%	1%	71%	10%
2017					

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	84%	76%	8%	68%	16%
2017	74%	73%	1%	67%	7%
Compare		10%			

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	60%	77%	-17%	62%	-2%
2017	47%	71%	-24%	60%	-13%
Compare		13%			

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	59%	71%	-12%	56%	3%
2017	46%	70%	-24%	53%	-7%
Compare		13%			

Subgroup Data

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
WHT	67	57	45	74	63	56	69	82	56	97	37
BLK	40	37	9	48	44	43	42	73			
HSP	41	49	45	50	49	42	42	67	48	95	24
ASN	70	55									
MUL	55	47		61	56						
SWD	22	44	47	36	45	40	33	50	17	100	14
FRL	48	49	42	56	51	43	49	69	46	94	20
ELL	20	42	44	26	43	50	25	62			

2017 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 2015-16	C & C Accel 2015-16
WHT	64	60	52	48	34	29	64	80		94	32
BLK	33	38		25	26	40	54			100	21
HSP	40	40	51	34	23	29	55	63		94	38
MUL	60	70		17							
SWD	18	35	34	19	32	29	29	63		86	17
FRL	41	45	52	37	32	36	50	68		94	31
ELL		45	61	28	34	28	35				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1

Title	Hispanic Achievement and Growth
Rationale	Our Hispanic population has almost tripled in the past three years. Although we have seen acceptable gains in the Hispanic population, we also strive to increase the achievement levels as well.
Intended Outcome	To increase Hispanic learning gains for all grade levels in Math by 4% from 58% to 62% and ELA by 4% from 55% to 59%.
Point Person	Tom Vara (tom.vara@oursma.org)

Action Step

Description	Increase relationships and culture for the Hispanic population. Develop instructional strategies to assist in learning success. Create opportunities for the Hispanic population to visit and be a part of the culture in a positive and meaningful way. Using a push-in ESOL instructor to bridge the language and learning gaps for some of these cadets. Providing cadets with alternate means of instruction such as the use of a phone to translate words and the use of an answer key to check for understanding. Implementation of Cadet and Parent Engagement clubs and activities to enhance school-home communication and encourage college and career readiness initiatives and goals.
Person Responsible	Tom Vara (tom.vara@oursma.org)

Plan to Monitor Effectiveness

Description	-Surveys with parent and cadet feedback -SWST/MTSS data charts -Benchmark testing -FSA results
Person Responsible	Tom Vara (tom.vara@oursma.org)

Activity #2

Title Science Achievement

Rationale Science was significantly lower than the district and state average.

Intended Outcome Raise science grade 8 FCAT scores 4% in the 2018-19 school year from 55% to 59%.

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

Action Step

Description

- Hire new staff to meet the needs of our academy
- Train new staff in classroom management and effective teaching strategies
- Align curriculum vertically to ensure cadets receive the appropriate grade level information
- Disseminate instructional articles to teachers for review and follow-up discussions
- Benchmark testing
- Review of previous year material through bellwork, review games and assessments
- Modify assessment questions to reflect the complexity for the SSA
- Promote longer passage readings
- Increase instructional curricular opportunities for students not meeting proficiency benchmarks and State assessments (HS)

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

Plan to Monitor Effectiveness

Description

- Work closely with HR and interview teams to hire correct fit for SMA
- Classroom observations and post-observation conferences to monitor teacher progress
- Discussions with teachers on instructional articles and reflections
- Review benchmark results
- Foundation curricular course opportunities for students at and below State proficiency levels in Science and ELA/Reading at the 9th Grade level as a prerequisite to Biology (HS)

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

Activity #3

Title College/Career Acceleration

Rationale Three year decreasing trends in College/Career Acceleration.

Intended Outcome Increase College/Career Acceleration by increasing cadet participation in existing college readiness programs and instructional courses with qualifying post-course assessments, and increasing opportunities for cadets to participate in career readiness programs for industry certifications and instructional courses with qualifying certification assessments by 5% from 34% to 39%

Point Person Fred Fout (fred.fout@oursma.org)

Action Step

Description Increase cadet readiness for rigorous college preparation courses such as Honors, Advanced Placement and International Baccalaureate. Increased course requirements such as Pre-IB Inquiry Skills and Environmental Science for 9th grade, Applied Communications for 10-11th grade students on self-proclaimed career track, career acceleration courses offering certifications in Technology and Physical Education, and highly rigorous course offerings expanding AP and IB to include AP World Languages and IB Marine Biology.

Person Responsible Fred Fout (fred.fout@oursma.org)

Plan to Monitor Effectiveness

Description Master Scheduling
Increased FSA scores in Biology due to prerequisite Environmental Science implementation (2020)
Course Enrollments
AP, IB, Career Certification assessment data

Person Responsible Fred Fout (fred.fout@oursma.org)

Activity #4

Title ELA Lowest 25% Learning Gains
Rationale HS - ELA Lowest 25% Learning Gains decreased from 48% to 43% revealing a negative growth.
Intended Outcome Improve ELA Lowest 25% Learning Gains by 5% yearly until District/State goals are achieved.
Point Person Fred Fout (fred.fout@oursma.org)

Action Step

Description Implementation of curricular alignment from Intensive Language Arts (ILA) and the Florida State ELA standards, Coaching/modeling/feedback through PODs to implement MTSS strategies in the ILA classroom. Benchmark and progress monitoring through iReady and USATestPrep.
Person Responsible Fred Fout (fred.fout@oursma.org)

Plan to Monitor Effectiveness

Description Classroom observations, feedback, and benchmark/progress monitoring using iReady and USATestPrep.
Person Responsible Fred Fout (fred.fout@oursma.org)

Activity #5

Title Middle School Acceleration
Rationale Although the middle school made a 13% gain (from 40% to 53%) in the acceleration component during the 2017-18 school year, this area still lags behind the district average of 74%.
Intended Outcome By the year 2019, SMA Prep's goal is to raise the Middle School Acceleration component by 4% from 53% to 57%.
Point Person Tom Vara (tom.vara@oursma.org)

Action Step

Description To raise achievement in the area, there must be an increase in the number of "eligible" students enrolled in accelerated classes (Algebra 1 or Geometry), and passing the end-of-course assessment with a level 3 or higher. Additional advanced courses have been added to the earlier grades to facilitate progression to higher math courses by 8th grade.
Person Responsible Tom Vara (tom.vara@oursma.org)

Plan to Monitor Effectiveness

Description Student progress will be monitored through quarterly benchmarks and ongoing formative assessments.
Person Responsible Marissa Dobbert (marrisa.dobbert@oursma.org)

Activity #6	
Title	Math Achievement
Rationale	Our math achievement is below the district average in Algebra EOC, Geometry EOC, and 6 + 7-grade FSA scores.
Intended Outcome	Raise Algebra EOC 4% from 60% to 64%. Raise Geometry EOC 4% from 59% to 63%. Raise 6th-grade FSA 4% from 64% to 68%. Raise 7th-grade FSA 4% from 72% to 76%.
Point Person	Tom Vara (tom.vara@oursma.org)
Action Step	
Description	Implementation of professional development and curriculum development vertically aligning from 6th grade through High School Algebra and Geometry to the Florida State Math standards, Coaching/modeling/feedback through PODs to implement MTSS strategies in the classroom. Benchmark and progress monitoring through iReady and USATestPrep.
Person Responsible	Tom Vara (tom.vara@oursma.org)
Plan to Monitor Effectiveness	
Description	Classroom observations, feedback, and benchmark/progress monitoring using iReady and USATestPrep.
Person Responsible	Tom Vara (tom.vara@oursma.org)

Part IV: Title I Requirements

Additional Title I Requirements
 This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students

Based on Volunteers Count (previously PALS) reports and parent sign-in sheets at a variety of activities for 2017-2018, the level of parent involvement is approximately 95%.

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

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

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

Orientations are held once a year for Cadets and families.

Meet the teacher night is held yearly.

IB meetings are held quarterly.

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

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

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

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

Weekly communication to parents through an email newsletter regarding upcoming events and activities. Teachers also utilize various communication tools to keep parents updated on assignments, tasks, and assessments.

PFEP Link

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

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

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

A school psychologist is available once a week.

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

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

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

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

The Academy has "Eagle Ambassadors" which is a group of cadets who serve to help new

cadets navigate their new school and address any potential questions or concerns that develop.

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

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

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

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

6th-grade cadets will participate in a "Basic training" program to acclimate new cadets to our campus and culture. This assist in the cadets comfort level on the first day of school.

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

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

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

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

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

Jennifer Catena Ryan Lee
Pam Donehew Gloria Koss
Abby Williams Kristen Malek
Maria Clapp Dianne Sacchetti
Sarah Cotrez Sarah Cotrez
Marsha Seagrave Katie Robinson
Cathy Rodriquez Audrey Benitez

Instructional materials are available that meet the needs of Cadets.

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

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

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

The school has a BPIE committee that meets quarterly.

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

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

The Academy will collaborate with the Florida Inclusion Network.

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

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

ways will be included in the curriculum. Electives that satisfy IB requirements and cover general diploma criteria will be expanded and enhanced through the performing, fine, and visual arts.

- AP, Honors, and DE courses are provided.

Our "Inspire Project" has connected our cadets globally with many inspiring and successful individuals through Skype sessions. Our cadets have an opportunity to interact with these individuals by asking them questions and understanding how they became so successful and many different types of careers available to them. We also partner with Harvard University, Mote Marine Laboratory, and Shutter Box.

Clubs are also offered that focus on career awareness such as the Medical Club, the Health Club, and Research Club.

Part V: Budget

Total:	\$0.00
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