

**SARASOTA MILITARY ACADEMY
BOARD OF DIRECTORS
MEETING AGENDA
Thursday October 10, 2019**

- Call to Order
- Approval of the Minutes-Tab 1
 - September 12, 2019
- Executive Director of Schools' Report – Tab 2
 - Adoption of Active Assailant Response Plans
 - Approval of 2019-2020 School Improvement Plan
- Community Outreach Director Report and Presentation
- Head of School Report - SMA Prep – Tab 3
 - Athletic Director Report
 - MYP Report
 - Faculty Representative
- Head of School Report – SMA High – Tab 4
 - Athletic Director Report
 - IB Report
 - Faculty Representative
- SAI/Commandant's Report – Tab 5
- Treasurer's Report – Tab 6
 - Monthly Financial Report
- PTCC Committee Reports – Tab 7
- SMA Foundation, Inc. Report – Tab 8
- Committee Reports
 - Strategic Planning Task Force (SPTF)
 - Academic Excellence
 - Recruitment and Retention/Marketing
 - Funding
 - Board Member Recruitment and Retention
- Chairperson's Report
- Old Business
- New Business
 - Special Recognition; Cadet Colonel Juliana Rendle
 - Presentation; Mr. Bob Fletcher
- Public Comment
- Meeting Adjournment

Sarasota Military Academy

BOARD OF DIRECTORS

ANNUAL MEETING MINUTES

12 September, 2019

Board of Director Members' Attendance

Present:

Mr. Herb Jones, Chairman
F. Steven Herb, Esquire, Vice Chairman
Ben Knisely, COL USA (Ret), Secretary
Mr. Kimball Bobbitt, Treasurer
Ms. Carter Donovan
Ms. Linda Long
Dr. Thomas J. McElheny

Howard G. Crowell, Jr., LTG USA (Ret), Chairman, SMA Foundation Inc.

Absent: Frederick M. Derr, CAPT USN (Ret), Treasurer, SMA Foundation Inc.; SMA-LTC Lisa Currie, Assistant Head of School, Middle School Campus; SMA-MAJ Amy Mazner, Athletic Director, High School Campus; SMA-CPT Leslie Smith, Athletic Director, Middle School Campus;

SMA Administrative Staff in Attendance

SMA-COL Christina Bowman, Executive Director of Schools
SMA-COL Frederick Fout, Head of School, High School Campus
LTC Ben Weiss, Commandant of Cadets – Senior Army Instructor
SMA-LTC Abby Williams, Assistant Head of School, High School Campus
SMA-LTC Dr. Catherine Rodriguez, Assistant Head of School, High School Campus
SMA-LTC Pamela Donehew, Director of Literacy and IB
SMA-MAJ Steve Kok, Director of Finance
SMA-COL Tom Vara, Head of School, Middle School Campus
SMA-LTC Ryan Lee, Assistant Head of School, Middle School Campus
MAJ Becky Morris, Assistant Head of School, Middle School Campus

Guests: Members of the SMA faculty, staff and PTCC representatives.

SMA-CPT Jennifer Vanston, High School Faculty Rep; SMA-CPT Bryan Burns, Prep Faculty Rep; Michele Collins, HS PTCC President; SMA-MAJ Michael Finley, Performing Arts Department Chair; SMA-MAJ Sylvia Gillotte, English Department Chair, High School Campus; SMA-CPT Hellen Harvey, IB and Media, High School Campus; Mr. Vincent Tortora, Pellegrino & McFarland, PA

Location: SMA Prep School campus. The chairman called the meeting to order at 4:35 pm.

Motion to Approve the Minutes from the 22 August, 2019 meeting:

Vice Chairman F. Steven Herb moved to approve the 22 August, 2019 minutes subject to changes mentioned; Dr. Tom McElheny seconded the motion and the board unanimously approved.

Audit

Mr. Vincent Tortora of Pellegrino & McFarland, PA presented the audit of 2019 and discussed the necessary changes from the previous year.

Vice Chairman Herb moved to approve the 2019 audit; Mr. Kimball Bobbitt seconded the motion and the board unanimously approved.

Executive Director of School Report: SMA-COL Christina Bowman provided a read-ahead report. She discussed the candidate for the science position at the Prep is promising and the change of command ceremony for both heads of schools went well. SMA-COL Bowman mentioned speaking with the Sarasota authority regarding the Lemon Avenue parking lot and having another two months to continue to use for parking. She thanked SMA-MAJ Sylvia Gillotte and her husband for bringing us Mr. Freddie Figgers of Figgers Communications who donated twenty computers to the high school.

SMA-COL Bowman discussed enrollment numbers and academy events such as a new program for the eighth grade transition to high school and stated concerns on the ESE funding base price per student had dropped. She explained the protocol for ESE students and how processes will change at SMA to ensure resources are utilized and funding is clarified. Chairman Jones commended the team for maintaining a balanced budget despite changes in funding.

HR Report: N/A

SMA Prep Head of School Report: SMA-COL Tom Vara provided a read-ahead report. He discussed the first enrollment meeting a huge success with mostly incoming sixth grade parents. SMA-COL Vara stated the science position has been filled and starting the following Monday. He discussed the safety and security teams working diligently in securing as many lockdown drills as fire totaling twenty-three drills executed under mandate throughout the school year.

SMA Prep Athletics Report: SMA-CPT Smith provided a read-ahead report and SMA-COL Vara mentioned that volleyball season has started today.

MYP: SMA-LTC Lisa Currie provided a read-ahead report.

SMA Head of School Report: SMA-COL Fred Fout provided a read-ahead report. He thanked SMA-LTC Abby Williams for creating the evacuation team which executed an evacuation to one of our off-campus locations with all cadets accounted for and back in less than forty minutes. SMA-COL Fout discussed the excitement on campus with athletics and military activities in full swing, recognizing cadets during formation and chorus singing the National Anthem. He stated the Chinese instructional position has been filled and doing great and continuing with training in safety on campus and mental health. SMA-COL Fout discussed upcoming events with the first enrollment meeting on 25 September.

SMA HS Athletics Report: SMA-MAJ Amy Mazner provided a read-ahead report. SMA-COL Fout stated the online spirit store opens on Monday, September 16th. Chairman Jones stated more board participation is needed with the Athletics Golf Challenge in April, 2020.

IB Report: SMA-LTC Pamela Donehew provided a read-ahead report. She discussed gathering data now for IB interest and meeting with pre-IB cadets and IB teachers regularly. SMA-LTC Donehew mentioned the World Religions field trip scheduled to visit a Mosque, Temple and Church.

COL Ben Knisely inquired as to the "skinny" schedule with A/B first four days and then all classes on Friday in which SMA-COL Bowman replied that the schedule is enticing but will be a large cost for SMA to change the program from the Sarasota County District program we currently use. SMA-COL Bowman discussed the extensive research she has completed with studies showing the classroom is what impacts students more rather than the schedule type and that it depends on which schedule fits the school the best. SMA-LTC Donehew suggested a committee be formed on compiling real research to derive the best analysis on schedule and students' performance. Chairman Jones agreed a committee should be formed in which SMA-COL Bowman agreed to implement.

Outreach Director: Dr. Todd Brown provided a read-ahead report. SMA-COL Bowman explained that Dr. Brown is currently in China at the Global Education Summit.

Technology: MAJ Becky Morris provided a read-ahead report.

SAI/Commandant's Report: LTC Ben Weiss provided a read-ahead report with notes on leadership given to him by his ROTC Instructor from the 1970s which will be taught to his senior leaders at SMA. He discussed the increased interest in attending the service academies with four active admission files to The Academy at West Point from last year's trip. LTC Weiss mentioned additional trips to the The Academy at West Point this year as well as extending trips to The Naval Academy, USF and UNF. He stated a trip to the Governor's Office in Tallahassee is scheduled to sit down with the governor to discuss SMA as the only military public charter school and how to maximize exposure.

LTC Weiss stated the first Commandant talk of the year was very successful, positive and promoted leadership. He discussed the reorganization within the regiment to now be structured differently with five battalions allowing all cadets the ability to know who their leader is. LTC Weiss discussed one of our cadets as the recipient of the Legion of Valor award and explained sixty cadets applied out of four thousand with only eight who received the award and one being ours.

LTC Weiss discussed receiving a robotics package of three robots totaling 20K. He mentioned the Raiders Competition at Lakewood Ranch High School with the opening ceremony at 7am. COL Knisely mentioned the Color Guard was very impressive at the 9/11 dinner the previous night.

Staff Representatives: SMA-CPT Jennifer Vanston has nothing to report at this time as SMA-COL Fout resolved all concerns after the last board meeting. SMA-CPT Bryan Burns had nothing to report.

Treasurer's Report: Mr. Kimball Bobbitt and SMA-MAJ Steve Kok provided a read-ahead report. Mr. Bobbitt explained the new reporting format of balance sheets from both campuses

presented for easier understanding. He further discussed the financials including cash flow and operating expenses and stated that he would like to review the audit with SMA-MAJ Steve Kok. Vice Chairman Herb stated the need to receive audit next year weeks prior to 1 October deadline.

PTCC Report: Ms. Michele Collins provided a read-ahead report and received two grant requests for the first PTCC meeting.

Foundation, Inc.: Chairman Howard Crowell mentioned actively seeking a fundraiser.

Committee Reports: Ms. Linda Long discussed the progress within the Strategic Planning Committee. She stated the committee reviewed the report from Ms. Christie Nolan and the strengths and weaknesses of the academy along with board of directors' performance. Ms. Long explained how the committee decided on four areas that need to be addressed and subcommittees be established with staff and heads of schools prior to parents' involvement. She stated each subcommittee will present to the board at October meeting.

Chairman: N/A

Old Business: N/A

New Business: N/A

Public Comments: LTG Howard Crowell inquired as to the role of ROTC in the classrooms in which Chairman Jones replied that it will be a discussion at a later time to clarify role of ROTC with SMA-COL Bowman and LTC Weiss.

The chairman adjourned the meeting at 6:22 pm.

Mr. Herb Jones, Chairman

Date

COL Ben Knisely, Secretary

Date

Executive Director of Schools Report

October, 2019

Enrollment:

- Verbal report will be provided.
- Open enrollment: October 1, 2019-January 31, 2020

Communication:

- Lemon Avenue Parking
 - The Sarasota Housing Authority has received permitting from the City of Sarasota although SMA continues access to parking until further notice.
 - Orange Avenue Parking update; Waiting for third usage permit draft.
- HR
 - Open Position: Academy Band Instructor
- Land Acquisition Status
- Weekly Meetings with Administrative Teams
- Strategic Planning Committees
 - Each committee has held two meetings
 - Verbal reports will be provided (Committee Reports)
- "Customs, Courtesies and Traditions"
 - Planning meeting October 8, 2019

Academy Events

- Admissions Information Meetings
 - Prep: October 10, November 14 8:30 am
 - HS: October 30, November 20 7:00 am
- Community Foundation of Sarasota County "3rd Thursdays"
 - Prep Campus
 - September 19, 9:00 am
 - 20 Participants
 - Excellent event
- Congressman Vern Buchanan's Service Academy Fair
 - September 21, 11:00 am
 - High School Gymnasium
 - Approximately 120 attendees

- Tiger Bay Luncheon
 - October 3, 2019
 - Six cadets
 - November 7, 2019
 - Six cadets
- Freshmen Lock-In
 - October 11-12, 2019
 - 2:00 pm-8:00 am
 - High school campus
- Veterans Day 11/11/2019
 - Full school day for each campus
 - Formation 8:40 am
 - Depart campus 9:10 am
 - Parade 10:00 am
 - Return to campus approximately 10:45 am
 - Board attendees
 - Walk or ride
- National Philanthropy Day Luncheon
 - November 12, 2019
 - 11:30am-1:30 pm
 - Michael's on East

Ongoing Concerns:

- Parking
- Academic Achievement
- District funding/FTE

ACTIVE ASSAILANT PLAN

These procedures are to be used to protect occupants from potential dangers inside the building or from external threats that enter the building (i.e., **Active Shooter(s)**).

ANY STAFF MEMBER CAN INITIATE A LOCKDOWN BY ANY COMMUNICATION NECESSARY

*****MOVE TO YOUR SAFE CORNER*****

*****CLOSE BLINDS AND TURN OFF LIGHTS*****

*****MAKE THE CLASSROOM APPEAR VACANT*****

***** Safe Corner is a location within a classroom/office, etc. that does not have any furniture where students or staff will move to during a lockdown. The safe corner should not be visible by line of sight through the door window.*****

Administrator's Responsibilities

1. Initiate LOCKDOWN using any available notification method (via intercom, dialing 801) and announce, "**LOCKDOWN, LOCKDOWN, LOCKDOWN**". Repeat this announcement as often as possible to inform staff and alert anyone entering campus.
2. If this is an active shooter on campus and the location is known, announce the location over the school's intercom. (i.e. "active shooter in building 12")
3. Call 911 and provide information as requested by the 911 operator.
4. Check hallways and direct any students and/or visitors to a safe secure room.
5. Move to the designated safe corner within the room.
6. Keep everyone quiet and silence all electronic devices.
7. Make room appear to be vacant and restrict movement.
8. Close blinds and turn off classroom lights.
9. **DO NOT** open door for anyone; proper authorities will have keys to open the door.
10. **DO NOT** respond to fire alarm unless a known administrator makes a supporting statement, or you detect smoke or fire.
11. Monitor all incoming emails, text messages, and voice notifications for further instructions.

****Law Enforcement, EMS and Fire will be responding upon calling 911****

Teacher /All Staff Member Responsibilities

1. Immediately conduct sweep of the hallways and bathrooms **UNLESS YOU HEAR A DISTURBANCE**. Direct any nearby students and/or visitors into the classroom or other secured area.
2. Classroom doors shall be locked at all times.
3. Close blinds and turn off classroom lights.
4. Move students quickly to the designated "**SAFE CORNER**".
5. Keep everyone quiet and silence all electronic devices.
6. Make room appear to be vacant and restrict all movement.
7. **DO NOT** open door for anyone; proper authorities will have keys to open the door.
8. **DO NOT** respond to fire alarm unless a known administrator makes a supporting statement, or you detect smoke or fire.
9. Monitor all incoming emails, text messages, and voice notifications for further instructions.

****Law Enforcement, EMS and Fire will be responding upon calling 911****

Parents/Visitors on Campus

1. If able, direct them to a classroom, follow LOCKDOWN procedures for class.
2. If outside and can safely leave campus, leave immediately.

P.E. Classes Outdoors / Media Center / Lunch Room

1. If threat is inside facilities and your class is outside, leave campus immediately. **(RUN/EVADE)**

You do not want to bring the students into the location of the active shooter. If the location of the active shooter is known it will be broadcast through the intercom system and/or school radios.

2. If your class is inside, follow LOCKDOWN procedures to nearest safe location.

Sarasota County Schools

Sarasota Military Academy



2019-20 School Improvement Plan

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Sarasota Military Academy

801 N ORANGE AVE, Sarasota, FL 34236

www.sarasotamilitaryacademy.org

Demographics

Principal: Frederick Fout

Start Date for this Principal: 8/13/2018

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
2018-19 Title I School	No
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	45%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups in orange are below the federal threshold)	Asian Students Black/African American Students Economically Disadvantaged Students English Language Learners Hispanic Students Multiracial Students Students With Disabilities White Students
School Grade	2018-19: B
School Grades History	2017-18: B 2016-17: C 2015-16: C 2014-15: A 2013-14: A
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	<u>Tracy Webley</u>
Turnaround Option/Cycle	
Year	

Support Tier	NOT IN DA
ESSA Status	TS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

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 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.

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 military, character development 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	Job Duties and Responsibilities
Bowman, Christina	Other	
Gillotte, Sylvia	Teacher, K-12	
Wasserman, Rachel	Teacher, K-12	
Clapp, Maria	Guidance Counselor	
Vara, Tom	Principal	
Morris, Becky	Assistant Principal	
Currie, Lisa	Assistant Principal	
Brown-Santana, Cheryl	Teacher, K-12	
Pelletier, Carol	Teacher, K-12	
Lee, Ryan	Assistant Principal	
Fout, Fred	Principal	
Dobbert, Marissa	Teacher, K-12	
Rodriguez, Cathy	Assistant Principal	
Williams, Abby	Assistant Principal	
Holland, Michael	Teacher, K-12	
Ferguson, Deanna	Teacher, K-12	
Fulghum, Mark	Teacher, K-12	

Early Warning Systems

Current Year

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	225	209	198	201	208	167	156	1364
Attendance below 90 percent	0	0	0	0	0	0	14	25	23	32	34	36	57	221
One or more suspensions	0	0	0	0	0	0	2	3	4	4	4	1	1	19
Course failure in ELA or Math	0	0	0	0	0	0	13	23	18	30	39	23	20	166
Level 1 on statewide assessment	0	0	0	0	0	0	27	37	23	40	59	32	0	218

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	0	8	18	8	36	29	29	151

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	0	0	0	
Students retained two or more times		0	0	0	0	0	0	0	0	0	1	0	0	1

FTE units allocated to school (total number of teacher units)**Date this data was collected or last updated**

Tuesday 9/24/2019

Prior Year - 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	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 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	10	7	5	39	27	13	7	108

Prior Year - 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	27	22	16	46	67	74	79	331	
One or more suspensions	0	0	0	0	0	0	6	7	4	17	9	12	3	58	
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 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	10	7	5	39	27	13	7	108

Part II: Needs Assessment/Analysis

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	2019			2018		
	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%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	225 (0)	209 (0)	198 (0)	201 (0)	208 (0)	167 (0)	156 (0)	1364 (0)
Attendance below 90 percent	14 (27)	25 (22)	23 (16)	32 (46)	34 (67)	36 (74)	57 (79)	221 (331)
One or more suspensions	2 (2)	3 (6)	4 (4)	4 (30)	4 (23)	1 (19)	1 (14)	19 (98)
Course failure in ELA or Math	13 (12)	23 (19)	18 (37)	30 (17)	39 (19)	23 (20)	20 (13)	166 (137)
Level 1 on statewide assessment	27 (46)	37 (33)	23 (24)	40 (79)	59 (45)	32 (1)	0 (0)	218 (228)

Grade Level Data

NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	63%	63%	0%	54%	9%
	2018	64%	63%	1%	52%	12%
Same Grade Comparison		-1%				
Cohort Comparison						
07	2019	67%	64%	3%	52%	15%
	2018	61%	62%	-1%	51%	10%
Same Grade Comparison		6%				
Cohort Comparison		3%				
08	2019	62%	66%	-4%	56%	6%
	2018	67%	70%	-3%	58%	9%
Same Grade Comparison		-5%				
Cohort Comparison		1%				
09	2019	50%	65%	-15%	55%	-5%
	2018	49%	66%	-17%	53%	-4%
Same Grade Comparison		1%				
Cohort Comparison		-17%				
10	2019	47%	63%	-16%	53%	-6%
	2018	45%	65%	-20%	53%	-8%
Same Grade Comparison		2%				
Cohort Comparison		-2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	61%	67%	-6%	55%	6%
	2018	64%	66%	-2%	52%	12%
Same Grade Comparison		-3%				
Cohort Comparison						
07	2019	77%	73%	4%	54%	23%
	2018	69%	73%	-4%	54%	15%
Same Grade Comparison		8%				
Cohort Comparison		13%				
08	2019	61%	65%	-4%	46%	15%
	2018	73%	63%	10%	45%	28%
Same Grade Comparison		-12%				
Cohort Comparison		-8%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	53%	62%	-9%	48%	5%
	2018	53%	62%	-9%	50%	3%
Same Grade Comparison		0%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	71%	77%	-6%	67%	4%
2018	56%	75%	-19%	65%	-9%
Compare		15%			
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	84%	85%	-1%	71%	13%
2018	81%	80%	1%	71%	10%
Compare		3%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	74%	77%	-3%	70%	4%
2018	84%	76%	8%	68%	16%
Compare		-10%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	66%	73%	-7%	61%	5%
2018	60%	77%	-17%	62%	-2%
Compare		6%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	56%	69%	-13%	57%	-1%
2018	59%	71%	-12%	56%	3%
Compare		-3%			

Subgroup Data

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 2016-17	C & C Accel 2016-17
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 2015-16	C & C Accel 2015-16
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

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	TS&I
OVERALL Federal Index - All Students	60
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	61
Total Points Earned for the Federal Index	723
Total Components for the Federal Index	12
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	0

English Language Learners	
Federal Index - English Language Learners	42
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	0
Asian Students	
Federal Index - Asian Students	65
Asian Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Asian Students Subgroup Below 32%	0
Black/African American Students	
Federal Index - Black/African American Students	43
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	0
Hispanic Students	
Federal Index - Hispanic Students	54
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	0
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%	0
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%	0
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%	0
White Students	
Federal Index - White Students	66
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	0

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	54
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	0

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends

A review of the overall state assessments in grades 6-8 and 9-12, revealed the lowest performing data component in high school mathematics learning gains for the lowest quartile at 28% and Math overall learning gains at 36%. Learning gains for the lowest quartile in Math and ELA also trended low for the middle school grades with 51% for each component. Contributing factors to low learning gains especially as it applies to the lowest quartile include focusing primarily on achievement goals rather than learner growth and effective differentiation strategies.

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline

The data component that showed the greatest decline was also high school mathematics learning gains for the lowest quartile with a 13% drop from 41% in 2018 to 28% in 2019. At the middle school level, the greatest decline also occurred in Math learning gains for the lowest quartile, dropping 6% from 57% to 51%. The same contributing factors as noted for the lowest performance apply to the declining performance in the lowest quartile. It is also noted that at the 7th-grade level, increases were noted in both Math and ELA where teachers incorporated technology to enhance their formative assessments, learner feedback, and differentiated instructional strategies. Learning gains in intensive classes overall and for the lowest quartile indicated student progress as high as 67% for a highly effective teacher.

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends

The data component that had the greatest gap compared to the state average was in College and Career Acceleration. Although SMA grew by 8% to 42% in College and Career Acceleration, this was still 25% below the Sarasota School District average of 67% and 19% below the state average of 61%. Factors that contributed to this gap include a lack of specific planning to support acceleration opportunities for all students at the high school level.

Which data component showed the most improvement? What new actions did your school take in this area?

1) When looking at data components by grade level, ELA learning gains in grades 9-12 for the lowest quartile showed the most improvement, increasing 14% from 29% in 2018

to 43% in 2019. This significant increase was the result of last year's action step that included curricular alignment with Intensive Language Arts and the Florida state ELA standards, MTSS strategies, and progress monitoring through USATestPrep. 2) The next data component showing the most improvement was Middle School Acceleration, growing 13% from 53% in 2018 to 66% in 2019. Factors that contributed to this increase included specific planning for accelerated math progression beginning in 6th grade. Additionally, a math summer learning program using Khan Academy supported increased student mastery of skills in preparation for the next grade level. 3) Gains were also noted in the Hispanic subgroup for all components except math learning gains, social studies achievement, and graduation rate. Overall, this subgroup increased by 33 points. This increase was attributed to a specific plan addressing the growing Hispanic population at SMA that included specific supports for communication, cultural awareness, and access to resources that provide for scaffolding and a more equitable learning environment.

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

A review of the EWS data reveals an area of concern for course failures in ELA or Math. The total increase from the prior year to the current year revealed increased failures at all levels except in 8th grade. The total increased by 29 students, growing from 137 in 2018 to 166 in 2019.

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year

1. Learning gains at the lowest quartile and overall in Math and ELA
2. SWD subgroup in all components (falls below federal index)
3. College and Career Acceleration
4. Science achievement at the 8th-grade level
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1

Title

Increase learning gains for all students

Rationale

A focus on student growth aligns with the need to improve in our school's weakest areas of learning gains both in Math and ELA. This will also support our struggling SWD learners who are underperforming resulting in an achievement gap falling below the Federal Index.

State the measureable outcome the school plans to achieve

By the year 2020, SMA's goal is to raise learning gains in the lowest quartile for math by a minimum of 4%, growing from 28% to 32% proficiency (levels 3, 4, & 5) on the FSA Mathematics Algebra 1 and Geometry EOCs.

Person responsible for monitoring outcome

Fred Fout (fred.fout@oursma.org)

Evidence-based Strategy

Progress monitoring using USA Test Prep and differentiated instruction through blended learning using Khan Academy. Progress monitoring reviewed within Mathematics and English departments bi-weekly. Individualized data tracking and instructional planning to differentiate by student using USA Test Prep and Khan Academy.

Rationale for Evidence-based Strategy

Co-teaching model will enhance RTI/MTSS within the Algebra classroom in order to provide additional small group instruction and instructional models for the lowest quartile as well as the remainder of the class. Data provided through consistent FSA aligned USA Test Prep progress monitoring and benchmark assessments will provide the instructional focus for classroom lesson design and small group instruction opportunities through the co-teaching model. Additionally, Khan Academy will provide self-paced accessible instructional techniques in order to differentiate to individual learner's needs.

Action Step**Description**

1. Research and determine co-teaching models to support the objective; one teach/one observe, one teach/one assist, parallel teaching, station teaching, alternative teaching, and team teaching.
2. Provide professional development to successfully implement and monitor the chosen co-teaching model(s) in the Algebra classroom.
3. Implement the co-teaching model with support from administration and department leadership in the Algebra classroom.
4. Schedule cyclic assessment and data collection opportunities using USA Test Prep and school computers.
5. Analyze and interpret data to target learning goals for the co-teacher teams.
6. Provide professional development and technical support for instructional staff to utilize Khan Academy to differentiate and enhance learning based on data in the Algebra and Geometry classrooms.
7. Monitor implementation with observation and feedback from administration and department leadership.

Person Responsible

Michael Holland (michael.holland@oursma.org)

#2

Title

Increase learning for Students with Disabilities in all components

Rationale

SWD learners currently show an achievement gap at 37% which is below the Federal Index.

State the measureable outcome the school plans to achieve

By the year 2020, SMA's goal is to raise the subgroup for students with disabilities by 4%, bringing it above the Federal Index to 41%.

Person responsible for monitoring outcome

Tom Vara (tom.vara@oursma.org)

Evidence-based Strategy

Implementation of Hattie's High Impact Teaching Strategies (HITS). Three 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 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.

Rationale for Evidence-based Strategy

HITS have 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.

Action Step**Description**

1. Introduce HITS to faculty
2. Create smart goals based on specific strategy
2. Monitor 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)
- 5.

Person Responsible

Lisa Currie (lisa.currie@oursma.org)

#3

Title Increase achievement for Algebra and Geometry

Rationale High school math achievement results for Algebra 1 and Geometry EOCs dropped from 53% to 51% along with significant drops in learning gains.

State the measureable outcome the school plans to achieve By the year 2020, SMA's goal is to raise Algebra and Geometry achievement at the high school level by a minimum of 4%, growing from 51% to 55% proficiency (levels 3, 4, & 5) on the FSA Mathematics Algebra 1 and Geometry EOCs.

Person responsible for monitoring outcome Michael Holland (michael.holland@oursma.org)

Evidence-based Strategy Progress monitoring using USA Test Prep and differentiated instruction through blended learning using Khan Academy. Implementation of co-teaching model on alternating days to provide tiered instructional support in the Algebra classroom.

Rationale for Evidence-based Strategy Co-teaching model will enhance RTI/MTSS within the Algebra classroom in order to provide additional small group instruction and instructional models for the lowest quartile as well as the remainder of the class. Data provided through consistent FSA aligned USA Test Prep progress monitoring and benchmark assessments will provide the instructional focus for Algebra and Geometry classroom lesson design and small group instruction opportunities through the co-teaching model. Additionally, Khan Academy will provide self-paced accessible instructional techniques in order to differentiate to individual learner's needs.

Action Step

Description

1. Research and determine co-teaching models to support the objective; one teach/one observe, one teach/one assist, parallel teaching, station teaching, alternative teaching, and team teaching.
2. Provide professional development to successfully implement and monitor the chosen co-teaching model(s).
3. Implement the co-teaching model with support from administration and department leadership.
4. Schedule cyclic assessment and data collection opportunities using USA Test Prep and school computers.
5. Analyze and interpret data to target learning goals for the co-teacher teams.
6. Provide professional development and technical support for instructional staff to utilize Khan Academy to differentiate and enhance learning based on data.
7. Monitor implementation with observation and feedback from administration and department leadership.

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

#4

Title	Improve chronic absenteeism among 12th grade students.
Rationale	Although the average attendance for 12th grade students during the 18-19 school year was 92.17%, the highest rate of chronic absenteeism among 12th grade students reached an all year high of 41 students missing 10% or more school days at the 170 day mark. If you are missing 3 school days by day 30, you are considered chronically absent.
State the measureable outcome the school plans to achieve	12th grade students will improve attendance meeting at least a 92% ADA rate overall, and reduce chronic absenteeism to less than 10% of the class.
Person responsible for monitoring outcome	Cathy Rodriguez (cathy.rodriguez@oursma.org)
Evidence-based Strategy	Refer students in danger of attaining an attendance rate less than 90% to the SWST. SWST will institute an attendance contract with the student and parents. Attendance for individuals referred to SWST will be monitored weekly. Parent contacts will be made bi-weekly to ensure attendance is maintained. Students not meeting the threshold will be referred to Department of Motor Vehicles.
Rationale for Evidence-based Strategy	1. Contractual obligation reinforcement through the Attendance Contract. 2. Parent involvement through the Attendance Contract and consistent parent contacts. 3. Consistent monitoring through an existing student intervention model (SWST).
Action Step	
Description	1. Student is identified at risk of exceeding absences 2. Student is referred to SWST for intervention 3. Student is placed on Attendance Contract through a Student/Parent/Administrative meeting 4. Student is referred to Department of Motor Vehicles for non-compliance with State statute 5. SWST assigned interventionist and attendance clerk will make regular contact with parents regarding progress and individual absences
Person Responsible	Fred Fout (fred.fout@oursma.org)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information)

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 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. Families of students in the IB/DP program meet regularly, with planned meetings at least quarterly. 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.

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. 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 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 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 where they receive information about the school and campus life. Campus tours are provided by Cadet Leadership. Prospective families have an opportunity to see the morning formation and learn about the unique opportunities at both campuses.

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 cades will participate in a "Basic training" program to acclimate them to the campus and culture. Feedback indicates this provides a great level of comfort 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

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.

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

Our "Inspire Project" has connected our cadets globally with many inspiring and successful individuals through Skype sessions. 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.

Part V: Budget

1	III.A	Areas of Focus: Increase learning gains for all students				\$5,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0074 - Sarasota Military Academy	Title II		\$5,000.00
2	III.A	Areas of Focus: Increase learning for Students with Disabilities in all components				\$14,000.00

Sarasota - 0074 - Sarasota Military Academy - 2019-20 SIP

	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			0074 - Sarasota Military Academy	Title IV		\$14,000.00
3	III.A	Areas of Focus: Increase achievement for Algebra and Geometry				\$0.00
4	III.A	Areas of Focus: Improve chronic absenteeism among 12th grade students.				\$0.00
Total:						\$19,000.00

Read Ahead: September '19: Todd Brown

- Engaged with schools in Shanghai and Shekou to expand understanding of best practices as well as the adoption of Operation Outbreak in specific schools
- Ran mini-simulation with AP Human Geography and Epidemiology students
- Will collaborate and Skype with the middle school to run a full-scale Operation Outbreak in the spring with Shanghai
- Invited to speak at the EOS Asia Conference (the largest Model UN conference in the world: 1500-1700 schools)
- Advanced to the semi-final round for the Reimagine Education Awards (R.E.A.) (called the Oscars of Education) in the UK (selected as one of the top 150 out of 16,000 entries thus far)
- Invited to publish an article in the R.E.A. newsletter that is circulated to over one million students, teachers, and administrators around the world
- Early stages of collaboration with an IB school located in Orlando, West Palm Beach, and Delray Beach, as a result, my IB Global Conference presentation
- Will be giving a two-hour presentation in front of all MYP and PYP attendees in St. Pete at the FLIBS meeting
- Established the current program, “We Are America” for Carol Pelletier that will result in a collaborative e-book publication of 8th graders personal stories as well as appear on an international website (Only 20 teachers selected in the U.S.)
- Establishing a biography writing program with Carol Pelletier for 8th-grade students with Nita Wiggins, award-winning journalist, and professor at the University of Paris
- Preparing for The Inspire Project’s Project Health speaker, Academy Award winner and multiple Best-Selling author, Sebastian Junger
- Invited to North Carolina, St. Louis, Spain, and the Philippines to speak about our school programs, specifically, Inspire, and Operation Outbreak
- Operation Outbreak collaborative effort (**Details**)
- FBI (**Details**)
- National Geographic (**Details**)
- Presentation accepted at the 2019 Annual Biomedical Research Conference
- Will be a mentor at the DreamLarge Weekend
- Women’s Sports Museum collaboration (awareness, fundraising, community service)
- Won the Air Force Association STEM Teacher of the Year Award

Take Aways from China

- Aesthetic: 'Action' shot, name, school, and bio for teachers outside of each room
- Block schedule 90 min classes
 - Combining LA and SS everyday
 - Math science by themselves every other day
- Progressive Electives
 - Original research class
 - Social entrepreneurship class
 - Big data classes <https://www.concordiashanghai.org/citizenc/citizenc-post-detail/~board/citizen-muse/post/big-data-leads-to-some-big-understandings>
- Student run magazine (see: <https://www.concordiashanghai.org/citizenc/compelling-ideas/press>)
- Progressive Ideas to Reflect Society
 - Adding info graphics
 - Adding 60 second video to essays
 - Curriculum decided by teachers and administration
 - Department/Class Budget
 - Most Classes are students actively learning (less didactic)
 - Students all brought laptops to offset costs (those without were provided by school)

Technology and Data Impact Report
MAJ (Ret) Becky Morris
9 September 2019

To understand the impact that technology has on learning requires ongoing monitoring of teaching and learning practices along with the use of data to inform decisions for improvement. It is a complex process but according to research, has a clear impact on student achievement when combined with highly effective teaching strategies. Additionally, it provides students with access to tools and resources that might not otherwise be available, thus supporting a more equitable learning environment. For teachers, it can enhance their ability to differentiate instruction, assess learning, provide feedback, and develop student skills in approaches to learning that can increase student agency, especially as it relates to using online tools to establish and monitor learning goals. It is important to note that “differentiation relates more to the phases of learning – from novice, through capable, to proficient – rather than merely providing different activities to different (groups of) students” (Hattie, 2012). Therefore, technology can be a key component to improving the growth and achievement of all learners.

Sarasota Military Academy has been undergoing a transition of hardware as we begin the process of updating our technology plan to support all students having access to technology. This summer, equipment was updated to the current Windows 10 operating system; outdated equipment that could not be updated was removed. The remaining desktops and some laptops were redistributed as needed throughout each campus. The following is a general list of hardware currently in place at both campuses in support of student learning:

- Microsoft Server with Active Directory Domain Service (separate server at each campus) ITS Group, Inc. is responsible for managing and maintaining the server and equipment along with security of servers, networks, and hardware at both campuses.
- Internet Access through network and Wi-Fi Access Points
- Smartboards (outdated versions at HS only, no smartboards at Prep), various projectors, doc cameras, 3-D printers, etc.
- Mounted televisions with HDMI connection to teacher desktop computer and Apple TV (every classroom at Prep & a couple of classrooms at HS)
- Desktop computers with Windows 10 OS
- Laptops 15.5” screens with Windows 10 OS
- Teacher iPad Air 2 (9.7”), originally deployed at Prep in 2014, out of warranty
- Student iPads (9.7”, 5th/6th gen, Logitech Rugged Combo cases, 231 purchased in 2018, launched with 7th grade class as 1:1 deployment with opt-out option)
- Teacher iPad Pros (16 iPad Pros, 12.9 inch w/ 64 GB, Apple Pencil - 1st gen)
- Chromebooks (Dell 3100 2-in-1, 11.6”, touchscreen) with charging carts (75 CB, 3 carts at Prep & 62 CB, 2 carts at HS) (All Chromebooks are deployed as one-to-many)

After one year of implementing iPads with every 7th grade student in 2018-19, SMA experienced increases in state assessment results for language arts and mathematics at the 7th grade level. Additionally, significant gains were noted in the ELA and math classes of two highly effective, 7th-grade teachers who incorporated the iPad technology to enhance their formative assessments, learner feedback, and differentiated instruction strategies.

FSA ASSESSMENT	2017-18 SY	2018-19 SY	Increase
ELA Achievement – 7th Grade	61%	67%	6
ELA Learning Gains – 7th Grade	53%	60%	7
ELA Lowest Quartile – 7th Grade	45%	54%	9
Math Achievement – 7th Grade	69%	77%	8
Math Learning Gains – 7th Grade	78%	79%	1
Math Lowest Quartile – 7th Grade	66%	67%	1

FSA ASSESSMENT by Teacher	2017-18 SY	2018-19 SY	Increase
ELA Achievement – Teacher 1	65%	71%	6
ELA Learning Gains – Teacher 1	55%	63%	8
ELA Lowest Quartile – Teacher 1	52%	57%	5
Math Achievement – Teacher 2	51%	71%	20
Math Learning Gains – Teacher 2	68%	75%	7
Math Lowest Quartile – Teacher 2	70%	67%	-3

The costs associated with using the iPads, however, included time for daily support, maintenance, opt-out management, troubleshooting Logitech case problems, cracked screens, broken keyboards, and investigating inappropriate use outside of the classroom. In 2018-19, SMA submitted 31 student iPads to Apple for cracked screens and 40+ cases/keyboards to Logitech for replacement. At the year-end turn-in, a total of \$4,906 was assessed for damaged iPads and/or broken and missing accessories. Some of this was replaced by parents with equivalent products in lieu of payment. The final outstanding amount after 3 collection letters was \$1,384 along with two missing Apple pencils from teacher iPad Pro turn-ins totaling \$178.

Updates have been made this year to iPad management procedures and the “Cadet and Parent/Guardian Responsible Use Agreement” to reduce damage and loss with the iPad program. The iPads have remained at the 7th grade level to build the program with returning 7th grade teachers. Changes have also been made to the Opt-out Process to support a growing number of parents not wanting the iPads to be taken home (from 18 last year to 28 this year).

New Chromebooks have been deployed at both campuses along with teacher training and cart scheduling and procedures. A full update on the CB rollout will be provided in the next report.

REFERENCES

Hattie, J. (2012). Visible learning for teachers: maximizing impact on learning. New York, NY: Routledge

Technology and Data Impact Report
MAJ (Ret) Becky Morris
4 October 2019

Chromebooks were introduced to both campuses for the first time this year as a change to the original decision to roll out a 1:1 technology plan using iPads. The leadership team met in March after reviewing several Chromebook models, and the Dell Chromebook 3100 2-in-1 was chosen as the best option for student use. The original plan that included progressively rolling out iPads to each grade level over the course of 5 years was discontinued. It was determined, however, that the iPads would remain at the 7th-grade level due to investments in programming, teacher development, equipment, procedures, and Apple Care warranties.

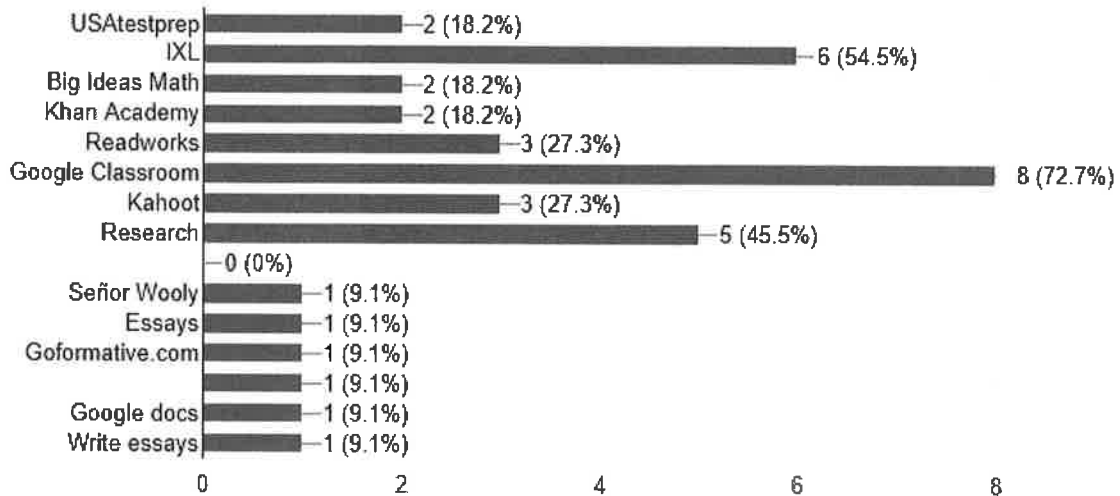
This change shifted our focus of “providing technology for all students” from a 1:1 model using iPads where students carry the devices with them, to a one-to-many relationship using Chromebooks that would eventually allow every teacher to have a class set of devices. These devices would then be shared from period to period, allowing all students to have access to technology as needed. Currently, with 62 Chromebooks at the high school and 76 Chromebooks at the middle school, this is implemented through the use of carts containing 25 Chromebooks each that are reserved and used by teachers as needed for the day. At the high school there are 2 carts shared within the language arts department, and at Prep there are 3 carts shared schoolwide. This is in addition to having computer labs for use at each campus that can be used by teachers on days when the labs are not needed for state testing.

The results of using Chromebooks has allowed for a more efficient integration with G Suite for Education, which provides tools for communication and collaboration through the *ourSMA* domain. This suite of tools includes email, calendars, Google Classroom, Drive, Docs, Sheets, Slides, and other Google Apps. Additionally, it syncs automatically with our single sign-on portal, Clever, which provides login access to numerous 3rd-party applications and programs without having to memorize separate logins and passwords. Chromebook cart procedures have been developed for each campus to facilitate a sharing process and accountability system for appropriate device and cart use for both students and faculty.

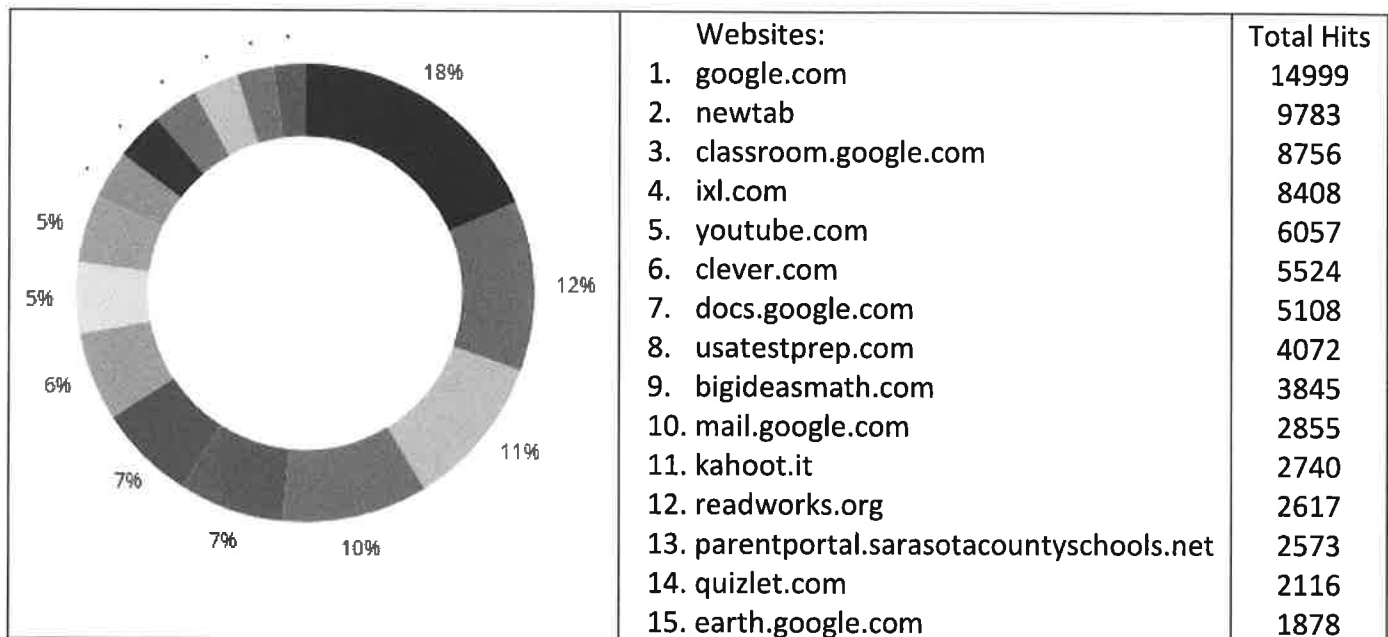
The next step is to determine an effective way to monitor Chromebook devices at the teacher and administrative level. This is to ensure that teachers have available tools to help students stay on task and engaged in lessons. It is also to provide data for leadership in determining effective uses of applications and proactive monitoring of student-use trends. A survey of SMA Prep teachers and high school ELA teachers as of 9/25/19, indicated that 46%, 12 of the 26 respondents, had used Chromebooks with their students so far this year (5 weeks for Prep teachers and 3 weeks for high school ELA teachers). Of those 12, there were 11 teachers who had tested the teacher component of GoGuardian to actively monitor student activity during Chromebook use in class. Teachers then reported the types of activities that students were expected to do. The report indicated the following activities:

While using Chromebooks, what type of activities were your students expected to do?

11 responses



In looking at GoGuardian reports for this period, there is much overlap with teacher reported goals. However, it also indicates a very high use of YouTube videos and general search activities (google.com and newtab) that open up potential distractions from the teacher's use of the technology.



As we continue to develop our plan for technology use in support of improved student achievement, it is necessary to understand how various school devices are being used and the relationship to highly effective teaching strategies and supports. In the next report, I will begin connecting the decision-making process for tools in a one-to-many device implementation with a focus on student learning based on the needs of our school community, available resources, and alignment to our school's mission and vision.

Head of School Report
for September 9th through October 4th 2019

Enrollment

Grade 6: 223
Grade 7: 209
Grade 8: 195
Total: 627

Campus Life/Events

- 9/10-Epaulet ceremony for new cadets
- 9/11-Patriot Day observance
- 9/12-Board meeting in Prep band room-4:30 pm
- 9/13-Lock down drill conducted @ 11:15 am
- 9/17-Cadet picture day
- 9/23-Book fair week
- 9/26-Dress Down Day
- 9/27-Fire drill conducted @ 1:40 pm

Cadet Highlights

-Cadets of the Month: **September**

Physical Education:	McKenzie Rusch	Blake Diamond
Military Studies:	Amelia Rusch	Jack Gutauskas
Athletics:	Volleyball: Shaelyn Walters	Flag Football: Seth Howard

Faculty/Staff Highlights

- Attached
- 9/11-9/18-Faculty meetings
- 9/13-Staff flu shots
- 9/17 + 9/18-Strategic Plan committee meetings

Parent and Community Highlights

- 9/5-Open House @ 6:30 pm-Cadet ambassadors assisted in room direction
- 9/12-Enrollment meeting in the café-8:30 am
- 9/12-Board meeting at the Prep @ 4:30 pm band room
- 9/19-Donor tour at the Prep-8:30-10:30
- 9/20-PTCC meeting 12-1 pm

Security

- 9/9-Safety team meeting to discuss future drill and procedures
- Reminder staff to be at their doors during passing time to assist in campus security

Attention Items

- FSSAT report completed for safety and security**
- School Improvement Plan completed and submitted to the county.**

STAFF ACKNOWLEDGEMENT

**Kathy Simon
iPad Forms and Collection**

**Leslie Collier/Jackie Trecartin
6th-Grade Health Screening**

**Alex Vanston
6th-Grade Epaulet Ceremony**

Coaches/Clubs

Flag Football	Jay Rosenbloom (Parent)
Girls Volleyball	Mark Sanders + Dep. Markey
Running Club	Jackie Trecartin
Interact Club	Carol Pelletier-Jane Clancy
Ducks Unlimited	Jackie Trecartin-Dawn Sudbury
Basketball Club	Erica Glisson + Jim Smith

SMAP ATHLETICS REPORT

Volleyball – The girls are currently 0 and 6. They will play their final game October at home on 10/7 vs Sky Venice. They will not qualify for the playoffs. Coach Markey realizes that the team is very young and is looking forward to next year as these players and the club team players develop.

Flag Football – The team is currently 3 and 1. The one loss was against a team the Prep consistently plays in the championship each year. Coach Rosenbloom said that the team is looking good with a strong defense and two, young talented quarterbacks. The team has 2 games left before the playoffs.

***Running Club** – Staff member Jackie Sharkey Trecartin supervised the running club which ended on 10/3. This club participated in fitness activities and training runs that prepared them for the Cross Country try outs.

Cross Country – Tryouts were held on Thursday, 10/3. Approximately 50 cadets, grades 6-8 ran the one mile course for time. The newly formed team will begin practice next Monday, 10/7. The first cross country invitational will be held on 10/16 at Lakewood Ranch. Staff member Jackie Sharkey Trecartin will coach this team again this year.

***Basketball Club** – The basketball club is underway with over 40 students involved in learning skills, drills and strategies of the game to better prepare them for tryouts which will be held October 15-17th.

Boys/Girls Basketball – Season begins November 12th. Two SMA Prep staff members are coaching basketball; Cpt. Melissa Reyes (Girls team) and Cpt. Jim Smith (Boys team).

**Club setting is a non-competitive environment where all cadets are encouraged to attend/participate. There is no tryout process. Each club provides an opportunity for cadets to showcase their talents, hone their skills, and build positive peer relationships. Clubs are DIFFERENT than out competitive athletic teams.*

IB MYP Read Ahead - 10/4/19
SMA-MAJ Lisa Currie

Currently, the initial design of the website is complete and even though it has gone live there is still a lot of work to begin. The new layout and backend potential of the site offers many marketing opportunities for IB. It is important to consider, however, that IB in a vacuum or only by name will not benefit the school. Ultimately, we are marketing a teaching and learning program that is based on the most current research and if done with fidelity can positively impact all areas that many of us are exploring through the strategic planning process. SMA has an incredible opportunity to establish an identity as a top education organization in a time when many important aspects of education are in flux. IB offers a roadmap as a guide to that end but SMA should consider IB as a Springboard to develop fresh, bold ideas.

As part of the Recruitment, Retention, and Marketing Committee, one of the goals that continued to surface in multiple contexts was the alignment of our programs between the campus. All of our programs were considered in the committee's brainstorm, but aligning IB was considered to offer the most potential to have a true impact and further set us apart. I was unable to attend a recent IB meeting meant to discuss alignment strategies between the schools so I will defer to the high school IB report to gain that information.

To: Governing Board, Sarasota Military Academy
Through: SMA-COL Bowman, Christina, Executive Director
801 North Orange Avenue
Sarasota, Florida 34236

From: SMA-COL Fout, Frederick T., Head of School
Sarasota Military Academy
801 North Orange Avenue
Sarasota, Florida 34236



Date: 04 October 2019

Re.: Board Report for Regular Sarasota Military Academy Board Meeting on
Wednesday, 10 October 2019

Enrollment:

- | | |
|---------------------------|--------------------|
| • (as of 04 October 2019) | • Projected |
| • Freshmen - 208 | • Freshmen - 237 |
| • Sophomores - 203 | • Sophomores - 206 |
| • Juniors - 169 | • Juniors - 180 |
| • Seniors - 150 | • Seniors - 164 |
| • TOTAL - 730 (57) | • TOTAL - 787 |

Accomplishments:

- Diagnostic reading assessment administered to all FSA ELA Level I and Level II cadets in order to provide additional data to inform instruction and interventions
- Provided faculty and full staff back to school professional development and meetings covering the following topics:
 - Social Emotional Learning focus
 - SEL book study implemented with four departments
 - Faculty and Staff participated in Restorative Circles focused on workplace culture
 - PD provided on Tier II interventions in the classroom, School Wide Support Team procedures, and the Literacy Decision Tree for struggling readers
- Participated in multiple meetings for the following organizations:
 - SWST (School Wide Support Team)
 - Safety
 - Threat Assessment Team
 - Instructional Leadership Team
 - Various Departments
 - PBIS

- Enrollment
- Strategic Planning for Academics
- Strategic Planning for Funding
- Met with Instructional Leadership Team (ILT), to include Administration, Program Directors, and Department Chairs, to clarify and update on
 - Department and Professional Learning Community meeting expectations
 - School Wide Student Support Team
 - Positive Behavioral Interventions and Support - PBIS and Discipline
 - Classroom Supports for school culture initiatives
- Attended Volleyball Games
- Attended Girls Golf Match
- Attended Cross Country Meet
- Attended Raider's Competition
- Weekly meetings with Commandant
- Weekly meetings with Administrative Team
- Daily working lunch meetings with Administrative Team, schedule permitting
- Multiple classroom Presence Patrols
- Scheduled Enrollment Meetings: 10/30/19, 11/20/19, 12/04/19, 12/18/2019, 01/08/2020, 01/29/2020, 02/26/2020 and 03/25/2020 from 7-8:30 am
- Multiple meetings with individual Teachers, Parents, and Cadets regarding issues related to cadet success at SMA

On-Going Projects:

- Continued development of schedule structure to enhance student access to foundational instructional courses, IB courses for all students (course takers), and to promote college and career readiness programming
- Initiating IB Career Program development through JROTC with the assistance of CW3 (Ret.) Munoz
- Alignment of Digital Info Tech and Java Essentials to CAPE standards to include industry certification requirements
- Initial evaluation of certified and non-certified personnel using the PRIDE protocol
- Continued classroom walkthroughs using the SMA Observation Protocol
 - Individualized walkthroughs focused on the Protocol and leading to Feedback and Coaching
 - Individualized discussions and development on Individualized Professional Development Plans for SY 2019/2020

Upcoming Events:

- **Senior Howl-O-Scream Trip**, October 04 at 5:00 pm
- Cross Country @ Ft. Myers Invitational, October 05 at 7:00 am
- Raiders @ Cape Coral/Mariner HS, October 5 at 7:00 am
- Boys Golf vs. Booker, October 08 at 3:30 pm
- Girls Golf @ North Port, October 08 at 3:30 pm

- **SMA Board Meeting**, October 10 at 2:30 pm at H.S.
- Boys Golf vs. Sarasota, October 10 at 3:30 pm
- Girls Golf @ Palmetto, October 10 at 3:30 pm
- Volleyball vs. SLAM Academy, October 10 at 7:00 pm
- **End of 1st Grading Period**, October 11
- **Freshmen Lock-In**, October 11-12 from 2:00 pm to 8:00 am
- Cross Country @ Clearwater Central Catholic, October 11 at 5:00 pm
- NO SCHOOL Full Day Professional Development, October 14
- Golf and Volleyball District Competition Begins, October 14 - Schedule TBA
- **PSAT/SAT Assessments**, October 16
- Manatee Tiger Bay, October 17 at 11:30 am
- Rifle Team Competition-Home, October 17-19 at 3:00 pm/3:00 pm/7:00 am
- Cross Country at Desoto, October 19 at 7:30 am
- Cross Country District Competition Begins, October 21 - Schedule TBA
- **Sarasota County Commission Meeting honoring one of our Cadets**, October 21 at 6:00 pm
- **Blood Drive**, October 24 and 25, on campus all day
- Raider District Competition @ Lakewood Ranch HS, October 26 at 6:45 am
- National Raider Competition @ Molena, GA, October 31-November 3
- Daylight Savings Time Ends, November 3
- Boys Soccer @ Parrish, November 4 at 6:00 pm
- **NHS Sponsored Impaired Driving Day**, November 7 during all classes
- Sarasota Tiger Bay, November 7 at 11:30 am
- Boys Soccer v. Booker, November 8 at 4:00 pm
- **Military Ball @ Grove Ballroom**, November 9
- **Veteran's Day Parade**, November 11
- Shakespeare's Romeo and Juliet in the gym, November 12 at 9:00 am and 11:00 am
- Girls Soccer v. Booker, November 12 at 4:00 pm
- Athletic Parent Meeting, November 13 at 7:00 pm
- **SMA Board Meeting**, November 14 at 2:30 pm



BOARD MEETING
10/4/19



CURRENTLY:

- 1) Volleyball currently has won 6 games and is sitting in 4th place in their District. The top 4 teams will compete in the District Tournament. They have 1 home game remaining on Oct. 10th at 7pm. Hope to see you ALL THERE!
- 2) Cross Country has made huge gains this year and many of our runners have accomplished Personal Records every meet! This Saturday they are at GT Bray for the Manatee/Sarasota Invitational. Girls begin at 7:30 am and the Boys at 8:10 am.
- 3) Boys Golf will be competing again the 26th Annual Donald Ross HS Invitation all day Monday @ SaraBay Country Club.
- 4) Districts for all Fall Sports begin the week of Oct. 14th.
- 5) **Fly As One** campaign is always available, which is an online donation option, run through our crowd funding. Each team has their own page and goal to reach.
<http://www.sarasotamilitaryacademy.org/support-sma-athletics>

UPCOMING:

- 1) Basketball (Girls & Boys), Soccer (Girls & Boys), and Wrestling will all start officially very soon! All of our Teams have already begun preseason conditioning.
- 2) Numbers are definitely up and we are all very excited that the culture & interest is changing!
- 3) Planning for our Inaugural Soaring Eagles Golf Challenge is a continuing project but **we need your HELP!!!!**
 - a. We have secured a few sponsors and raffle items, but we need plenty more! Procrastinating in this circumstance is certain failure!
 - b. In order to be successful it takes planning and networking...**please-please reach out to your network to become involved!** It'll sound like a broken record...Athletics receives 0 from the county and SMA. This is how we become even more successful and create change even faster!
 - c. Soaring Eagles Golf Challenge brochures, flyers, and registration information is all available online!
 - i. <http://www.sarasotamilitaryacademy.org/athletics/hs-athletics-golf-challenge>

FORWARD:

- 1) If we do well enough with your help from the Golf Challenge we will be able to pay our coaches what they deserve and keep them happy!
- 2) "I don't want to live in the kind of world where we don't look out for each other. Not just the people that are close to us, but anybody who needs a helping hand. I can't change the way anybody else thinks, or what they choose to do, but I can do my bit." – **Charles de Lint**

IB BOARD REPORT

10/10/19

- September 18th, a meeting was held for all IB faculty to discuss upcoming additions to the IB program. Teachers were introduced to the Career Program (CP) application that is currently being completed by Chief Munoz, CP Coordinator, SMA-Major Charlie Carver, 2020 DP Coordinator, and SMA-LTC Pamela Donehew, current DP Coordinator. The CP application is projected to be completed and submitted by January 2020. Faculty was also introduced to the expansion of the DP at SMA.
- October 1, 2019, at 6:00 pm, a Pre-IB Parent meeting was held in the HS cafeteria for incoming 8th grade and current 9th grade parents. The **Sarasota Military Academy International Baccalaureate Cadet and Cadet Family Guidebook** were distributed with attention drawn to items of interest to the audience. A Q &A followed at the end of the meeting. There were 28 families in attendance.
- Plans have been completed for Ms. Linda Long, Mr. Tom McElhaney, Ms. Carter Donovan, and SMA-LTC Pamela Donehew to visit Sturgis Public Charter High School for a fact-finding mission about IB wall-to-wall. The team will leave on October 21st, visit Sturgis on the 22nd, and return to Florida on the 23rd. Ms. Donehew's expenses have been underwritten by the team and the board members will cover their own expenses.



SMA MEMORANDUM

TO: SMA-COL. CHRISTINA BOWMAN

FROM: SMA – CPT. JENNIFER VANSTON, FACULTY REPRESENTATIVE

SUBJECT: BOARD DISCUSSION ITEMS FOR OCTOBER 10, 2019

DATE: OCTOBER 4, 2019

All concerns, grievances and suggestions brought to me have been presented to administration.

All items presented last month to administration were addressed in a timely manner and several positive communication improvement strategies were implemented to improve school climate and culture.

Staff and Teachers provided with approved Board Minutes and encouraged to attend Board Meetings.

I have not been approached by anyone who has expressed any concerns that are noteworthy for Board discussion at this time.

SARASOTA MILITARY ACADEMY

Commandant
801 North Orange Avenue
Sarasota, Florida 34236

10 October 2019

MEMORANDUM FOR GOVERNING BOARD, SARASOTA MILITARY ACADEMY

THROUGH EXECUTIVE DIRECTOR OF SCHOOLS

SUBJECT: Significant Activities Report

Significant activities past thirty days:

- Color Guard, 11 September 2019 @ Grove, LWR (911 Fallen Heroes)
- SMA Invitational Raider Competition @ Lakewood Ranch High School, 14 September 2019
- Veteran's of Foreign Wars POW/MIA Ceremony Support @ Sarasota VFW, 20 September 2019
- Congressional Service Academy Day Support @ SMA, 21 September 2019
- Legion of Valor "Cross of Excellence" Presentation @ SMA, 26 September 2019
- Beret Ceremony @ SMA, 30 September 2019
- Sarasota County School Board Color Guard @ SCSB, 01 October 2019
- Color Guard for Ducks Unlimited @ Robards Arena, Sarasota Sportsman Banquet, 03 October 2019
- Mariner High School Invitational Raider Competition @ Mariner High School, 05 October 2019

Significant activities next thirty days:

- "Freshman Lock-in" @ SMA, 11/12 October 2019
- Color Guard, West Point Parents Association 10 K Run @ Lakewood Ranch, 12 October 2019
- County Drill Competition @ Sarasota High School, 14 October 2019
- County Rifle Competition @ Riverview High School, 14 October 2019
- "Fall Fun" State Rifle Competition @ SMA, 14-19 October 2019
- Sarasota Yacht Club Honor Guard @ Sarasota Yacht Club, 19 October 2019
- Regimental Staff Congressional Brief @ Capitol, Washington DC 19-22 October 2019
- Color Guard @ Michaels on East, 25 October 2019
- Area 5 Raider Meet @ Lakewood Ranch High School, 26 October 2019
- Visit to the United States Military Academy 24-27 October 2019
- Raider Nationals Competition @ Molena, Georgia, 31 Oct – 03 Nov
- Military Ball @ The Grove, Lakewood Ranch, 09 November 2019

"One School, Two Campuses"!

Respectfully,

Ben Weiss

Ben Weiss

Lieutenant Colonel (Retired), Special Forces
Commandant

Sarasota Military Academy
Balance Sheet- By Campus
As of August 31, 2019

	HS	Prep	Total
ASSETS			
Current Assets			
Bank Accounts			
1110 Cash and cash equivalents			
1109 Petty Cash	400	400	800
1111 WF Operating Account	198,337		198,337
1113 SMA PTCC Account	17,089		17,089
1117 WF Credit Card Machine	29,606		29,606
1118 WF Business Market Savings	54,365		54,365
1119 SMA Prep Checking		97,183	97,183
1120 Athletics Account	42,051		42,051
1121 WF Prep PTCC Account		28,391	28,391
1123 Prep CC Machine		46,900	46,900
1124 SMA Wreaths	8,391		8,391
Total 1110 Cash and cash equivalents	\$ 348,238	\$ 172,874	\$ 521,112
8-1111 Sport Team Bank Accounts	36,179		36,179
Total Bank Accounts	\$ 384,418	\$ 172,874	\$ 557,292
Other Current Assets			
1220 Due from Other Governments			
1221 A/R ROTC	30,028		30,028
1222 A/R Due from District	85,022	65,618	150,640
Total 1220 Due from Other Governments	\$ 115,050	\$ 65,618	\$ 180,668
Total Other Current Assets	\$ 115,050	\$ 65,618	\$ 180,668
Total Current Assets	\$ 499,467	\$ 238,492	\$ 737,960
Fixed Assets			
1300 Fixed Assets			
1310 Land	973,750	7,424,550	8,398,300
1320 Land Improvements	73,227	42,750	115,978
1330 Building & Improvements	11,656,758	2,017,648	13,674,406
1340 Furniture, Fixtures & Equipment	1,589,610	362,318	1,951,927
1350 Motor Vehicles	535,364	232,835	768,199
1370 Capital Lease Equipment	53,300		53,300
1380 Audio-visual Material & Softwar			
1381 Audio-visual Materials	1,504		1,504
1382 Computer Software		93,386	93,386
Total 1380 Audio-visual Material & Softwar	\$ 1,504	\$ 93,386	\$ 94,890
1390 Computer Equipment	120,746	499,080	619,826
Total 1300 Fixed Assets	\$ 15,004,259	\$ 10,672,567	\$ 25,676,826
1550 Accumulated Depreciation			
1329 AD- Land Improvements	(42,827)	(15,054)	(57,881)
1339 AD- Buildings & Improvements	(2,931,392)	(235,007)	(3,166,399)

1349 AD- Furniture, Fixtures & Equip	(1,369,736)	(237,441)	(1,607,177)
1359 AD- Motor Vehicles	(332,268)	(91,879)	(424,147)
1379 AD- Capital Lease Property	(53,300)		(53,300)
1388 AD- Audio-visual Materials	(25)		(25)
1389 AD- Computer Software	(45,221)	(425,516)	(470,737)
1399 AD - Audio Visual	(376)		(376)
Total 1550 Accumulated Depreciation	<u>\$ (4,775,144)</u>	<u>\$ (1,004,898)</u>	<u>\$ (5,780,042)</u>
Total Fixed Assets	<u>\$ 10,229,115</u>	<u>\$ 9,667,669</u>	<u>\$ 19,896,783</u>
Other Assets			
1625 Due From SMA Prep - Long-term	2,305,413	(2,305,413)	0
1626 Due from Foundation	182,814		182,814
Total Other Assets	<u>\$ 2,488,227</u>	<u>\$ (2,305,413)</u>	<u>\$ 182,814</u>
TOTAL ASSETS	<u>\$ 13,216,809</u>	<u>\$ 7,600,748</u>	<u>\$ 20,817,557</u>
LIABILITIES AND EQUITY			
Liabilities			
Current Liabilities			
Accounts Payable			
2120 Accounts Payable	28,465	22,841	51,306
Total Accounts Payable	<u>\$ 28,465</u>	<u>\$ 22,841</u>	<u>\$ 51,306</u>
Credit Cards			
2150 Wells Fargo Visa CC			
2152 Stephen Kok	62,441		62,441
2153 Monika Chenkus	345		345
2155 Kevin Nasby	2,711		2,711
2156 Christina Bowman	3,222		3,222
2158 Gail Biroscak HS	17		17
2161 Pamela Donehew	1,144		1,144
2163 Amy Mazner	957		957
2164 Donna Hoefer HS	788		788
Total 2150 Wells Fargo Visa CC	<u>\$ 71,626</u>	<u>\$ -</u>	<u>\$ 71,626</u>
2180 Wells Fargo SMA Prep Visa CC			
2182 Todd Brown		467	467
2183 Stephen Kok		34,806	34,806
2184 Matthew Fredde		97	97
2186 Betty Bultemeier		1,617	1,617
2191 Lisa Currie		726	726
2193 Beth Harris		18	18
Total 2180 Wells Fargo SMA Prep Visa CC	<u>\$ -</u>	<u>\$ 37,731</u>	<u>\$ 37,731</u>
Total Credit Cards	<u>\$ 71,626</u>	<u>\$ 37,731</u>	<u>\$ 109,357</u>
Other Current Liabilities			
2110 Accrued Payroll			
2112 Accrued Payroll	237,984	184,219	422,203
Total 2110 Accrued Payroll	<u>\$ 237,984</u>	<u>\$ 184,219</u>	<u>\$ 422,203</u>
2170 Accrued Payroll Liabilities	7,224	4,924	12,148
2200 Other Current Liabilities			
2211 Accrued Liabilities	18,555	9,303	27,858
2215 Due to District	11,200	8,800	20,000

2230 Current Portion of LTD	161,000	454,796	615,796
Total 2200 Other Current Liabilities	\$ 190,755	\$ 472,899	\$ 663,654
8-2290 Funds Held on Behalf of Others	36,179		36,179
Total Other Current Liabilities	\$ 472,142	\$ 662,042	\$ 1,134,184
Total Current Liabilities	\$ 572,233	\$ 722,613	\$ 1,294,846
Long-Term Liabilities			
2320 Bonds Payable			
2323 Educational Bond - 2012	4,458,000		4,458,000
2326 Prep Bond Payable - \$7.5M		6,262,104	6,262,104
2327 Prep Bond Payable - \$1M		844,813	844,813
2328 Wells Fargo Equipment Loan for Building 5		8,906	8,906
Total 2320 Bonds Payable	\$ 4,458,000	\$ 7,115,823	\$ 11,573,823
2330 Accrued Vacation	18,307		18,307
2380 Interest Rate Swap	469,679		469,679
Total Long-Term Liabilities	\$ 4,945,986	\$ 7,115,823	\$ 12,061,810
Total Liabilities	\$ 5,518,220	\$ 7,838,437	\$ 13,356,656
Equity			
3010 Invested In Capital Assets, Net	5,185,344	2,063,868	7,249,212
3020 Temporarily Restricted Net Assets	59,880	13,412	73,292
3030 Unrestricted Net Assets	2,481,416	(2,341,840)	139,576
Net Income	(28,051)	26,872	(1,179)
Total Equity	\$ 7,698,590	\$ (237,689)	\$ 7,460,901
TOTAL LIABILITIES AND EQUITY	\$ 13,216,809	\$ 7,600,748	\$ 20,817,557

Monday, Sep 30, 2019 08:52:46 AM GMT-7 - Accrual Basis

Sarasota Military Academy
Profit and Loss - Monthly - By Campus
August 2019

	HS	Prep	Total
Income			
3100 Federal Direct	23,275		23,275
3300 Revenue from State Sources	416,678	313,726	730,404
3400 Revenue from Local Sources	221,984	158,770	380,754
Total Income	\$ 661,937	\$ 472,496	\$ 1,134,433
Gross Profit	\$ 661,937	\$ 472,496	\$ 1,134,433
Expenses			
4100 Salaries	343,097	247,806	590,903
4200 Employee Benefits	97,627	76,020	173,647
4300 Purchased Services	101,877	63,082	164,959
4400 Energy Services	10,340	10,692	21,032
4500 Materials & Supplies	28,635	6,353	34,988
4600 Capital Outlay	17,327	8,878	26,204
4700 Other Expenses	77,072	53,209	130,281
Total Expenses	\$ 675,974	\$ 466,041	\$ 1,142,015
Net Operating Income	\$ (14,037)	\$ 6,456	\$ (7,582)
Net Income	\$ (14,037)	\$ 6,456	\$ (7,582)

Sarasota Military Academy
Profit and Loss - YTD - By Campus
July - August, 2019

	HS	Prep	Total
Income			
3100 Federal Direct	47,761		47,761
3300 Revenue from State Sources	819,804	636,432	1,456,236
3400 Revenue from Local Sources	385,089	285,885	670,973
Total Income	\$ 1,252,654	\$ 922,317	\$ 2,174,971
Gross Profit	\$ 1,252,654	\$ 922,317	\$ 2,174,971
Expenses			
4100 Salaries	694,108	475,657	1,169,765
4200 Employee Benefits	167,316	125,765	293,081
4300 Purchased Services	203,997	140,586	344,583
4400 Energy Services	18,249	15,795	34,044
4500 Materials & Supplies	41,343	25,153	66,496
4600 Capital Outlay	23,202	18,658	41,860
4700 Other Expenses	132,491	93,830	226,321
Total Expenses	\$ 1,280,705	\$ 895,445	\$ 2,176,150
Net Operating Income	\$ (28,051)	\$ 26,872	\$ (1,179)
Net Income	\$ (28,051)	\$ 26,872	\$ (1,179)

Cash Statement of Operations- Month (PE 08-31-19)

	Total August	Operating August	Capital August
3191 • ROTC	23,275	23,275	
3226 • Title II \$			
3227 • Title IV \$			
3230 • IDEA Revenue			
3310 • Florida Ed. Fin. Program (FTE)	512,009	512,009	
3320 • Proration to Appropriation			
3330 • State Categorical Instructional	8,891	8,891	
3344 • Discretionary Lottery			
3361 • School Recognition Funds	10,553	10,553	
3368 • Safe Schools Allocation	7,087	7,087	
3373 • Reading Programs	4,797	4,797	
3374 • Supplemental Academic Inst	23,754	23,754	
3376 • Digital Classroom Allocation	743	743	
3396 • Classroom for Kids	104,789	104,789	
3397 • Charter School Capital Outlay	57,781		57,781
3399 • Other Misc. State Rev		0	
3411 • District Schools Taxes	258,633	258,633	
3413 • District 1.5 Millage	13,296		13,296
3430 • Interest Inc. (Invest. & Accts)	27	27	
3440 • Gifts, Grants & Bequests	1,756	1,756	
3455 • Vending Revenue	11	11	
3490 • Misc Local Sources	107,030	107,030	
3741 • Insurance Loss Recovery			
Total Income	1,134,432	1,063,355	71,077
4100 • Salaries (plus stipends)	526,634	526,634	
4110 • Admin Salaries	59,394	59,394	
4140 • Adjunct Faculty & Subs	4,875	4,875	
4210 • Retirement Benefits	49,706	49,706	
4220 • SS & Medicare	44,240	44,240	
School Rec.- (In/Out) 3361 Above	21,105	21,105	
4230 • Employee Insurance	49,435	49,435	
4240 • Worker's Compensation	3,387	3,387	
4250 • Unemployment Compensation	140	140	
4291 • Employee Medical Reimburse.	5,634	5,634	
4292 • Employee Training & Seminars	0	0	
4293 • Other Employee Benefits	0	0	
4310 • Professional & Technical Serv.	83,810	83,810	
4320 • Insurance	32,678	32,678	
4330 • Travel	535	535	
4350 • Repairs & Maintenance	8,234	8,234	
4360 • Lease Costs	17,642	17,642	
4370 • Comm. (Postage, Phone)	8,646	8,646	
4380 • Water & Sewer	4,905	4,905	
4390 • Other Purchased Services	8,508	8,508	
4392 • Dual Enrollment Fees	0	0	
4430 • Electricity	16,109	16,109	
4450 • Fuel (Gasoline)	197	197	
4460 • Fuel (Diesel)	4,727	4,727	
4510 • Supplies - Classroom	13,292	13,292	
4520 • Textbooks	5,388	5,388	
4521 • Textbooks - Dual Enrollment			
4530 • Periodicals			
4570 • Food	4,563	4,563	
4590 • Other Materials & Supplies	11,745	11,745	
4610 • Library Books			
4622 • Non Capitalized A/V Materials	379	379	
4642 • Non Capitalized FFE	708	708	
4644 • Non Capitalized PC (Hardware)	4,965	4,965	
4651 • Buses (Trip Charges)	0	0	
4692 • Non Capitalized Software	20,152	20,152	
4720 • Interest	37,345	37,345	
4730 • Taxes, Dues & Fees	25,834	25,834	
4740 • Legal Fees/Settlements	0	0	
4760 • Sports & Recreation	7,569	7,569	
Capital Purchases	2,548		2,548
Debt Service	49,885		49,885
4790 • Misc Expenses			
Total Expenses	1,134,914	1,082,481	52,433
	-482	-19,126	18,644

Cash Statement of Operations YTD (PE 08-31-19)

	Total YTD	Operating YTD	Capital YTD
3191 • ROTC	47,761	47,761	
3226 • Title II \$	0	0	
3227 • Title IV \$	0	0	
3230 • IDEA Revenue	0	0	
3310 • Florida Ed. Fin. Program (FTE)	1,020,448	1,020,448	
3320 • Proration to Appropriation	0	0	
3330 • State Categorical Instructional	17,782	17,782	
3344 • Discretionary Lottery	0	0	
3361 • School Recognition Funds	21,106	21,106	
3368 • Safe Schools Allocation	14,174	14,174	
3373 • Reading Programs	9,594	9,594	
3374 • Supplemental Academic Inst	47,113	47,113	
3376 • Digital Classroom Allocation	1,486	1,486	
3396 • Classroom for Kids	208,972	208,972	
3397 • Charter School Capital Outlay	115,562	0	115,562
3399 • Other Misc. State Rev	0	0	
3411 • District Schools Taxes	516,240	516,240	
3413 • District 1.5 Millage	35,078	0	35,078
3430 • Interest Inc. (Invest. & Accts)	53	53	
3440 • Gifts, Grants & Bequests	1,756	1,756	
3455 • Vending Revenue	30	30	
3490 • Misc Local Sources	117,815	117,815	
3741 • Insurance Loss Recovery			
Total Income	2,174,970	2,024,330	150,640
4100 • Salaries (plus stipends)	1,045,624	1,045,624	
4110 • Admin Salaries	118,829	118,829	
4140 • Adjunct Faculty & Subs	5,312	5,312	
4210 • Retirement Benefits	58,364	58,364	
4220 • SS & Medicare	87,596	87,596	
School Rec.- (In/Out) 3361 Above	21,105	21,105	
4230 • Employee Insurance	95,111	95,111	
4240 • Worker's Compensation	6,625	6,625	
4250 • Unemployment Compensation	141	141	
4291 • Employee Medical Reimburse.	13,789	13,789	
4292 • Employee Training & Seminars	10,349	10,349	
4293 • Other Employee Benefits	0	0	
4310 • Professional & Technical Serv.	126,242	126,242	
4320 • Insurance	77,913	77,913	
4330 • Travel	3,841	3,841	
4350 • Repairs & Maintenance	40,349	40,349	
4360 • Lease Costs	55,907	55,907	
4370 • Comm. (Postage, Phone)	16,530	16,530	
4380 • Water & Sewer	7,858	7,858	
4390 • Other Purchased Services	15,940	15,940	
4392 • Dual Enrollment Fees	0	0	
4430 • Electricity	29,058	29,058	
4450 • Fuel (Gasoline)	245	245	
4460 • Fuel (Diesel)	4,742	4,742	
4510 • Supplies - Classroom	23,704	23,704	
4520 • Textbooks	21,378	21,378	
4521 • Textbooks - Dual Enrollment	0	0	
4530 • Periodicals	0	0	
4570 • Food	4,716	4,716	
4590 • Other Materials & Supplies	16,698	16,698	
4610 • Library Books	0	0	
4622 • Non Capitalized A/V Materials	379	379	
4642 • Non Capitalized FFE	818	818	
4644 • Non Capitalized PC (Hardware)	5,230	5,230	
4651 • Buses (Trip Charges)	6,671	6,671	
4692 • Non Capitalized Software	28,762	28,762	
4720 • Interest	68,794	68,794	
4730 • Taxes, Dues & Fees	28,304	28,304	
4740 • Legal Fees/Settlements	0	0	
4760 • Sports & Recreation	10,158	10,158	
Capital Purchases	2,548		2,548
Debt Service	100,245		100,245
4790 • Misc Expenses			
Total Expenses	2,159,875	2,057,082	102,793
	15,095	-32,752	47,847

SMA Prep PTCC
Read Ahead
October 10, 2019

The Prep PTCC hosted a successful Fall Book Fair. We had just over \$4,000 in sales netting a profit to the PTCC of \$1,000. In addition, staff at the Prep used \$935 in scholastic dollars to purchase books for their classroom libraries. The intensive reading classroom used \$250 of this amount alone.

The Prep PTCC is starting the Der Dutchman Pie fundraiser. Order forms will be going home with cadets on Friday, October 4, 2019. Vouchers are good until December 31, 2020.

We are in the final stages of planning for the Fall Dance. Permission slips will be sent home the week of October 7th. Cadets will be able to dress in costume the day of the dance (within costume guidelines set by the school). It will be a good time.

Two grants were awarded at our last board meeting.

- a. Raiders 5K Rise and Run: \$500 towards permits and fee's. All in favor.
- b. Archery Club: \$500. All in favor.

The Prep PTCC is awaiting further word on the status of and how to assist with WAA for this year.

SMA PTCC Meeting Minutes

September 10, 2019

Opening

Meeting called to order at 6:00 PM by Michele Collins, PTCC President

Grant Requests

1. Connor Von Suskil, 10th grade, requested \$500 for the Raiders 5K run 2019 to be held at Payne Park. Event cost projection is \$2000. They will do additional fundraising including Spaghetti dinner and Chipotle. Funds raised will cover permit fees for event. The proceeds support both Raider Programs.

Darci Jacob made a motion to approve and Maria Bankuty approved.

2. Natalie Marino, 12th grade, requested the transfer of glass mugs and Tervis tumblers to the Admissions Office to be used as gifts throughout the year. No transfer of money, this is a gift in Kind. Dori Zingmond made a motion to approve and Michele Collins approved it.

TREASURER'S REPORT

Darci Jacob reviewed the report. Our bank balance as of 8/31 is \$17,089.18 . We brought in \$7035.03 so far this year. We plan on stepping up our fundraising so we can cover all the grants we budgeted for.

FUNDRAISING

1. The PTCC would love to have 1 dress down day per semester to raise funds.
2. The PTCC discussed events we can set up a booth to sell Merchandise.
 - a. Sergeant Major Richardson 's Memorial Drill Meet
 - b. The Freshman Lock in
 - c. The Raider 5K Run
 - d. In the Lunchroom when we have brand new Spirit Shirts to promote

OPEN ISSUES

We are very excited to have a new Camouflage hoodie to sell. This is an important item for our sales so we are going to research other vendors as we feel the fabric quality could be improved. We are also excited about working on 2 new Spirit shirts, possibly the new "digital" Camo print with Eagle /crest logo. We need more merchandise to sell and realize that our biggest sales come when the students are excited about the new items. And lastly, we are out of Cinch bags. The new ones will be a little bigger so they can easily fit adult size sneakers.

The PTCC is excited to have a new Board member, Juanita Cedillo!

Her title is Parent Representative.

ADJOURNMENT

The meeting was adjourned at 7:00 PM