

**SARASOTA MILITARY ACADEMY  
BOARD OF DIRECTORS  
MEETING AGENDA  
Thursday May 9, 2019**

- Call to Order
- Approval of the Minutes-Tab 1
  - April 11, 2019
- Executive Director of Schools' Report – Tab 2
  - AdvancED Final Engagement Review
  - Dual Enrollment Articulation Agreement
  - Human Resources Report
  - 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)
  - Gala Planning
- Chairperson's Report
- Old Business
- New Business
- Public Comment
- Meeting Adjournment

# **Sarasota Military Academy**

## **BOARD OF DIRECTORS**

### **MEETING MINUTES**

11 April, 2019

---

#### **Board of Director Members' Attendance**

##### **Present:**

Mr. Herb Jones, Chairman  
F. Steven Herb, Esquire, Vice Chairman  
Ben Knisely, COL USA (Ret), Secretary  
Ms. Carter Donovan  
Ms. Linda Long  
Dr. Logan Malone, RADM USN (Ret)

Howard G. Crowell, Jr., LTG USA (Ret), Chairman, SMA Foundation Inc.  
Frederick M. Derr, CAPT USN (Ret), Treasurer, SMA Foundation Inc.

**Absent:** Dr. J. Robert Parkinson; Mr. Kimball Bobbitt, Treasurer; Dr. Thomas J. McElheny; SMA-LTC Dr. Catherine Rodriguez, Assistant Head of School, High School Campus; SMA-LTC Pamela Donehew, Director of Literacy and IB; LTC Ben Weiss, Commandant of Cadets – Senior Army Instructor (SAI); SMA-MAJ CJ Bannister, Chief Development Officer, SMA Foundation Inc.; SMA-MAJ Amy Mazner, Athletic Director, High School Campus; SMA-CPT Leslie Smith, Athletic Director, Middle School Campus; SMA-CPT Terri Davis, Staff Representative for Middle School; MSG Johnny Browning, Staff Representative for High School; Ms. Michelle Collins, HS PTCC President

#### **SMA Administrative Staff in Attendance**

SMA-COL Christina Bowman, Executive Director of Schools  
SMA-LTC Frederick Fout, Head of School, High School Campus  
SMA-LTC Abby Williams, Assistant Head of School, High School Campus  
SMA-MAJ Steve Kok, Director of Finance  
SMA-LTC Tom Vara, Head of School, Middle School Campus  
SMA-LTC Lisa Currie, Assistant 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 Ashley Wyka, Staff Representative for High School; Ms. Melissa Watrobsky, Prep PTCC; SMA-CPT Marissa Dobbert; SMA-CPT Deb Walker; Dr. Paul Gallagher

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

SMA-LTC Tom Vara introduced SMA-CPT Deb Walker as our 2019 Excellence in Teaching Agriculture recipient for all of Florida and will be representing all middle schools in Florida at the national conference in Little Rock, AR. SMA-CPT Walker mentioned how she contacted the Florida organization, won the grant and developed the hydroponics in the prep garden.

SMA-LTC Vara introduced SMA-CPT Marissa Dobbert as the recipient of the 2019 Congressional Teacher Award. SMA-LTC Vara mentioned only two in Sarasota county were chosen with one being a charter school and that we've had winners four years in a row.

**Motion to Approve the Minutes from the 14 March, 2019 meeting:**

COL Ben Knisely moved to motion for the approval of the 14 March, 2019 minutes; Mr. F. Steven Herb 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 enrollment numbers for next school year and how the number fluctuates daily. SMA-COL Bowman mentioned an email will be sent to the board members of both boards on renewing their Florida Sunshine certificate.

SMA-COL Bowman discussed the first step in creating a strategic plan is to compile information gathered from an anonymous survey. She stated that she will share with the board members as well as the consultant once it is completed. SMA-COL Bowman discussed SMA-LTC Pamela Donehew absence due to an unexpected surgery and introduced Dr. Paul Gallagher as an IB consultant with over twenty years' experience in the IB program with Riverview High School.

**HR Report:** SMA-COL Bowman discussed letters of intent will go out to staff and faculty soon. She mentioned the preliminary report from AdvancEd was very good with exceeding benchmarks in certain areas and will share the final report once received. The board discussed various ways in marketing the final AdvancEd report and was suggested to speak with Dr. Robert Parkinson. Chairman Herb Jones mentioned board attendance at both graduations.

**SMA Prep Head of School Report:** SMA-LTC Tom Vara provided a read-ahead report. He discussed current enrollment for the 2019/2020 school year and stated numbers are very good.

**SMA Prep Athletics Report:** SMA-CPT Leslie Smith provided a read-ahead report. SMA-LTC Vara announced golf is in full swing and is working with the high school to bring lacrosse to the prep as a club first and then eventually a sport.

**MYP:** SMA-LTC Lisa Currie provided a read-ahead report. She emphasized the suggestions AdvancEd gave is already part of the IB curriculum at the prep schoolwide. SMA-LTC Currie suggested IB as part of branding since the IB curriculum is becoming more mainstream with two middle schools interested in implementing an IB elementary school. She stated Dr. Gallagher is working on bringing IB training to the Sarasota and Manatee counties.

**SMA Head of School Report:** SMA-LTC Fred Fout provided a read-ahead report. He discussed the current enrollment for the 2019/2020 school year and stated applications are increasing for upperclassmen. SMA-LTC Fout mentioned Odyssey of the Mind coming in fourth place at states by their structure holding the most weight and the documentary "Heroines in Arms" coming in first place at the Sarasota Film Festival.

SMA-LTC Fout discussed testing for EOCs and LEOCs are coming up in May and mentioned specific teachers volunteering their time on Saturday mornings for math boot camp as well as history lunch crunch with pizza. Ms. Carter Donovan inquired as to how these specific teachers who go over and beyond get recognized in which SMA-LTC Fout replied that the administration will award with over and beyond rewards as well as teacher spotlights posted in the blog and Facebook.

COL Knisely mentioned the ROTC Awards Ceremony being held on April 30<sup>th</sup> and urges the board to attend. He inquired about next school years' Commandant in which SMA-LTC Fout replied that LTC Weiss will have that name shortly.

**SMA HS Athletics Report:** Athletic Director SMA-MAJ Amy Mazner provided a read-ahead report. SMA-COL Bowman stated that SMA-MAJ Mazner's goal is to have no pay to play within two years through efforts in crowdfunding and fundraising.

**IB Report:** N/A

**SAI/Commandant's Report:** LTC Ben Weiss provided a read-ahead report.

**Staff Representatives:** N/A

**Treasurer's Report:** SMA-MAJ Kok provided a read-ahead report. He discussed the budget and stated that enrollment is moving in the right direction. SMA-MAJ Kok discussed producing the enrollment number needed to cover expenses at the next board meeting

**COL Knisely moved to motion for the approval of the financial report; Vice Chairman F. Steven Herb seconded the motion and the board unanimously approved.**

**PTCC Report:** Ms. Melissa Watrobsky stated the second book fair at the prep was well attended as well as the eighth grade semiformal and another grant was awarded.

**Foundation, Inc.:** SMA-MAJ CJ Bannister provided a read-ahead report.

**Committee Reports:** N/A

**Chairman:** Chairman Jones stated that our message is getting out with increased efforts in PR and that the Recruit and Retention Committee continue with their efforts in increasing enrollment.

**Old Business:** COL Knisely inquired about the change in ranks for the heads of schools in which SMA-COL Bowman replied that it will be addressed over the summer and Chairman Jones agreed.

**New Business:** N/A

**Public Comments:** Ms. Watrobsky complimented the high school administration and stated customer service should always be kept in mind. She encouraged all the board members to attend the IB Banquet. Chairman Jones complimented the staff in the way they handled a situation. Ms. Linda Long inquired as to how involved the board is with the planning of the Gala and stated that updates are important on the structure of the Gala as well as items that may require board approval. SMA-COL Bowman stated she understood since it represents SMA and will ensure of board participation in the planning of the Gala.

The chairman adjourned the meeting at 5:46 pm.

\_\_\_\_\_  
Mr. Herb Jones, Chairman

\_\_\_\_\_  
Date

\_\_\_\_\_  
COL Ben Knisely, Secretary

\_\_\_\_\_  
Date

## Executive Director of Schools Report

May, 2019

### **Enrollment:**

- Enrollment 2019-2020 Update

### **Communication:**

- Strategic Plan Update
  - Strategic Plan Task Force; SMA-COL, Bowman, SMA-LTC Fout, SMA-LTC Vara, SMA-MAJ CJ Bannister, Ms. Linda Long, Ms. Carter Donovan, Dr. Tom McElheny
  - First meeting: May 7, 2019 8:00-10:00 High School Conference Room
- AdvancED Review
  - Final Engagement Review Report: "Superb"
- Sunshine Law Training
- Parking
  - Mr. Fred Derr and I met with the City Supervisor to present parking plan for approval on May 6, 2019 with a timeline of two weeks to report outcome. Once approved, a cost estimate will be created and presented to the board.
- Human Resources
  - Letters of Intent/Non-Return were distributed May 2, 2019.
  - Staffing update
  - Exit Interviews
  - Year End Reviews Complete for Heads of Schools

### **Events:**

- 21 May; **Middle School Promotion Ceremony**
  - Bayside Community Church
    - **8200 Bee Ridge Road Sarasota, FL 34241**
    - 7:00-8:30 pm
- 24 May; **High School Graduation**
  - Bayside Community Church
    - **15800 FL-64 Bradenton, FL 34212**
    - 7:00-9:00 pm

**Ongoing Concerns:**

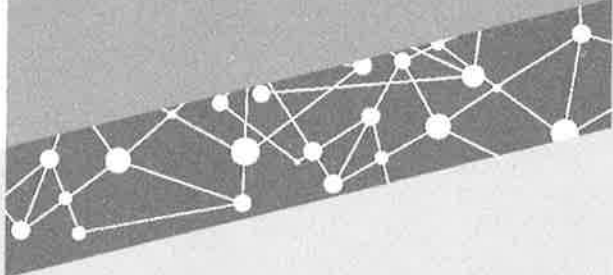
- Enrollment
- School Grade
- Staffing
- Parking

February 26 - 27, 2019

---



## AdvancED® Engagement Review Report



## AdvancED® Performance Accreditation

---

» **Results for:**

**The Sarasota Military Academy**  
801 N Orange Avenue  
Sarasota, FL 34236

## Table of Contents

<b>Introduction .....</b>	<b>3</b>
<b>AdvancED Performance Accreditation and the Engagement Review .....</b>	<b>3</b>
<b>AdvancED Standards Diagnostic Results .....</b>	<b>3</b>
<b>Leadership Capacity Domain .....</b>	<b>3</b>
<b>Learning Capacity Domain .....</b>	<b>4</b>
<b>Resource Capacity Domain .....</b>	<b>5</b>
<b>Effective Learning Environments Observation Tool® (eleot®) Results .....</b>	<b>6</b>
<b>Assurances .....</b>	<b>7</b>
<b>AdvancED Continuous Improvement System .....</b>	<b>8</b>
<b>Initiate .....</b>	<b>8</b>
<b>Improve .....</b>	<b>8</b>
<b>Impact .....</b>	<b>8</b>
<b>Findings .....</b>	<b>9</b>
<b>Accreditation Status and Index of Education Quality® (IEQ®) .....</b>	<b>9</b>
<b>Insights from the Review .....</b>	<b>10</b>
<b>Next Steps .....</b>	<b>11</b>
<b>Team Roster .....</b>	<b>12</b>
<b>References and Readings .....</b>	<b>14</b>

## Introduction

### AdvancED Performance Accreditation and the Engagement Review

Accreditation is pivotal to leveraging education quality and continuous improvement. Using a set of rigorous research-based standards, the accreditation process examines the whole institution—the program, the cultural context and the community of stakeholders—to determine how well the parts work together to meet the needs of learners. Through the AdvancED Accreditation Process, highly skilled and trained Engagement Review Teams gather first-hand evidence and information pertinent to evaluating an institution's performance against the research-based AdvancED Performance Standards. Using these Standards, Engagement Review Teams assess the quality of learning environments to gain valuable insights and target improvements in teaching and learning. AdvancED provides Standards that are tailored for all education providers so that the benefits of accreditation are universal across the education community.

Through a comprehensive review of evidence and information, our experts gain a broad understanding of institution quality. Using the Standards, the review team provides valuable feedback to institutions which helps to focus and guide each institution's improvement journey. Valuable evidence and information from other stakeholders, including students, also are obtained through interviews, surveys, and additional activities.

### AdvancED Standards Diagnostic Results

The AdvancED Performance Standards Diagnostic is used by the Engagement Review Team to evaluate the institution's effectiveness based on AdvancED's Performance Standards. The diagnostic consists of three components built around each of the three Domains: **Leadership Capacity**, **Learning Capacity** and **Resource Capacity**. Results are reported within four ranges identified by the colors. The results for the three Domains are presented in the tables that follow.

Color	Rating	Description
Red	Needs Improvement	Identifies key areas that need more focused improvement efforts
Yellow	Emerging	Represents areas to enhance and extend current improvement efforts
Green	Meets Expectations	Pinpoints quality practices that meet the Standards
Blue	Exceeds Expectations	Demonstrates noteworthy practices producing clear results that exceed expectations

### Leadership Capacity Domain

The capacity of leadership to ensure an institution's progress toward its stated objectives is an essential element of organizational effectiveness. An institution's leadership capacity includes the fidelity and commitment to its purpose and direction; the effectiveness of governance and leadership to enable the institution to realize its stated objectives; the ability to engage and involve stakeholders in meaningful and productive ways; and the capacity to implement strategies that improve learner and educator performance.

Leadership Capacity Standards		Rating
1.1	The institution commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.	Needs Improvement
1.2	Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learning.	Emerging
1.3	The institution engages in a continuous improvement process that produces evidence, including measurable results of improving student learning and professional practice.	Needs Improvement
1.4	The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.	Exceeds Expectations
1.5	The governing authority adheres to a code of ethics and functions within defined roles and responsibilities.	Exceeds Expectations
1.6	Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.	Exceeds Expectations
1.7	Leaders implement operational process and procedures to ensure organizational effectiveness in support of teaching and learning.	Exceeds Expectations
1.8	Leaders engage stakeholders to support the achievement of the institution's purpose and direction.	Needs Improvement
1.9	The institution provides experiences that cultivate and improve leadership effectiveness.	Meets Expectations
1.10	Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that results in improvement.	Meets Expectations

## Learning Capacity Domain

The impact of teaching and learning on student achievement and success is the primary expectation of every institution. An effective learning culture is characterized by positive and productive teacher/learner relationships; high expectations and standards; a challenging and engaging curriculum; quality instruction and comprehensive support that enable all learners to be successful; and assessment practices (formative and summative) that monitor and measure learner progress and achievement. Moreover, a quality institution evaluates the impact of its learning culture, including all programs and support services and adjusts accordingly.

Learning Capacity Standards		Rating
2.1	Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.	Exceeds Expectations
2.2	The learning culture promotes creativity, innovation and collaborative problem-solving.	Exceeds Expectations
2.3	The learning culture develops learners' attitudes, beliefs and skills needed for success.	Exceeds Expectations
2.4	The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences.	Meets Expectations
2.5	Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.	Exceeds Expectations
2.6	The institution implements a process to ensure the curriculum is aligned to standards and best practices.	Emerging

Learning Capacity Standards		Rating
2.7	Instruction is monitored and adjusted to meet individual learners' needs and the institution's learning expectations.	Meets Expectations
2.8	The institution provides programs and services for learners' educational futures and career planning.	Exceeds Expectations
2.9	The institution implements processes to identify and address the specialized needs of learners.	Exceeds Expectations
2.10	Learning progress is reliably assessed and consistently and clearly communicated.	Exceeds Expectations
2.11	Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.	Meets Expectations
2.12	The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.	Emerging

## Resource Capacity Domain

The use and distribution of resources support the stated mission of the institution. Institutions ensure that resources are distributed and utilized equitably so the needs of all learners are adequately and effectively addressed. The utilization of resources includes support for professional learning for all staff. The institution examines the allocation and use of resources to ensure appropriate levels of funding, sustainability, organizational effectiveness, and increased student learning.

Resource Capacity Standards		Rating
3.1	The institution plans and delivers professional learning to improve the learning environment, learner achievement, and the institution's effectiveness.	Meets Expectations
3.2	The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.	Meets Expectations
3.3	The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.	Meets Expectations
3.4	The institution attracts and retains qualified personnel who support the institution's purpose and direction	Meets Expectations
3.5	The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and organizational effectiveness.	Exceeds Expectations
3.6	The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution.	Meets Expectations
3.7	The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.	Needs Improvement
3.8	The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.	Exceeds Expectations

## Effective Learning Environments Observation Tool® (eleot®)

### Results

The AdvancED eProve™ Effective Learning Environments Observation Tool® (eleot®) is a learner-centric classroom observation tool that comprises 28 items organized in seven environments aligned with the AdvancED Standards. Classroom observations are conducted for a minimum of 20 minutes. Trained and certified observers take into account the level of embeddedness, quality, and complexity of application or implementation; number of students engaged and frequency of application. Results from the eleot are reported on a scale of one to four based on the students' engagement in and reaction to the learning environment. In addition to the results from the review, the AdvancED Improvement Network (AIN) results are reported to benchmark your results against the network averages. The eleot provides useful, relevant, structured, and quantifiable data on the extent to which students are engaged in activities and/or demonstrate knowledge, attitudes, and/or dispositions that are conducive to effective learning.

The insights eleot data provide are an invaluable source of information for continuous improvement planning efforts. Although averages by eleot Learning Environment are helpful to gauge quality at a higher, more impressionistic level, the average rating for each item is more fine-grained, specific and actionable. Institutions should identify the five to seven items with the lowest ratings and examine patterns in those ratings within and across environments to identify areas for improvement. Similarly, identifying the five to seven items with the highest ratings also will assist in identifying strengths within and across eleot Learning Environments. Examining the eleot data in conjunction with other institution data will provide valuable feedback on areas of strength or improvement in institution's learning environments.

eleot® Observations		
<b>Total Number of eleot® Observations from the Engagement Review</b>	<b>23</b>	
<b>Environments</b>	<b>Rating</b>	<b>AIN</b>
<b>Equitable Learning Environment</b>	<b>2.79</b>	<b>2.86</b>
Learners engage in differentiated learning opportunities and/or activities that meet their needs	2.39	1.89
Learners have equal access to classroom discussions, activities, resources, technology, and support	3.57	3.74
Learners are treated in a fair, clear and consistent manner	3.57	3.77
Learners demonstrate and/or have opportunities to develop empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions	1.65	2.06
<b>High Expectations Environment</b>	<b>2.73</b>	<b>3.02</b>
Learners strive to meet or are able to articulate the high expectations established by themselves and/or the teacher	2.61	3.17
Learners engage in activities and learning that are challenging but attainable	2.83	3.14
Learners demonstrate and/or are able to describe high quality work	2.52	2.83
Learners engage in rigorous coursework, discussions, and/or tasks that require the use of higher order thinking (e.g., analyzing, applying, evaluating, synthesizing)	2.87	3.06
Learners take responsibility for and are self-directed in their learning	2.83	2.89
<b>Supportive Learning Environment</b>	<b>3.29</b>	<b>3.61</b>
Learners demonstrate a sense of community that is positive, cohesive, engaged, and purposeful	3.35	3.66

eleot® Observations		
<b>Total Number of eleot® Observations from the Engagement Review</b>	<b>23</b>	
<b>Environments</b>	<b>Rating</b>	<b>AIN</b>
Learners take risks in learning (without fear of negative feedback)	2.96	3.49
Learners are supported by the teacher, their peers and/or other resources to understand content and accomplish tasks	3.39	3.66
Learners demonstrate a congenial and supportive relationship with their teacher	3.48	3.66
<b>Active Learning Environment</b>	<b>2.82</b>	<b>3.08</b>
Learners' discussions/dialogues/exchanges with each other and the teacher predominate	2.91	3.34
Learners make connections from content to real-life experiences	2.39	2.80
Learners are actively engaged in the learning activities	3.30	3.43
Learners collaborate with their peers to accomplish/complete projects, activities, tasks and/or assignments	2.65	2.74
<b>Progress Monitoring and Feedback Environment</b>	<b>2.72</b>	<b>3.14</b>
Learners monitor their own learning progress or have mechanisms whereby their learning progress is monitored	2.26	3.20
Learners receive/respond to feedback (from teachers/peers/other resources) to improve understanding and/or revise work	3.30	3.37
Learners demonstrate and/or verbalize understanding of the lesson/content	3.00	3.37
Learners understand and/or are able to explain how their work is assessed	2.30	2.63
<b>Well-Managed Learning Environment</b>	<b>3.32</b>	<b>3.58</b>
Learners speak and interact respectfully with teacher(s) and each other	3.52	3.86
Learners demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others	3.43	3.83
Learners transition smoothly and efficiently from one activity to another	3.17	3.09
Learners use class time purposefully with minimal wasted time or disruptions	3.13	3.54
<b>Digital Learning Environment</b>	<b>2.03</b>	<b>1.50</b>
Learners use digital tools/technology to gather, evaluate, and/or use information for learning	2.26	1.60
Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning	2.09	1.46
Learners use digital tools/technology to communicate and/or work collaboratively for learning	1.74	1.46

## Assurances

Assurances are statements accredited institutions must confirm they are meeting. The Assurance statements are based on the type of institution and the responses are confirmed by the Accreditation Engagement Review Team. Institutions are expected to meet all Assurances and are expected to correct any deficiencies in unmet Assurances.

Assurances			
Met	X	Unmet	
Unmet Assurances			

## AdvancED Continuous Improvement System

AdvancED defines continuous improvement as “an embedded behavior rooted in an institution’s culture that constantly focuses on conditions, processes, and practices to improve teaching and learning.” The AdvancED Continuous Improvement System (CIS) provides a systemic fully integrated solution to help institutions map out and navigate a successful improvement journey. In the same manner that educators are expected to understand the unique needs of every learner and tailor the education experience to drive student success, every institution must be empowered to map out and embrace their unique improvement journey. AdvancED expects institutions to use the results and the analysis of data from various interwoven components for the implementation of improvement actions to drive education quality and improved student outcomes. While each improvement journey is unique, the journey is driven by key actions.

The findings of the Engagement Review Team will be organized by the Levels of Impact within i3: Initiate, Improve and Impact. The organization of the findings is based upon the ratings from the Standards Diagnostic and the i3 Levels of Impact.

### Initiate

The first phase of the improvement journey is to **Initiate** actions to cause and achieve better results. The elements of the Initiate phase are defined within the Levels of Impact of Engagement and Implementation. Engagement is the level of involvement and frequency stakeholders are engaged in the desired practices, processes, or programs within the institution. Implementation is the degree to which the desired practices, processes, or programs are monitored and adjusted for quality and fidelity of implementation. Standards identified within Initiate should become the focus of the institution’s continuous improvement journey to move toward the collection, analysis and use of data to measure the results of engagement and implementation. A focus on enhancing the capacity of the institution in meeting the identified Standards has the greatest potential impact on improving student performance and organizational effectiveness.

### Improve

The second phase of the improvement journey is to gather and evaluate the results of actions to **Improve**. The elements of the **Improve** phase are defined within the Levels of Impact of Results and Sustainability. Results represents the collection, analysis, and use of data and evidence to demonstrate attaining the desired result(s). Sustainability is results achieved consistently to demonstrate growth and improvement over time (minimum of three years). Standards identified within Improve are those in which the institution is using results to inform their continuous improvement processes and using results over time to demonstrate the achievement of goals. The institution should continue to analyze and use results to guide improvements in student achievement and organizational effectiveness.

### Impact

The third phase of achieving improvement is **Impact** where desired practices are deeply entrenched. The elements of the **Impact** phase are defined within the Level of Impact of Embeddedness. Embeddedness is the degree to which the desired practices, processes, or programs are deeply ingrained in the culture and operation of the institution. Standards identified within Impact are those in which the institution has demonstrated ongoing growth and improvement over time and has embedded the practices within the culture of the institution. Institutions should continue to support and sustain these practices that are yielding results in improving student achievement and organizational effectiveness.

## Findings

The findings in this report represent the degree to which the Accreditation Standards are effectively implemented in support of the learning environment and the mission of the institution. Standards which are identified in the **Initiate** phase of practice are considered Priorities for Improvement that must be addressed by the institution to retain accreditation. Standards which are identified in the **Improve** phase of practice are considered Opportunities for Improvement that the institution should consider. Standards which are identified in the **Impact** phase of practice are considered Effective Practices within the institution.

I3 Rubric Levels	STANDARDS
<b>Initiate</b> Priorities for Improvement	Standards 1.1, 1.3, 1.8 Standard 3.7
<b>Improve</b> Opportunities for Improvement	Standard 1.2 Standards 2.6, 2.12
<b>Impact</b> Effective Practices	Standards 1.4, 1.5, 1.6, 1.7, 1.9, 1.10 Standards 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 2.8, 2.9, 2.10, 2.11 Standards 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.8

## Accreditation Status and Index of Education Quality® (IEQ®)

AdvancED will review the results of the Accreditation Engagement Review to make a final determination concerning accreditation status, including the appropriate next steps for your institution in response to these findings. AdvancED provides the Index of Education Quality® (IEQ®) as a holistic measure of overall performance based on a comprehensive set of standards and review criteria. A formative tool for improvement, it identifies areas of success as well as areas in need of focus. The IEQ is comprised of the Standards Diagnostic ratings from the three Domains: 1) Leadership Capacity; 2) Learning Capacity; and 3) Resource Capacity. The IEQ results are reported on a scale of 100 to 400 and provides information about how the institution is performing compared to expected criteria. Institutions should review the IEQ in relation to the Findings from the review in the areas of Initiate, Improve and Impact. An IEQ score below 250 indicates that the institution has several areas within the Initiate level and should focus their improvement efforts on those Standards within the Initiate level. An IEQ in the range of 225-300 indicates that the institution has several Standards within the Improve level and is using results to inform continuous improvement and demonstrate sustainability. An IEQ of 275 and above indicates the institution is beginning to reach the Impact level and is engaged in practices that are sustained over time and are becoming ingrained in the culture of the institution.

Below is the average (range) of all AIN institutions evaluated for accreditation in the last five years. The range of the annual AIN IEQ average is presented to enable you to benchmark your results with other institutions in the network.

<b>Institution IEQ</b>	<b>331.00</b>	<b>AIN 5 Year IEQ Range</b>	<b>278.34 – 283.33</b>
------------------------	---------------	-----------------------------	------------------------

## Insights from the Review

The Engagement Review Team engaged in professional discussions and deliberations about the processes, programs and practices within the institution to arrive at the findings of the team. These findings are organized around themes guided by the evidence, examples of programs and practices and provide direction for the institution's continuous improvement efforts. The Insights from the Review narrative should provide contextualized information from the team deliberations and provide information about the team's analysis of the practices, processes, and programs of the institution from the levels of Initiate, Improve, and Impact. The Insights from the Review narrative should provide next steps to guide the improvement journey of the institution in its efforts to improve the quality of educational opportunities for all learners. The findings are aligned to research-based criteria designed to improve student learning and organizational effectiveness. The feedback provided in the Accreditation Engagement Review Report will assist the institution in reflecting on its current improvement efforts and to adapt and adjust their plans to continuously strive for improvement.

The Engagement Review Team identified four themes from The Sarasota Military Academy's (SMA) Engagement Review that correlate to the continuous improvement process for enhancing the goals for the school. These themes present strengths and opportunities to guide the continuous improvement journey.

There is a need to increase the engagement of stakeholders, which was expressed by parents, instructional staff and school leadership. This was also evident in the lack of stakeholder participation in the development of the school improvement plan and strategic planning, as well as a lack of advisory groups of teachers or parents. The potential exists to expand opportunities for students, increase support for strategic goals and improve financial stability by engaging additional stakeholders. The potential also exists to increase support of the instructional programs, attract and retain qualified teachers and increase enrollment, by optimizing the involvement of stakeholders in all areas of the school. There is a clear and present need for the development of a mission statement and vision. Because the values of the school were so keenly articulated by all stakeholders, including students, faculty, parents and administration, the school is encouraged to engage all stakeholders in this process, so they feel like they are a part of the school's mission and vision. Additionally, the school's board and administrative team must consider the development of a comprehensive strategic plan. Ideally, this plan will center on school needs, attainable goals for the future and be data-driven.

All evidence and stakeholders agree the school is a safe environment for students and staff members. The school has a controlled single point of entry. The site always has a dedicated security officer on campus when students are present. The school has a comprehensive safety plan and conducts regular site safety drills. There is evidence of school safety teams conducting drills and following up with conversations to assess effectiveness of the drill and making changes to improve protocols. During the interview process students, teachers, parents and school leadership all cited safety as a point of pride. Students stated that the school was not negatively impacted by recent events involving school shootings and feel safe on campus at all times. Parents mentioned the positive impact that safety drills had on their children. A staff member mentioned the school being a bully-free environment which was

reinforced by student's commitment to the military theme. The site safety team meets on a regular basis to ensure the processes and procedures for safety are impactful and publicly known, while engaging in a continuous cycle of improvement.

Based on observations, data and interviews it was unanimous that the team believes the International Baccalaureate Program (IB) should be more prominent in the marketing strategy of the institution. This will more effectively present SMA as a highly academic college preparatory institution as opposed to the misconception by some in the public that it is a reform school for parents seeking to redirect difficult children. Since IB is such a prestigious international program, the school should maximize the significant investment dedicated to this world class program, and market how this program fits into the vision and mission of SMA and how because of that, it is an awesome place for students to receive a first class education with discipline, honor, respect, and integrity infused into their daily academic experience.

Based on interviews of all stakeholder groups, family and community were among the words that quickly came to the top. There was a significant agreement among all stakeholders that The Sarasota Military Academy was like a family that offers a unique educational setting and experience. It was evident that teachers and parents/guardians and community members shared a responsibility to educate cadets and that the feeling of being a family was an essential component to the school's success. Community members were excited to be a part of an organization that promotes social development. Students felt that their school was a place that recognized and supported unique differences and qualities of each individual.

Taking into consideration these themes defined by the Engagement Review Team, it is our belief that The Sarasota Military Academy will continue and strengthen its journey of school improvement. Areas for growth can lead to further school effectiveness and enhanced student performance and the noted areas of strength should be further build upon by the school community.

## Next Steps

Upon receiving the Accreditation Engagement Review Report the institution is encouraged to implement the following steps:

- Review and share the findings with stakeholders.
- Develop plans to address the Priorities for Improvement identified by the Engagement Review Team.
- Use the findings and data from the report to guide and strengthen the institution's continuous improvement efforts.
- Celebrate the successes noted in the report
- Continue the improvement journey

## Team Roster

The Engagement Review Teams are comprised of professionals with varied backgrounds and professional experiences. All Lead Evaluators and Engagement Review Team members complete AdvancED training and elect certification to provide knowledge and understanding of the AdvancED tools and processes. The following professionals served on the Engagement Review Team:

Team Member Name	Brief Biography
<b>George Joyce III, Lead Evaluator</b>	George Joyce III is a U.S. history & U.S. government instructor at Florida Virtual School. He holds a Doctor of Education degree in educational leadership with a focus on curriculum development. He also holds an Educational Specialist degree in curriculum and supervision as well as a Master of Science in Education in educational leadership and a Bachelor of Arts Degree in history. He has experience as a principal, assistant principal, department chair, and teacher. He has served as both a team member and lead evaluator for numerous AdvancED/SACS Engagement Reviews.
<b>Rebecca Fleck</b>	Mrs. Fleck served for 33 years in the Highlands County School District, Florida. She began her teaching career in 1982 and then served as assistant principal, principal, coordinator of management information systems, and assistant superintendent. Her professional experience also included serving as an adjunct instructor for South Florida State College. Mrs. Fleck earned a Bachelor of Arts degree and a Master of Education degree from the University of South Florida. In 2003, she earned an Education Specialist degree from National-Louis University. During her lengthy career, Mrs. Fleck earned numerous awards which included Teacher of the Year, Florida Assistant Principal of the Year, and University of Florida Distinguished Educator Award. As assistant superintendent, she chaired the accreditation team for her district which led to achieving district accreditation. Since her retirement, Mrs. Fleck has led and served on numerous accreditation review teams.
<b>Kevin Kastner</b>	Kevin Kastner is an assistant principal at Progress Village Middle Magnet School of the Arts in Hillsborough County, Florida. Prior to serving as an administrator he spent 4 years in the United States Air Force. After his service, he worked as a teacher at Shaw Elementary for 9 years.
<b>Karen Peck</b>	Karen Peck is the assistant principal at the State College of Florida Collegiate School. She began her career in education in the high school classroom teaching business and technology. As a career switcher, she started out in the United States Air Force where she worked at the Pentagon. Mrs. Peck decided she loved education and went back to school for her Master of Science degree in educational leadership. She is currently a doctoral student at Florida Southern College.

Team Member Name	Brief Biography
<b>Brent Pottieger</b>	Brent Pottieger graduated from Florida State University in 2000 with a Bachelor of Arts in literature. He went on to earn a Master of Arts in literature from University of South Florida in 2003. He has been employed as a teacher at IMG Academy since 2003 in high school level English classes. He has served on many teams and as an internal accreditation lead for IMG Academy in the years 2012 and 2018. His areas of specialty include athletics, high school academics and college preparatory schools.
<b>Lavoise Smith</b>	Lavoise Smith received a Bachelor of Arts degree from Fisk University in Nashville, Tennessee. She earned her Master of Education and Educational Specialist degrees from the University of Florida in Gainesville, Florida. Further study was done at Florida Atlantic University in Boca Raton, Florida and Harvard University in Cambridge, Massachusetts. She worked 31 years for the School District of Palm Beach County, Florida as a biology and chemistry teacher, high school guidance counselor, elementary and high school assistant principal and elementary and middle school principal. She retired in 2014 as principal of Pahokee Middle High School - Middle School Campus. She currently works as a mentor for alternative certification students at Florida Atlantic University, Boca Raton, Florida. Lavoise has served on AdvancED teams for the past 13 years.

## References and Readings

- AdvancED. (2015). *Continuous Improvement and Accountability*. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/source/continuousimprovement-and-accountability>
- Bernhardt, V., & Herbert, C. (2010). *Response to intervention and continuous school improvement: Using data, vision, and leadership to design, implement, and evaluate a schoolwide prevention program*. New York: Routledge.
- Elgart, M. (2015). *What a continuously improving system looks like*. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/source/what-continuously-improving-system-looks-like>
- Elgart, M. (2017). *Meeting the promise of continuous improvement: Insights from the AdvancED continuous improvement system and observations of effective schools*. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/sites/default/files/CISWhitePaper.pdf>
- Evans, R. (2012). *The Savvy school change leader*. Alpharetta, GA: AdvancED. Retrieved from <http://www.advanc-ed.org/source/savvy-school-change-leader>
- Fullan, M. (2014). *Leading in a culture of change personal action guide and workbook*. San Francisco: Jossey-Bass.
- Hall, G., & Hord, S. (2001). *Implementing change: Patterns, principles, and potholes*. Needham Heights, MA: Allyn and Bacon.
- Hargreaves, A., & Fink, D. (2006). *Sustainable leadership*. San Francisco: Jossey-Bass.
- Kim, W., & Mauborne, R. (2017). *Blue ocean shift: Beyond competing*. New York: Hachette Book Group.
- Park, S, Hironaka, S; Carver, P, & Nordstrum, L. (2013). *Continuous improvement in education*. San Francisco: Carnegie Foundation. Retrieved from [https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation\\_continuous-improvement\\_2013.05.pdf](https://www.carnegiefoundation.org/wp-content/uploads/2014/09/carnegie-foundation_continuous-improvement_2013.05.pdf)
- Sarason, S. (1996). *Revisiting the culture of the school and the problem of change*. New York: Teachers College.
- Schein, E. (1985). *Organizational culture and leadership*. San Francisco: Jossey-Bass.
- Von Bertalanffy, L. (1968). *General systems theory*. New York: George Braziller, Inc.



**advanc-ed.org**

**Toll Free: 888.41EDNOW (888.413.3669) Global: +1 678.392.2285, ext. 6963**  
**9115 Westside Parkway, Alpharetta, GA 30009**



## **About AdvancED**

AdvancED is a non-profit, non-partisan organization serving the largest community of education professionals in the world. Founded on more than 100 years of work in continuous improvement, AdvancED combines the knowledge and expertise of a research institute, the skills of a management consulting firm and the passion of a grassroots movement for educational change to empower Pre-K-12 schools and school systems to ensure that all learners realize their full potential.

---

*©Advance Education, Inc. AdvancED® grants to the Institution, which is the subject of the Engagement Review Report, and its designees and stakeholders a non-exclusive, perpetual, irrevocable, royalty-free license, and release to reproduce, reprint, and distribute this report in accordance with and as protected by the Copyright Laws of the United States of America and all foreign countries. All other rights not expressly conveyed are reserved by AdvancED.*

2019-20 Career Dual Enrollment Articulation Agreement  
Between the School Board of Sarasota and Sarasota Military Academy Charter School

THIS AGREEMENT is entered into by and between the School Board of Sarasota County, Florida, hereafter referred to as the "Board"; and Sarasota Military Academy Charter School; hereafter referred to as the "Charter".

WHEREAS, Florida Statutes provides that career dual enrollment is a curricular option of elective credits toward earning a high school diploma and completing a career certificate program through a school district's technical college, and

WHEREAS, the Board wishes to enhance opportunities for high school Juniors and Seniors to identify and set clear career and post-secondary education goals before high school graduation, and

WHEREAS, the Board's Suncoast Technical College, hereafter referred to as the "College", is a publicly funded post-secondary institution that can provide a variety of high skill, high wage career training program options, and

NOW, THEREFORE, BE IT RESOLVED that the Board and Charter agree to the following:

- A. This agreement supersedes all previous career dual enrollment agreements between the Board and the Charter.
- B. Career dual enrollment at the College is available to Charter students meeting the following criteria:
  - I. Be enrolled as a student at the Charter secondary school.
  - II. Be classified as a high school Junior or Senior.
  - III. Possess and maintain a minimum 2.0 unweighted grade point average (GPA).
  - IV. Meet the graduation requirements for Florida state-wide assessments.
  - V. Have a plan approved by their high school to complete all requirements to graduate on time.
  - VI. Demonstrate readiness for post-secondary work evidenced by a good attendance record, a satisfactory disciplinary record and TABE exam.
  - VII. Be recommended by their Charter school counselor or career specialist to visit the College.

- C. The College will notify students and parents of the career dual enrollment opportunity through career and post-secondary education awareness activities in county high schools. Interested students will complete a career dual enrollment application and have the opportunity to visit a College program(s) of interest. The College will facilitate the application and scheduling of visits through Charter guidance counselors, College staff, and the College website.
- D. Applications for career dual enrollment will be accepted by the College until June 1, for the beginning of the following school year. Applications will only be accepted on a space available basis and with mutual agreement of the home high school principal and college director.
- E. All students enrolled in career dual enrollment will meet with the Basic Skills Requirements as specified in 6A-10.040, F.A.C., and detailed in Exhibit "A".
- F. All career dual enrolled students will have the opportunity to achieve at least one industry certification as part of the career program.
- G. Only career preparatory courses contained within the state course numbering system, and that are part of a sequence of courses in a program offered through the College which lead to an industry certification, are part of this agreement. New programs/courses meeting this specification can be added to the agreement at any time by agreement of the chief administrative officers of each party.
- H. Students participating in career dual enrollment are exempt from the payment of registration, tuition, instructional materials, laboratory fees and other fees such as technology fees and parking decal fees associated with the costs of attendance. The Charter will reimburse the Board the cost of the College program tuition and lab fees at the standard yearly rate as approved by the Board for the enrollment year. The School Board will deduct this amount from the monthly disbursements made by the School Board to the Charter as shown on the monthly earnings report.
- I. Students enrolled in career dual enrollment programs are responsible for purchasing their required uniforms and any personal equipment based on the

high school fee schedule as approved by the Board annually.

- J. Students participating in career dual enrollment will be responsible to meet College rules for registration, attendance, and behavior as specified in the School District of Sarasota County Code of Student Conduct.
- K. The College will report student attendance and grades to the Charter high school in compliance with the established District grade reporting procedures and schedule.
- L. The Charter will ensure all career and dual enrolled students will meet the College's requirements for admission. The College and the Charter will collaborate to monitor and maintain individual student performance in high school and career courses.
- M. The College shall be responsive to parent inquiries of their minor student performance and progress in the career dual enrollment program. Inquiries of performance of students 18 years and older will require a signed release from student.
- N. The student will be responsible for self-transportation to and from the college.

IN WITNESS WHEREOF, the parties have executed, or had their authorized representatives executed, this agreement on the dates written below

\_\_\_\_\_  
Jane Goodwin, Board Chair, Sarasota County Schools

\_\_\_\_\_  
Date

\_\_\_\_\_  
, Director, Charter School

\_\_\_\_\_  
Date

## **TABE Information - Scale Score to Grade Equivalent Chart**

This table should be used when converting grade level equivalents listed in the CTE curriculum frameworks to scale scores provided by TABE. TABE 11 & 12 only provides scale scores.

Grade Equivalent	TABE 11 & 12 Minimum Scale Score		
	Math	Language	Reading
8	577	572	563
9	596	584	576
10	627	608	597
11	657	631	617
12	730	717	710

Revised October 25, 2018

## **Exhibit A-**

### **Basic Skills Requirements and Exceptions for Career Dual Enrollment 6A-10.040 F.A.C.**

#### **Requirements;**

1. All career dual enrollment students will demonstrate preparedness for post-secondary education by completing an entry-level basic skills examination within the first six (6) weeks after admission into the program. The acceptable exam for this requirement is the Test of Adult Basic Education (TABE).
2. Entrance Testing Exemptions. A student may be exempted from the entrance testing requirement by documenting anyone of the following: (a, b, c, d OR e)
  - a. Minimum SAT scores
    - \* Verbal - 440
    - \* Mathematics - 440
  - b. Minimum ACT scores
    - \* Reading - 19
    - \* English -17
    - \* Mathematics - 19
  - c. Minimum PERT scores
    - \* Reading - 106
    - \* Writing - 103
    - \* Mathematics - 114
  - d. Possessing a state, national or industry certification or licensure examination that is identified in the list entitled "Basic Skills and Licensure Exemption List".  
(<http://www.fldoe.org/core/fileparse.php/5652/urlt/2015-16-basicskills-with-License-exempt.rtf>)
  - e. Documented learning disability and a current Individualized Education Plan (IEP).

## Head of School Report for

April, 2019

### **Enrollment**

Grade 6: 211

Grade 7: 193

Grade 8: 180

Total: 584

### **Campus Life/Events**

- 4/3-Project Inspire: Dr. Mully on campus to speak with cadets
- 4/8-Campus book fair hosted by the PTCC
- 4/9-Volunteer breakfast and recognition during formation
- 4/11-Board meeting on Prep campus-4:30 pm
- 4/15-Yearbook cover contest
- 4/16-Cadet rank promotion after formation
- 4/16-Skype session with Kseniya Simonova-10:30 am
- 4/17-8<sup>th</sup> grade class photo taken
- 4/18-Dress Down Day with Eagle points
- 4/24-Project Earth Day
- 4/25-Les Stroud (Survivor man) was on campus working with cadets
- 4/26-Testing Pep Rally: Faculty/Cadet volleyball game
- 4/26-Les Stroud concert at Bayside Community Church
- 4/27-8<sup>th</sup> grade semi-formal dance at Palm Aire Country Club

### **Cadet Highlights**

-Cadets of the Month for **April:**

Literature and Language: Sierra Yomans

Theatre/Chorus: Amanda Luca

Golf:

Matthew Bickel

Emanuel Madina

Jonah Paterson

## **Faculty/Staff Highlight**

Attached

## **Parent and Community Highlights**

-Prep enrollment meetings April 10<sup>th</sup> + 30<sup>th</sup>-8:30 in café

## **Attention Items:**

### **Staffing:**

The Prep administration has been working diligently in making appropriate staffing decisions for next school year based on proposed enrollment and teacher effectiveness. Through this process, we began to post and interview for open positions on the Prep campus. The teaching positions available are: (2) Science, Military Studies, Social Studies, English, Intensive Reading, and Design.

The interview team began to review resumes, conduct phone and face-to-face interviews to find the very best candidates. The interview team consists of the head of school, the assistant heads of school, and the subject area department chair.

We have currently filled three positions with quality educators and are actively working to fill the remaining three positions. The positions already filled: Science, Military Studies, and Social Studies.

# **STAFF ACKNOWLEDGEMENT**

PTCC  
Book Fair

Todd Brown  
Les Stroud Concert

Deb Walker  
Project Earth Day

Lisa Currie  
Great start to the testing schedule

Marissa Dobbert  
Congressional Teacher of the Year

Samantha Miller  
Yearbook

## **Coaches/Clubs**

No new activities at this time

## **SMAP ATHLETICS REPORT MAY 2019**

### **Golf:**

The golf team record is currently 3-1. The team is comprised of three 8<sup>th</sup> graders, three 7<sup>th</sup> graders and one 6<sup>th</sup> grader. The regular season will wind up on April 30<sup>th</sup> and the top 4 teams will advance to the FSCL League Championship on May 7<sup>th</sup> at Greenfield Plantation. We have already secured one of the top 4 spots in this year's championship. The golf coaches are very pleased with the development of this year's team and anticipate a strong season finish May 7<sup>th</sup>.

### **Lacrosse Club:**

The lacrosse club is going well. All of the 28 students that signed up have stayed with it. The group has been working on skills and drills that will prepare them for the possibility of this new sport being added next year at the Prep.

### **Basketball Mini Camp:**

The Prep's boy's basketball coach, Jim Smith, is holding a basketball mini-camp on Tuesday's and Thursday's for the months of April and May. This club is open to anyone that wants to play organized, competitive basketball next year. The goal of this camp is to prepare player's for next year's team by fine-tuning skills and offering scrimmage game experience.

### **Jr Raiders:**

The Prep Jr. Raiders will participate in a NOB Challenge (cookout and competition) April 26<sup>th</sup> and 27<sup>th</sup> at Imagine Middle School. Grad Venture is scheduled for May 10<sup>th</sup> and the Jr. Raiders award ceremony will take place on May 17<sup>th</sup> to wind up the year.

IB MYP Read Ahead - 2/14/19  
SMA-MAJ Lisa Currie

Carpe diem quam minimum credula postero!

Opportunity comes in waves and opportunity often arrives within an obfuscated vista that only a few can witness at the time. It is important that SMA reimagine education in Sarasota County and the world. Our IB recognition is an invitation to become a global model of what schools can be. As a public charter, we have a working model to educate a global community about what education looks like in the 21st century. Consider we are in a beta mode (consistently calibrating to fit the need) and we are ahead of the curve. This is a lead we do not want to lose. Carpe Diem!

As an example of SMA's recognition as a global model, Dr. Todd Brown has been selected to present at the IB Global Conference in New Orleans this summer. He will be presenting his message of engagement and the impact of exposing our young learners to true life game changers through his Inspire Project. He will also be presenting with the CDC in Atlanta to build and establish Operation Outbreak as a nationwide lesson plan offering an opportunity for engagement around the world. He represents one of the many assets that we find in our educators on both campuses and those committed to the challenging mission of guiding our young people to be a positive force in the larger world.

There is no denying SMA's identity within its military foundation. Military is in the name of the Academy. It has to be recognized, however, that an opportunity exists to reinvent the true mission of an educational institution. What impact are we having on developing the whole child to have a positive impact in the world? Our military structure offers so many advantages and within that structure there is also the opportunity to be a world-class institution of education.

Consider the transformation and focus of the military from the Strength Maintenance Training Center. "The SMTC trains the Army National Guard Recruiting and Retention Force encompassing recruiting, retention and attrition management. In addition to qualification training, the Strength Maintenance Training Center is the only active duty NCO academy in the Army National Guard." (<https://smtc.dodlive.mil/>)

\*The following are what the SMTC is seeking in their candidates:

- Character and accountability

- Comprehensive fitness
- Adaptability and initiative
- Lifelong learner (includes digital literacy)
- Teamwork and collaboration
- Communication and engagement (oral, written, negotiation)
- Critical thinking and problem solving
- Cultural and joint, interagency, intergovernmental, and multinational competence
- Tactical and technical competence (full spectrum capable)

Without digging deeper, this is an example of objectives developed by a military organization for our young people that are obviously needed in our modern world. I have often been asked, how can a “military school” be an IB World School. I see that as an opportunity to communicate a broader message about a fundamental need sought after by all families. A good education is a fundamental right both for the person and society as a whole. With the ongoing investment in IB, SMA has the option to reap the benefit of being ahead of a changing understanding of what a quality education is today. Best practice does not go away, instead, best practice becomes mainstream because it becomes proven. It takes a true vision to see education as it should be while participating in the current idea of what education is today.

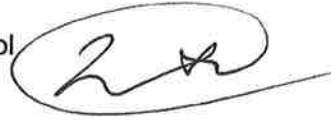
Lisa Currie  
IB Coordinator

\*Tarver, Kevin L. “21st Century Soldier Competencies.” *SMTC*, 5 Dec. 2014, [smtc.dodlive.mil](http://smtc.dodlive.mil).

Actionable items: Inbound content marketing educating our learning community about charter schools, best practice in education and also the uniqueness of what we offer. This relies on the backend of a new website with the capability to automate effectively our branding and messaging about our program and what makes us a one of a kind educational organization.

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

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



Date: 06 May 2019

Re.: Board Report for Regular Sarasota Military Academy Board Meeting on  
Wednesday, 09 May 2019

Enrollment: (as of 07 March 2019)

- Freshmen - 203
- Sophomores - 222
- Juniors - 189
- Seniors - 162
- TOTAL - 766

Enrollees that have accepted for next school year:

- Freshmen - 216

Accomplishments:

- Provided faculty and full staff monthly informational meetings
  - Met with full faculty and staff to recognize staff and faculty accomplishments, discuss data and progress monitoring, and receive training on "Global Learner" and "Capstone Project" from PLCs.
- Participated in multiple school leadership meetings with SMA-HS Administrative Leadership regarding
  - PRIDE Evaluation compliance
  - Staff, Faculty and Cadet Recognitions
  - School Schedule for SY 2019/2020
  - School discipline
  - Upcoming events
- Met with Instructional Leadership Team (ILT), to include Administration, Program Directors, and Department Chairs, to clarify and update on
  - End of year scheduling for testing and upcoming events
  - Department and Professional Learning Community meeting expectations
  - Staffing Changes for 2019/2020
- Attended Manatee Tiger Bay with Cadets - Topic was Affordable Housing

- Weekly meetings with Commandant
- Weekly meetings with Administrative Team
- Met with PTCC to discuss possible activities to increase parent engagement
- Daily working lunch meetings with Administrative Team, schedule permitting
- Multiple PRIDE evaluation classroom observations
- Multiple classroom walkthrough observations and Presence Patrols
- Met with prospective cadets and parents for intake procedures prior to enrollment
- Multiple meetings with individual Teachers, Parents, and Cadets regarding issues related to cadet success at SMA

#### On-Going Projects:

- Organizational chart development for the High School campus, to include job descriptions, expectations, and chain of command
- SMA specific policy and procedure development to clearly and transparently communicate mission and vision of the academy. Topics of discussion include an SMA policy on Hate Language, Sexual Harassment and Assault, Bullying, revisions and clarification of the policies and procedures in the Cadet Handbook, and development of a technology plan
- Continued 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 walkthroughs focused on the PRIDE indicators and annual observations

#### Upcoming Events:

- Senior Uniform Turn-In Begins, May 9
- Talent Show, May 10 at 6:30 pm
- IB Banquet at The Westin Sarasota, May 11 at 6:00 pm
- Final Think Tank Meeting, May 13 at 7:30 am in Band Room
- Seniors Last Day, May 17
- Raiders Awards Night, May 17 at 6:00 pm
- Finals, May 23 and 24 - Half Day
- 2019 Graduation Ceremony: 7:00 pm
  - Bayside Community Church, Rte. 64

#### Upcoming Personal Events:

- Daughter's Graduation from Defense Language Institute, May 16 in Monterey, CA
- Son's H.S. Graduation, May 22 in Marana, AZ
- Annual Training, June 1-14

## SMA ATHLETICS REPORT

5/6/19

- A) Athletics has concluded for the 2019-2020 school year. Reflecting on the year I am extremely proud of the coaches, 95% of our student-athletes (lol), and the path we are now on! We definitely have a strong future ahead of us and most of that is because of the great coaches we are fortunate to have! I wish more of you could have seen our cadets & coaches in action as they have proven their blood, sweat and tears for SMA in laying the foundation for a new sporting culture...

I am overwhelmed at the generosity and sacrifices our Coaches make for SMA Athletics! Their passion and pride are unparalleled and speaks volumes about their character and beliefs, and I feel very privileged to be here for them...

### B) HT ALL STAR PREPS – BEST OF LOCAL HS ATHLETES – SMA'S ATHLETES THAT ARE ALL-STARS!

This celebration honors the hundreds of outstanding prep athletes and coaches whose stories of performance, drive and passion have been shared in the Herald-Tribune. The celebration is May 14<sup>th</sup> @ Roberts Arena with Guest Speaker and Olympian Gabby Douglas.

Timothy Williamson	Golf	9 <sup>th</sup>
Ashley Strader	Girls Basketball	12 <sup>th</sup>
Christian Tujillo	Boys Soccer	12 <sup>th</sup>
Erik Borresen	Wrestling	9 <sup>th</sup>
Nico Gyorgy	Wrestling	12 <sup>th</sup>
Sean Cervin	Wrestling	12 <sup>th</sup>
Mason Marchbank	Wrestling	11 <sup>th</sup>
Garret Murphy	Wrestling	11 <sup>th</sup>
Mekayla Baliles	Girls Lacrosse	11 <sup>th</sup>
Grace Wagler	Girls Lacrosse	10 <sup>th</sup>
Shelby Young	Girls Lacrosse	11 <sup>th</sup>
Ayden Kulick	Boys Lacrosse	10 <sup>th</sup>
Kyle Wiegand	Boys Lacrosse	10 <sup>th</sup>

- C) Girls & Boys Lacrosse will begin their 2020 season at a new venue for SMA! We have a new agreement with Robert Taylor Athletic Complex and their turf fields to be our new home! We are very excited for this improved facility and its location to our HS Campus!

### 2019-2020 Athletic Fund Raisers

- 1) "FLY AS ONE CAMPAIGN" – Annual Crowd Funding held in May to raise enough money to eliminate Pay to Play. Currently Pay to Play largely diminished our participation numbers, therefore the quality of talent is not at an optimal level. We strongly believe this campaign will increase our participation, increase our athleticism, and therefore increase our athletics programs! Launch date is expected to be later this week.
- 2) Annual Athletics Golf Scramble – proposed to begin next March "EAGLE MADNESS" and be the major fund raiser for all athletics.
- 3) Parent Support Committee – Meeting next week to set up a structure of hierarchy and to begin work on the "EAGLE MADDNESS GOLF SCRAMBLE".

# SARASOTA MILITARY ACADEMY

Commandant

801 North Orange Avenue

Sarasota, Florida 34236

05 April 2019

MEMORANDUM FOR GOVERNING BOARD, SARASOTA MILITARY ACADEMY

THROUGH EXECUTIVE DIRECTOR OF SCHOOLS

SUBJECT: Significant Activities Report

## Significant activities past thirty days:

- Selection of next year's Cadet Leadership
- State Drill Competition, 13 April @ George Jenkins High School, Lakeland, FL
- Marksmanship "National Junior Olympics" competition, 08 – 19 April @ Colorado Springs, Co
- Inspect Lakewood Ranch High School JROTC for their "off year" JROTC Program for Accreditation (JPA), 16 April @ LRHS, Lakewood Ranch, FL
- SMA "Off year" JROTC Program for Accreditation (JPA), 17 April @ SMA
- SMA JROTC Awards Night 1800 hours, 30 April @ SMA
- Present Florida State Instructors Rappel Certification, 24 April @ Booker High School, Sarasota
- Honor Guard 03 May @ Sarasota Yacht Club "Sundown Ceremony"
- Veterans of Foreign Wars "Voice of Democracy" Banquet 04 May 2019
- Color Guard in support of "Juleps and Roses" 04 May
- Raider competition @ Mariner High School, 04 May 2018
- Regimental Change of Command Ceremony @ SMA 06 May 2019
- Present Louisiana and Mississippi State Instructors Rappel Certification, 07-09 May @ Shreveport La and Brandon Ms.

## Significant activities next thirty days:

- Three MOAS scholarship recipients attend MOAS Banquet, 10 May 2019
- Graduation 24 May 2019 Memorial Day Parade 27 May 2019
- JROTC Cadet Leadership Camp (JCLC) @ BSA Camp Tanah Keeta, Jupiter FL

*"One School, Two Campuses"!*

Respectfully,

*Ben Weiss*

Ben Weiss

Lieutenant Colonel (Retired), Special Forces

Commandant

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

	HS	Prep	Total
<b>ASSETS</b>			
<b>Current Assets</b>			
<b>Bank Accounts</b>			
1110 Cash and cash equivalents			
1109 Petty Cash	400	400	800
1111 WF Operating Account	208,598		208,598
1113 SMA PTCC Account	17,438		17,438
1116 WF Advancement Account	80,890		80,890
1117 WF Credit Card Machine	16,491		16,491
1118 WF Business Market Savings	155,191		155,191
1119 SMA Prep Checking		56,740	56,740
1120 Athletics Account	53,323		53,323
1121 WF Prep PTCC Account		51,951	51,951
1123 Prep CC Machine		21,975	21,975
1124 SMA Wreaths	6,191		6,191
Total 1110 Cash and cash equivalents	\$ 538,522	\$ 131,066	\$ 669,588
8-1111 Sport Team Bank Accounts	66,560		66,560
Total Bank Accounts	\$ 605,083	\$ 131,066	\$ 736,149
<b>Other Current Assets</b>			
1160 Stifel Reserve	128,776		128,776
1220 Due from Other Governments			
1221 A/R ROTC	30,028		30,028
1222 A/R Due from District	124,377	115,964	240,341
Total 1220 Due from Other Governments	\$ 154,405	\$ 115,964	\$ 270,369
Total Other Current Assets	\$ 283,181	\$ 115,964	\$ 399,145
Total Current Assets	\$ 888,264	\$ 247,030	\$ 1,135,294
<b>Fixed Assets</b>			
<b>1300 Fixed Assets</b>			
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	1,579,374	360,350	1,939,723
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	119,588	432,961	552,548
Total 1300 Fixed Assets	\$ 14,992,865	\$ 10,604,479	\$ 25,597,344
1550 Accumulated Depreciation			

1329 AD- Land Improvements	(40,793)	(13,273)	(54,066)
1339 AD- Buildings & Improvements	(2,789,104)	(208,441)	(2,997,545)
1349 AD- Furniture, Fixtures & Equip	(1,351,494)	(210,370)	(1,561,863)
1359 AD- Motor Vehicles	(326,545)	(76,940)	(403,485)
1379 AD- Capital Lease Property	(53,300)		(53,300)
1389 AD- Computer Software	(34,359)	(376,833)	(411,191)
1399 AD - Audio Visual	(201)		(201)
<b>Total 1550 Accumulated Depreciation</b>	<b>\$ (4,595,794)</b>	<b>\$ (885,857)</b>	<b>\$ (5,481,651)</b>
<b>Total Fixed Assets</b>	<b>\$ 10,397,070</b>	<b>\$ 9,718,622</b>	<b>\$ 20,115,693</b>
<b>Other Assets</b>			
1625 Due From SMA Prep - Long-term	2,208,924	(2,208,924)	0
1626 Due from Foundation	128,368	0	128,368
<b>Total Other Assets</b>	<b>\$ 2,337,292</b>	<b>\$ (2,208,924)</b>	<b>\$ 128,368</b>
<b>TOTAL ASSETS</b>	<b>\$ 13,622,627</b>	<b>\$ 7,756,728</b>	<b>\$ 21,379,355</b>
<b>LIABILITIES AND EQUITY</b>			
<b>Liabilities</b>			
<b>Current Liabilities</b>			
<b>Accounts Payable</b>			
2120 Accounts Payable	31,555	14,382	45,938
<b>Total Accounts Payable</b>	<b>\$ 31,555</b>	<b>\$ 14,382</b>	<b>\$ 45,938</b>
<b>Credit Cards</b>			
2150 Wells Fargo Visa CC	1,199		1,199
2151 Carmen Diaz	982		982
2152 Stephen Kok	65,916		65,916
2153 Monika Chenkus	559		559
2155 Kevin Nasby	1,169		1,169
2156 Christina Bowman	187		187
2160 CJ Bannister	38		38
2161 Pamela Donehew	3,185		3,185
2163 Amy Mazner	1,718		1,718
2164 Donna Hoefer HS	856		856
<b>Total 2150 Wells Fargo Visa CC</b>	<b>\$ 75,809</b>	<b>\$ -</b>	<b>\$ 75,809</b>
2180 Wells Fargo SMA Prep Visa CC			
2183 Stephen Kok		19,470	19,470
2185 Rebecca Morris		137	137
2186 Betty Bultemeier		1,331	1,331
2191 Lisa Currie		1,239	1,239
2193 Beth Harris		52	52
<b>Total 2180 Wells Fargo SMA Prep Visa CC</b>	<b>\$ -</b>	<b>\$ 22,230</b>	<b>\$ 22,230</b>
<b>Total Credit Cards</b>	<b>\$ 75,809</b>	<b>\$ 22,230</b>	<b>\$ 98,039</b>
<b>Other Current Liabilities</b>			
2110 Accrued Payroll			
2112 Accrued Payroll	248,443	180,648	429,090
<b>Total 2110 Accrued Payroll</b>	<b>\$ 248,443</b>	<b>\$ 180,648</b>	<b>\$ 429,090</b>
2170 Accrued Payroll Liabilities	7,095	4,551	11,646
<b>2200 Other Current Liabilities</b>			
2230 Current Portion of LTD	155,000	441,314	596,314

Total 2200 Other Current Liabilities  
 8-2290 Funds Held on Behalf of Others  
 Total Other Current Liabilities  
 Total Current Liabilities  
 Long-Term Liabilities  
 2320 Bonds Payable  
 2323 Educational Bond - 2012  
 2326 Prep Bond Payable - \$7.5M  
 2327 Prep Bond Payable - \$1M  
 2328 Wells Fargo Equipment Loan for Building 5  
 Total 2320 Bonds Payable  
 2330 Accrued Vacation  
 2380 Interest Rate Swap  
 2410 Deferred Revenues  
 Total Long-Term Liabilities  
 Total Liabilities  
 Equity  
 3010 Invested In Capital Assets, Net  
 3020 Temporarily Restricted Net Assets  
 3030 Unrestricted Net Assets  
 Net Income  
 Total Equity  
**TOTAL LIABILITIES AND EQUITY**

\$	155,000	\$	441,314	\$	596,314
	66,560				66,560
\$	477,098	\$	626,512	\$	1,103,610
\$	584,462	\$	663,124	\$	1,247,587
	4,529,000				4,529,000
			6,398,811		6,398,811
			863,117		863,117
			52,003		52,003
\$	4,529,000	\$	7,313,932	\$	11,842,932
	18,307				18,307
	252,844				252,844
	41,681		(41,681)		0
\$	4,841,832	\$	7,272,251	\$	12,114,083
\$	5,426,294	\$	7,935,375	\$	13,361,670
	5,684,547		1,846,620		7,531,166
	73,001		13,911		86,911
	2,601,289		(1,925,235)		676,054
	(162,504)		(113,943)		(276,447)
\$	8,196,332	\$	(178,647)	\$	8,017,685
\$	13,622,627	\$	7,756,728	\$	21,379,355

**Sarasota Military Academy**  
**Profit and Loss - Monthly - By Campus**  
**March 2019**

	HS	Prep	Total
<b>Income</b>			
3100 Federal Direct	30,028		30,028
3200 Federal Through State & Local	32,340	24,396	56,736
3300 Revenue from State Sources	413,393	306,485	719,877
3400 Revenue from Local Sources	189,282	160,038	349,319
<b>Total Income</b>	<b>\$ 665,042</b>	<b>\$ 490,919</b>	<b>\$ 1,155,961</b>
<b>Gross Profit</b>	<b>\$ 665,042</b>	<b>\$ 490,919</b>	<b>\$ 1,155,961</b>
<b>Expenses</b>			
4100 Salaries	399,419	273,347	672,766
4200 Employee Benefits	93,274	71,540	164,815
4300 Purchased Services	74,275	42,485	116,761
4400 Energy Services	14,550	4,905	19,456
4500 Materials & Supplies	13,916	1,423	15,339
4600 Capital Outlay	11,149	1,252	12,402
4700 Other Expenses	77,824	38,487	116,311
<b>Total Expenses</b>	<b>\$ 684,408</b>	<b>\$ 433,440</b>	<b>\$ 1,117,848</b>
<b>Net Operating Income</b>	<b>\$ (19,366)</b>	<b>\$ 57,479</b>	<b>\$ 38,113</b>
<b>Net Income</b>	<b>\$ (19,366)</b>	<b>\$ 57,479</b>	<b>\$ 38,113</b>

**Sarasota Military Academy**  
**Profit and Loss - YTD - By Campus**  
**July 2018 - March 2019**

	HS	Prep	Total
<b>Income</b>			
3100 Federal Direct	272,129		272,129
3200 Federal Through State & Local	31,540	23,596	55,136
3300 Revenue from State Sources	3,946,853	2,875,882	6,822,736
3400 Revenue from Local Sources	2,046,189	1,226,417	3,272,606
3741 Insurance Loss Recovery	0	35,000	35,000
<b>Total Income</b>	<b>\$ 6,296,711</b>	<b>\$ 4,160,896</b>	<b>\$ 10,457,607</b>
<b>Gross Profit</b>	<b>\$ 6,296,711</b>	<b>\$ 4,160,896</b>	<b>\$ 10,457,607</b>
<b>Expenses</b>			
4100 Salaries	3,690,720	2,491,639	6,182,358
4200 Employee Benefits	834,064	637,533	1,471,597
4300 Purchased Services	711,576	505,324	1,216,899
4400 Energy Services	106,758	82,660	189,418
4500 Materials & Supplies	223,842	99,436	323,278
4600 Capital Outlay	71,412	62,547	133,959
4700 Other Expenses	820,844	395,701	1,216,545
<b>Total Expenses</b>	<b>\$ 6,459,215</b>	<b>\$ 4,274,839</b>	<b>\$ 10,734,054</b>
<b>Net Operating Income</b>	<b>\$ (162,504)</b>	<b>\$ (113,943)</b>	<b>\$ (276,447)</b>
<b>Net Income</b>	<b>\$ (162,504)</b>	<b>\$ (113,943)</b>	<b>\$ (276,447)</b>

Academy Proposed Budget FY 19	Academy FY19	Through February	0.67	March thru June	Estimated YE Totals	(Over)/Under Budget	% of Budget
<b>Income:</b>							
3191 - R.O.T.C.	384,633	242,101		110,136	352,237	32,396	91.58%
3226 - Title II \$	4,149	-1,600		4,149	2,549	1,600	61.44%
3227 - Title IV \$	13,780	0		13,380	13,380	400	97.10%
3230 - IDEA Revenue	56,425	0		56,736	56,736	-311	100.55%
3310 - Florida Ed. Fin. Program (FTE)	6,478,103	4,274,303		2,095,792	6,370,095	108,008	98.33%
3320 - Proration to Appropriation							
3330 - State Categorical Instructional	179,429	100,129		29,800	129,929	49,500	72.41%
3344 - Discretionary Lottery	2,420	0		2,420	2,420	0	100.00%
3361 - School Recognition Funds		143,301		121,041	264,342	-264,342	
3368 - Safe Schools Allocation	69,854	45,863		23,200	69,063	791	98.87%
3373 - Reading Programs	64,092	42,294		21,788	64,082	10	99.98%
3374 - Supplemental Academic Inst	282,442	185,453		92,312	277,765	4,677	98.34%
3376 - Digital Classroom Allocation	30,236	19,852		10,076	29,928	308	98.98%
3396 - Classroom for Kids	1,261,338	826,521		413,260	1,239,781	21,557	98.29%
3397 - Charter School Capital Outlay	725,496	465,142		196,860	662,002	63,494	91.25%
3399 - Other Misc. State Rev	122	0		122	122	0	100.00%
3411 - District Schools Taxes	3,070,306	1,945,341		969,036	2,914,377	155,929	94.92%
3413 - District 1.5 Millage	344,500	292,731		60,620	353,351	-8,851	102.57%
3430 - Interest Inc. (Invest. & Accts)	492	731		365	1,096	-604	Not Material
3440 - Gifts, Grants & Bequests	131,850	84,681			84,681	47,169	64.23%
3455 - Vending Revenue	4,913	2,396		1,050	3,446	1,467	70.14%
3490 - Misc Local Sources	571,989	597,407		152,980	750,387	-178,398	131.19%
3741 - Insurance Loss Recovery		35,000			35,000	-35,000	
<b>Total Income:</b>	<b>13,676,569</b>	<b>9,301,846</b>	<b>68.01%</b>	<b>4,375,123</b>	<b>13,676,769</b>	<b>-200</b>	<b>100.00%</b>
<b>Expense:</b>							
	<b>FY19 Expenses (Original Budget)</b>	<b>Actual Thru Feb</b>		<b>Est. March - June</b>	<b>Estimated YE Totals</b>	<b>(Over)/ Under Budget</b>	<b>% of Budget</b>
4100 - Salaries (plus stipends)	7,063,680	4,767,980		2,400,893	7,168,873	-105,193	101.49%
4110 - Admin Salaries	810,888	567,896		265,248	833,144	-22,256	102.74%
4140 - Adjunct Faculty & Subs	268,663	173,716		127,719	301,435	-32,772	112.20%
4210 - Retirement Benefits	650,439	394,198		236,741	630,939	19,501	97.00%
4220 - SS & Medicare	622,957	412,933		202,092	615,025	7,932	98.73%
4230 - Employee Insurance	653,146	403,988		183,572	587,560	65,586	89.96%
4240 - Worker's Compensation	45,422	29,973		14,956	44,929	493	98.91%
4250 - Unemployment Compensation	4,715	3,055		480	3,535	1,180	74.97%
4291 - Employee Medical Reimburse.	77,190	50,366		27,080	77,446	-256	100.33%
4292 - Employee Training & Seminars	26,696	9,090		5,870	14,960	11,736	56.04%
4293 - Other Employee Benefits	3,580	3,180		0	3,180	400	88.83%
4310 - Professional & Technical Serv.	871,609	516,560		247,716	764,276	107,333	87.69%
4320 - Insurance	220,847	186,451		15,762	202,213	18,634	91.56%
4330 - Travel	19,624	10,311		4,576	54,941	1,073	94.53%
4350 - Repairs & Maintenance	79,760	50,365		8,240	18,551	24,819	68.88%
4360 - Lease Costs	174,284	138,122		62,784	200,906	-26,622	115.28%
4370 - Comm. (Postage, Phone)	115,065	73,486		27,000	100,486	14,579	87.33%
4380 - Water & Sewer	58,209	36,561		18,956	55,517	2,692	95.38%
4390 - Other Purchased Services	110,826	88,283		33,468	121,751	-10,925	109.86%
4392 - Dual Enrollment Fees	69,101	0		35,000	35,000	34,101	50.65%
4430 - Electricity	186,991	123,391		56,000	179,391	7,600	95.94%
4450 - Fuel (Gasoline)	3,501	1,952		976	2,928	573	83.63%
4460 - Fuel (Diesel)	57,466	44,619		15,618	60,237	-2,771	104.82%
4510 - Supplies - Classroom	196,983	131,761		9,807	141,568	55,415	71.87%
4520 - Textbooks	60,308	76,757		2,000	78,757	-18,449	130.59%
4521 - Textbooks - Dual Enrollment	29,361	15,374		250	15,624	13,737	53.21%
4530 - Periodicals	10,292	3,407		1,000	4,407	5,885	42.82%
4570 - Food	40,179	22,188		8,502	30,690	9,489	76.38%
4590 - Other Materials & Supplies	141,884	58,453		13,376	71,829	70,055	50.63%
4610 - Library Books	497	3,108		250	3,358	-2,861	Not Material
4622 - Non Capitalized A/V Materials	1,357	5,350		0	5,350	-3,993	Not Material
4642 - Non Capitalized Furniture & Equipment	33,507	4,167		0	4,167	29,340	12.44%
4644 - Non Capitalized Computers (Hardware)	65,000	12,211		12,500	24,711	40,289	38.02%
4651 - Buses (Trip Charges)	14,614	9,055		8,690	15,745	-1,131	107.74%
4692 - Non Capitalized Software	100,179	87,682		10,027	97,709	2,470	97.53%
4720 - Interest	468,394	308,329		137,884	446,213	22,181	95.26%
4730 - Taxes, Dues & Fees	118,017	78,808		6,424	85,232	32,785	72.22%
4740 - Legal Fees/Settlements	200,000	0		0	0	200,000	0.00%
4760 - Sports & Recreation	242,076	247,476		91,360	338,836	-96,760	139.97%
4765 - Donations to Foundation (New 501(c)(3))	0	0		0	0	0	
4780 - Depreciation Expenses	708,768	465,621		236,456	702,077	6,691	99.06%
4810 - Loss on Disposition of Assets	0	0		0	0	0	
4890 - Amortization of bond Discount	5,283	0		0	0	5,283	
4790 - Misc Expenses							
<b>Total Expenses:</b>	<b>14,631,358</b>	<b>9,616,223</b>	<b>65.72%</b>	<b>4,527,272</b>	<b>14,143,495</b>	<b>487,863</b>	<b>96.67%</b>
<b>Net Income - Accrual (P&amp;L)</b>	<b>-954,789</b>	<b>-314,577</b>		<b>-152,149</b>	<b>-466,726</b>		<b>48.88%</b>
<b>Capital Purchases</b>							
Loan Repayment (Principal)		159,343		116,000	275,343		
Total Balance Sheet Expenditures		392,679		200,000	592,679		
Net Income - Cash		552,022		316,000	868,022		
Net Income - Cash =		-400,978		-231,693	-632,671		
Net Income - Cash =		Net Inc. Accrual +	Amort of Bond Disc +	Loss ODA +	Depreciation -	Balance Sheet Expend.	
		-466,726	+ 0 +	0 +	702,077	Minus 868,022 =	<b>-632,671</b>

Sarasota Military Academy

Cash Operating and Capital Analysis

FYE June 30, 2019

	<u>(THOUSANDS)</u>
Operating forecast, per analysis	(467)
Capital funds included above	(1,015)
Depreciation expense, included above	<u>702</u>
Operating Cash deficit	(780)
Capital funds, per analysis	1,015
Debt Repayment	(593)
Capital purchases	<u>(275)</u>
Capital Cash Surplus	147
Overall Cash deficit	<u><u>(633)</u></u>

## **SMA PTCC Minutes**

9 April / 1822 / Cafeteria

### **Attendees**

Michele Collins, Maria Bankuty, Wendy Herschberger, Dori Zingmond

### **Agenda**

Last Meeting Follow-up

Meeting minutes approved by PTCC board

### **New Business**

1. The PTCC's of each school will not merge to form one, each campus will have it's own PTCC. Each PTCC will answer to the head of school on their campus and any business that involves the Academy will be addressed by Colonel Bowman. The beginning of the school year for 2019-2020 the two committees will meet and will worked together jointly on Wreaths Across America.
2. Fundraiser ideas were discussed and next school year we are looking to add some new items to our merchandise, i.e. collapsible lunch boxes, coolers, different color sweatshirts and camouflage clothing. We would like to have things on hand for beginning of school for orientation and Meet the teacher. All merchandise will sell on both campuses.
3. Discussion on parent involvement took place, ideas to promote would be to have something to offer the parents to come to the meetings, having speakers, combining with other school activities ( music night), inviting parents quarterly (September, December, February, April)
4. Teacher Appreciation is on May 6, 2019. The budget is \$650.00 which breaks down to \$6.25 per person for lunch. The theme will be Cinco de Mayo. PTCC will be providing drinks water, tea, lemonade and desserts. Discussed asking parents for desserts brownies, cookies and pies. Teacher appreciation will be celebrated all week.

### **GRANTS**

Captain Helen Harvey asked for a grant to bring in an author at the beginning of next school year to speak to the cadets. The author is young and popular among high school age students. The author is asking for \$2000.00 and she is wanting to purchase his book for \$10.00 apiece. Two grants of \$500.00 was motioned yea by Wendy Herschberger and seconded by Maria Bankuty