SARASOTA MILITARY ACADEMY
BOARD OF DIRECTORS
Tuesday November 14, 2023

- Call to Order

- Pledge of Allegiance

- Approval of the Minutes -Tab 1
    - October 17, 2023

- Superintendent Report –Tab 2
    - 2023-2024 School Improvement Plan
    - Academy Individual Professional Development Plan (IPDP)
    - Enrollment Membership Report

- Head of School Report – SMA Prep Tab 3
    - Athletic Director Report
    - Faculty Representative

- Head of School/Provost Report – SMA High Tab 4
    - Athletic Director Report
    - Faculty Representative

- SAI Report - Tab 5

- Treasurer's Report - Tab 6
    - Monthly Financial Report

- SMA Foundation, Inc. Report - Tab 7

- Committee Report – Tab 8
    - PTCC

- Chairperson's Report

- Old Business
    - Superintendent Search

- New Business

- Public Comment

- Meeting Adjournment

Sarasota Military Academy School

leadership
analysis
students
mission
Florida
college and career
ambitious
school improvement
family and community involvement
striving
achievement
teaching
relationships
success
learning
areas of focus
instruction
needs assessment
strategic planning
collaboration
vision
supportive environment
resources
growth

2023-24
Schoolwide Improvement Plan (SIP)

Table of Contents

Sarasota Military Academy

801 N ORANGE AVE, Sarasota, FL 34236

www.sarasotamilitaryacademy.org

SIP Authority

Section 1001.42(18), Florida Statutes (F.S.), requires district school boards to annually approve and require implementation of a new, amended, or continuation SIP for each school in the district which has a school grade of D or F; has a significant gap in achievement on statewide, standardized assessments administered pursuant to s. 1008.22 by one or more student subgroups, as defined in the federal Elementary and Secondary Education Act (ESEA), 20 U.S.C. s. 6311(b)(2)(C)(v)(II); has not significantly increased the percentage of students passing statewide, standardized assessments; has not significantly increased the percentage of students demonstrating Learning Gains, as defined in s. 1008.34, and as calculated under s. 1008.34(3)(b), who passed statewide, standardized assessments; has been identified as requiring instructional supports under the Reading Achievement Initiative for Scholastic Excellence (RAISE) program established in s. 1008.365; or has significantly lower graduation rates for a subgroup when compared to the state's graduation rate. Rule 6A-1.098813, Florida Administrative Code (F.A.C.), requires district school boards to approve a SIP for each Department of Juvenile Justice (DJJ) school in the district rated as Unsatisfactory.

Below are the criteria for identification of traditional public and public charter schools pursuant to the Every Student Succeeds Act (ESSA) State plan:

Additional Target Support and Improvement (ATSI)

A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.

Targeted Support and Improvement (TSI)

A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.

Comprehensive Support and Improvement (CSI)

A school can be identified as CSI in any of the following four ways:

1. Have an overall Federal Index below 41%;
2. Have a graduation rate at or below 67%;
3. Have a school grade of D or F; or
4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.

ESEA sections 1111(d) requires that each school identified for ATSI, TSI or CSI develop a support and improvement plan created in partnership with stakeholders (including principals and other school leaders, teachers and parent), is informed by all indicators in the State's accountability system, includes evidence-based interventions, is based on a school-level needs assessment, and identifies resource inequities to be addressed through implementation of the plan. The support and improvement plans for schools identified as TSI, ATSI and non-Title I CSI must be approved and monitored by the school district. The support and improvement plans for schools identified as Title I, CSI must be approved by the school district and

Department. The Department must monitor and periodically review implementation of each CSI plan after approval.

The Department's SIP template in the Florida Continuous Improvement Management System (CIMS), https://www.floridacims.org, meets all state and rule requirements for traditional public schools and incorporates all ESSA components for a support and improvement plan required for traditional public and public charter schools identified as CSI, TSI and ATSI, and eligible schools applying for Unified School Improvement Grant (UniSIG) funds.

Districts may allow schools that do not fit the aforementioned conditions to develop a SIP using the template in CIMS.

The responses to the corresponding sections in the Department's SIP template may address the requirements for: 1) Title I schools operating a schoolwide program (SWD), pursuant to ESSA, as amended, Section 1114(b); and 2) charter schools that receive a school grade of D or F or three consecutive grades below C, pursuant to Rule 6A-1.099827, F.A.C. The chart below lists the applicable requirements.

SIP Sections	Title I Schoolwide Program	Charter Schools
I-A: School Mission/Vision		6A-1.099827(4)(a)(1)
I-B-C: School Leadership, Stakeholder Involvement & SIP Monitoring	ESSA 1114(b)(2-3)	
I-E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II-A-C: Data Review		6A-1.099827(4)(a)(2)
II-F: Progress Monitoring	ESSA 1114(b)(3)	
III-A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III-B: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
III-C: Other SI Priorities		6A-1.099827(4)(a)(5-9)
VI: Title I Requirements	ESSA 1114(b)(2, 4-5), (7)(A)(iii)(I-V)-(B) ESSA 1116(b-g)	

Note: Charter schools that are also Title I must comply with the requirements in both columns.

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 Department 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.

I. School Information

School Mission and Vision

Provide the school's mission statement.

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

Provide the school's vision statement.

To equip cadets with the skills, values, and education that will enable them to lead productive and fulfilling lives. Parent and family engagement is a shared responsibility and encourages student success.

School Leadership Team, Stakeholder Involvement and SIP Monitoring

School Leadership Team
For each member of the school leadership team, select the employee name and email address from the dropdown. Identify the position title and job duties/responsibilities as it relates to SIP implementation for each member of the school leadership team.:

Name	Position Title	Job Duties and Responsibilities
Bowman, Christina	Principal	
Vara, Thomas	Principal	
Williams, Abby	Assistant Principal	
West, Caitlin	Assistant Principal	
Korwin, Cheryl	Assistant Principal	
Sudbury, Dawn	Teacher, K-12	
Wyka, Ashley	Teacher, K-12	
Ferradino, Cecilia	Teacher, K-12	
Catena, Jennifer	Behavior Specialist	

Stakeholder Involvement and SIP Development
Describe the process for involving stakeholders (including the school leadership team, teachers and school staff, parents, students (mandatory for secondary schools) and families, and business or community leaders) and how their input was used in the SIP development process. (ESSA 1114(b)(2))

Note: If a School Advisory Council is used to fulfill these requirements, it must include all required stakeholders.

Stakeholder involvement will include members of the administrative team, teachers, support staff, Parents from our PTCC, and cadet counsel. We will also reference the Parents, students, and staff surveys to gain valuable information in the decision-making process.

SIP Monitoring
Describe how the SIP will be regularly monitored for effective implementation and impact on increasing the achievement of students in meeting the State's academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan, as necessary, to ensure continuous improvement. (ESSA 1114(b)(3))

The SIP plan is part of our Academy goals as well as our overall strategic plan and will be monitored quarterly by the teachers, department chairs, and the administrative team.

Demographic Data	
2023-24 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
2022-23 Title I School Status	No
2022-23 Minority Rate	54%
2022-23 Economically Disadvantaged (FRL) Rate	58%
Charter School	Yes
RAISE School	No
2021-22 ESSA Identification	ATSI
Eligible for Unified School Improvement Grant (UniSIG)	No
2021-22 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	
School Grades History	2021-22: C 2019-20: B 2018-19: B 2017-18: B
School Improvement Rating History	
DJJ Accountability Rating History	

Early Warning Systems

Using 2022-23 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

Indicator	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	0	0	0	0	0	0	17	50	59	126
One or more suspensions	0	0	0	0	0	0	7	13	17	37
Course failure in English Language Arts (ELA)	0	0	0	0	0	0	0	0	4	4
Course failure in Math	0	0	0	0	0	0	15	39	47	101
Level 1 on statewide ELA assessment	0	0	0	0	0	0	20	67	71	158
Level 1 on statewide Math assessment	0	0	0	0	0	0	26	49	49	124
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	

Using the table above, complete the table below with the number of students by current grade level that have two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	Total
Students with two or more indicators	0	0	0	0	0	0	50	128	181	359

Using the table above, complete the table below with the number of students identified retained:

Indicator	K	1	2	3	4	5	6	7	8	Total
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	

Prior Year (2022-23) As Initially Reported (pre-populated)

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

Indicator	K	1	2	3	4	5	6	7	8	Total
Absent 10% or more days	0	0	0	0	0	0	33	43	51	362
One or more suspensions	0	0	0	0	0	0	6	14	9	99
Course failure in ELA	0	0	0	0	0	0	10	1	4	56
Course failure in Math	0	0	0	0	0	0	16	19	26	96
Level 1 on statewide ELA assessment	0	0	0	0	0	0	31	37	43	236
Level 1 on statewide Math assessment	0	0	0	0	0	0	47	39	32	151
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	10	1	4	56

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	67	66	75	738

The number of students identified retained:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Retained Students: Current Year	0	0	0	0	0	0	2	2	0	21
Students retained two or more times	0	0	0	0	0	0	0	2	0	4

Prior Year (2022-23) Updated (pre-populated)
Section 3 includes data tables that are pre-populated based off information submitted in prior year's SIP.

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

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Absent 10% or more days	0	0	0	0	0	0	33	43	51	127
One or more suspensions	0	0	0	0	0	0	6	14	9	29
Course failure in ELA	0	0	0	0	0	0	10	1	4	15
Course failure in Math	0	0	0	0	0	0	16	19	26	61
Level 1 on statewide ELA assessment	0	0	0	0	0	0	31	37	43	111
Level 1 on statewide Math assessment	0	0	0	0	0	0	47	39	32	118
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C.	0	0	0	0	0	0	10	1	4	15

The number of students by current grade level that had two or more early warning indicators:

Indicator	Grade Level									Total
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators	0	0	0	0	0	0	67	66	75	208

The number of students identified retained:

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

II. Needs Assessment/Data Review

ESSA School, District and State Comparison (pre-populated)
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school or combination schools). Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school.

On April 9, 2021, FDOE Emergency Order No. 2021-EO-02 made 2020-21 school grades optional. They have been removed from this publication.

Accountability Component	2022			2019		
	School	District	State	School	District	State
ELA Achievement*	49	60	52	58	67	56
ELA Learning Gains	43	51	52	52	53	51
ELA Lowest 25th Percentile	27	44	41	48	46	42
Math Achievement*	47	56	41	65	63	51
Math Learning Gains	46	50	48	56	51	48
Math Lowest 25th Percentile	40	46	49	43	48	45
Science Achievement*	45	71	61	58	78	68
Social Studies Achievement*	71	74	68	79	81	73
Middle School Acceleration	70			66		
Graduation Rate	97			95		
College and Career Acceleration	35			42		
ELP Progress	41			61		

In cases where a school does not test 95% of students in a subject, the achievement component will be different in the Federal Percent of Points Index (FPPI) than in school grades calculation.

See Florida School Grades, School Improvement Ratings and DJJ Accountability Ratings.

ESSA School-Level Data Review (pre-populated)

2021-22 ESSA Federal Index	
ESSA Category (CSI, TSI or ATSI)	ATSI
OVERALL Federal Index – All Students	51
OVERALL Federal Index Below 41% - All Students	No
Total Number of Subgroups Missing the Target	2
Total Points Earned for the Federal Index	611
Total Components for the Federal Index	12
Percent Tested	100

2021-22 ESSA Federal Index	
Graduation Rate	97

ESSA Subgroup Data Review (pre-populated)

2021-22 ESSA SUBGROUP DATA SUMMARY				
ESSA Subgroup	Federal Percent of Points Index	Subgroup Below 41%	Number of Consecutive years the Subgroup is Below 41%	Number of Consecutive Years the Subgroup is Below 32%
SWD	31	Yes	2	1
ELL	42			
AMI				
ASN	72			
BLK	27	Yes	1	1
HSP	46			
MUL	66			
PAC				
WHT	57			
FRL	43			

Accountability Components by Subgroup

Each "blank" cell indicates the school had less than 10 eligible students with data for a particular component and was not calculated for the school. (pre-populated)

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
All Students	49	43	27	47	46	40	45	71	70	97	35	41
SWD	23	25	21	19	30	34	19	40	30	94	7	
ELL	32	39	38	31	39	39	25	53	71	100	0	41
AMI												
ASN	91	73		73	50							
BLK	19	26	12	13	4	7	6	63		90		
HSP	41	39	30	39	41	31	38	59	71	91	33	41
MUL	65	52		70	56		60	91				
PAC												

2021-22 ACCOUNTABILITY 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 2020-21	C & C Accel 2020-21	ELP Progress
WHT	56	47	29	54	53	57	53	77	68	100	38	
FRL	42	38	23	38	42	35	32	61	58	93	18	33

2020-21 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20	ELP Progress
All Students	52	47	37	48	31	27	51	74	70	94	35	50
SWD	18	31	29	19	24	26	18	38		96	5	
ELL	36	38	27	35	26	22	18	42	73	97	14	50
AMI												
ASN	75	54		75	40		69	90	90			
BLK	33	39	38	18	22	23	30	65				
HSP	46	44	29	40	28	27	37	62	67	95	27	43
MUL	59	42		74	43							
PAC												
WHT	58	50	46	54	33	27	64	83	71	94	43	
FRL	45	44	36	41	27	25	45	70	60	94	25	55

2018-19 ACCOUNTABILITY COMPONENTS BY SUBGROUPS

Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18	ELP Progress
All Students	58	52	48	65	56	43	58	79	66	95	42	61
SWD	20	38	35	30	39	36	18	46		95	10	
ELL	25	41	41	36	43	46	21	47	20	91	30	61
AMI												
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	63
MUL	50	64		54	55		50					
PAC												
WHT	64	54	49	74	63	48	69	90	72	96	46	
FRL	49	51	48	57	50	42	47	72	52	91	32	59

Grade Level Data Review– State Assessments (pre-populated)
The data are raw data and include ALL students who tested at the school. This is not school grade data. The percentages shown here represent ALL students who received a score of 3 or higher on the statewide assessments.

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
10	2023 - Spring	51%	58%	-7%	50%	1%
07	2023 - Spring	28%	55%	-27%	47%	-19%
08	2023 - Spring	44%	55%	-11%	47%	-3%
09	2023 - Spring	53%	59%	-6%	48%	5%
06	2023 - Spring	31%	54%	-23%	47%	-16%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2023 - Spring	43%	61%	-18%	54%	-11%
07	2023 - Spring	28%	67%	-39%	48%	-20%
08	2023 - Spring	26%	54%	-28%	55%	-29%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2023 - Spring	39%	55%	-16%	44%	-5%

ALGEBRA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	61%	65%	-4%	50%	11%

GEOMETRY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	43%	59%	-16%	48%	-5%

BIOLOGY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	69%	71%	-2%	63%	6%

CIVICS						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	75%	79%	-4%	66%	9%

HISTORY						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
N/A	2023 - Spring	69%	72%	-3%	63%	6%

III. Planning for Improvement

Data Analysis/Reflection
Answer the following reflection prompts after examining any/all relevant school data sources.

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

We saw a drop in middle school and high school ELA + Math achievement, learning gains, and the lowest 25% as well as ESSA subgroups SWD/Black population.

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

Middle school and high school ELA + Math achievement, learning gains, and the lowest 25%.

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.

8th-grade Math achievement showed the largest gap (19%) when compared to the state 2023 FAST scores. One contributing factor was our 8th-grade Math teacher missed significant time during the school year due to health reasons. The need for more one-on-one assistance and goal setting for our students.

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

10th grade ELA achievement increased from 37% to 51% proficiency. There was a direct focus on individual learning gains as well as reviewing previous data for each cadet. Teachers and cadets tracked their progress and conducted data chats to improve learning.

Reflecting on the EWS data from Part I, identify one or two potential areas of concern.

-Students with Disabilities
-Black student population

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

-Students with Disabilities
-Black student population
-ELA Achievement
-Math Achievement
-Lowest 25%

Area of Focus
(Identified key Area of Focus that addresses the school's highest priority based on any/all relevant data sources)

#1. ESSA Subgroup specifically relating to Students with Disabilities

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In 2022, SMA showed SWD and the Black subgroup fell below the federal index. This is observed to still be the case based on 2023 FAST results. Although the black subgroup remains small in population, FAST results may indicate just a small number of students that need intensive instruction.
Instructors will receive professional development for the use of Thinking Maps and will be implemented school wide.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Measurable outcomes include an increase to a baseline of 41% or higher in learning gains of SWD and black subgroups measured through 2024 FAST results.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Quarterly progress monitoring using PM1 + PM2, Studysync, Power-up, USA test Prep benchmarks, and data review to conduct relevant, individual learning goals. Students will maintain their own datasheets containing 2023 FAST results and PM1 + PM2, Power-up, and USA test Prep performance data and establish specific learning goals facilitated with teacher support.

Person responsible for monitoring outcome:

Tom Vara (tom.vara@oursma.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Data-driven, data conferences, and student ownership of learning through learner-centered data sheets created by the learner. This strategy is based on Hattie's Assessment-Capable Visible Learners approach "Visible learners... understand where they're going and have the confidence to take on the challenge."

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Focusing on three of Hattie's High Impact Teaching Strategies (HITS) as applied to students taking ownership of their own data.
1. Setting Goals- Based on student's analysis of progress monitoring and FSA achievement data, teacher and student set individualized learning goals measurable within the PM and FSA results.
2. Feedback- Data conferencing provides an opportunity for teachers and students to discuss data.
3. Metacognitive strategies- Students become "experts" in understanding their data, strategies for reaching goals, and developing a focus on growth and achievement (open vs. fixed mindset).

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration provides core teachers with user-friendly data sheets (by class) showing relevant data points at a glance to easily identify areas of growth for members of a subgroup and the individual needs of learners within that group. PM1 + PM2 for checkpoints.

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

By When: Progress monitoring will take place after PM1 + PM2 and the final results will be PM3.

#2. ESSA Subgroup specifically relating to Black/African-American

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

In 2022, SMA showed SWD and the Black subgroup fell below the federal index. This is observed to still be the case based on 2023 FAST results. Although the black subgroup remains small in population, FAST results may indicate just a small number of students that need intensive instruction.
Instructors will receive professional development for the use of Thinking Maps and will be implemented school wide.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Measurable outcomes include an increase to a baseline of 41% or higher in learning gains of SWD and black subgroups measured through 2024 FAST results.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Quarterly progress monitoring using PM1 + PM2, Studysync, Power-up, USA test Prep benchmarks, and data review to conduct relevant, individual learning goals. Students will maintain their own datasheets containing 2023 FAST results and PM1 + PM2, Power-up, and USA test Prep performance data and establish specific learning goals facilitated with teacher support.

Person responsible for monitoring outcome:

Tom Vara (tom.vara@oursma.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Data-driven, data conferences, and student ownership of learning through learner-centered data sheets created by the learner. This strategy is based on Hattie's Assessment-Capable Visible Learners approach "Visible learners... understand where they're going and have the confidence to take on the challenge."

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Focusing on three of Hattie's High Impact Teaching Strategies (HITS) as applied to students taking ownership of their own data.
1. Setting Goals- Based on student's analysis of progress monitoring and FSA achievement data, teacher and student set individualized learning goals measurable within the PM and FSA results.
2. Feedback- Data conferencing provides an opportunity for teachers and students to discuss data.
3. Metacognitive strategies- Students become "experts" in understanding their data, strategies for reaching goals, and developing a focus on growth and achievement (open vs. fixed mindset).

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

Administration provides core teachers with user-friendly data sheets (by class) showing relevant data points at a glance to easily identify areas of growth for members of a subgroup and the individual needs of learners within that group. PM1 + PM2 for checkpoints.

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

By When: Progress monitoring will take place after PM1 + PM2 and the final results will be PM3.

#3. Instructional Practice specifically relating to Math

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Improve the Math achievement, Math learning gains, and Math learning gains of the lowest 25%. This data was retrieved from the 2023 FAST report.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Each area will improve the level of proficiency with a minimum of 4% growth in math achievement, Math learning gains, and Math learning gains of the lowest 25%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Quarterly progress monitoring using PM1, PM2, Big Ideas Math, IXL benchmarks, and data review to drive relevant, individual learning goals. Students will maintain their own datasheets containing 2023 FAST results and PM1 + PM2 results to establish specific learning goals facilitated by teacher support.

Person responsible for monitoring outcome:

Tom Vara (tom.vara@oursma.org)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Hattie's High Impact Teaching Strategies (HITS) have emerged from the findings of tens of thousands of studies on what has worked in classrooms across the US and the world. Experts often rank HITS at the top of strategies that contribute to student learning. Tier III small-group interventions are provided weekly during the school day and by appointment after school for the lowest quartile.

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Implementation of Hattie's High Impact Teaching Strategies (HITS). Three specific strategies support the assessment literacy of both teachers and students and have shown evidence of impacting student learning gains.
1. Setting Goals- Lessons have clear learning intentions with goals that clarify what success looks like. Lesson goals always explain what students need to understand, and what they must be able to do.
2. Feedback informs a student and/or teacher about the student's performance relative to learning goals. Feedback redirects teacher and student actions so the student can align effort and activity with a clear the outcome that leads to achieving a learning goal.
3. Metacognitive strategies teach students to think about their own thinking. When students become aware of the learning process, they gain control over their learning. Metacognition extends to self-regulation or managing one's own motivation toward learning. Metacognitive activities include planning how to approach learning tasks, evaluating progress, and monitoring comprehension.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement

List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

1. Review HITS to faculty and complete a Quarter 1 inventory of fidelity of implementation
2. Monitor successful implementation through general observation and progress monitoring from PM1 + PM2
3. Strategy is working if "teachers demonstrate" (specific to strategy)
4. Strategy is working if "students demonstrate" (specific to strategy)

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

By When: The plan will be reviewed after PM1 + PM2 and the end result will be PM3

#4. Positive Culture and Environment specifically relating to Teacher Retention and Recruitment

Area of Focus Description and Rationale:
Include a rationale that explains how it was identified as a crucial need from the data reviewed.
One Area of Focus must be positive culture and environment. If identified for ATSI or TSI, each identified low-performing subgroup must be addressed.

Hire and retain highly effective instructors that will directly impact student achievement, specifically for SWD, and the African-American student population.
All new staff members will participate in a year-long structured teacher mentor program.

Measurable Outcome:
State the specific measurable outcome the school plans to achieve. This should be a data based, objective outcome.

Analyze PM1 baseline data and review with students and establish individual goals. PM2 will see an increase of an average 15 points. PM3 will see an increase of an average of 20 points.
Increase the number of HE instructors by 5%.

Monitoring:
Describe how this Area of Focus will be monitored for the desired outcome.

Progress monitoring through PM1, 2 and 3.
Classroom progress monitoring.
Data chats
Ongoing staff observations with supports in place as needed.
Completion of IPDP for all instructors.

Person responsible for monitoring outcome:

Christina Bowman (christina.bowman@sarasotacountyschools.net)

Evidence-based Intervention:
Describe the evidence-based intervention being implemented for this Area of Focus (Schools identified for ATSI, TSI or CSI must include one or more evidence-based interventions.)

Professional Development focosed on research-based instructional strategies: Thinking Maps

Utilize on a consistent basis:
Systemic and explicit instruction
Visual representations
Peer-assisted instruction
Ongoing, formative assessments
Intensive instruction;One-on-one instruction, small group instruction
Gradual release
Provide immediate and descriptive feedback

Rationale for Evidence-based Intervention:
Explain the rationale for selecting this specific strategy.

Consistent utilization of PBIS.
MTSS/SWST Tier Strategies are consistent and found to be effective.

Tier of Evidence-based Intervention
(Schools that use UniSIG funds for an evidence-based intervention must meet the top three levels of evidence as defined by ESSA section 8101(21)(A).)

Tier 1 - Strong Evidence

Will this evidence-based intervention be funded with UniSIG?

No

Action Steps to Implement
List the action steps that will be taken as part of this strategy to address the Area of Focus. Identify the person responsible for monitoring each step.

All new staff members will participate in a year-long structured teacher mentor program as well as continued relevant PD for all staff members. There will be monthly meetings for all staff to gain feedback to improve the culture of the academy. 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. The PTCC also plays a vital role in supporting our teachers and their needs in the classroom.

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

By When: Monthly meetings and full-year evaluation of performance and the culture of the academy.

CSI, TSI and ATSI Resource Review
Describe the process to review school improvement funding allocations and ensure resources are allocated based on needs. This section must be completed if the school is identified as ATSI, TSI or CSI in addition to completing an Area(s) of Focus identifying interventions and activities within the SIP (ESSA 1111(d)(1)(B)(4) and (d)(2)(C).

The SIP will be reviewed monthly and funding allocations will be identified as needed.

Reading Achievement Initiative for Scholastic Excellence (RAISE)

Area of Focus Description and Rationale
Include a description of your Area of Focus (Instructional Practice specifically relating to Reading/ELA) for each grade below, how it affects student learning in literacy, and a rationale that explains how it was identified as a critical need from the data reviewed. Data that should be used to determine the critical need should include, at a minimum:

- The percentage of students below Level 3 on the 2022 statewide, standardized ELA assessment. Identification criteria must include each grade that has 50 percent or more students scoring below level 3 in grades 3-5 on the statewide, standardized ELA assessment.

- The percentage of students in kindergarten through grade 3, based on 2021-2022 end of year screening and progress monitoring data, who are not on track to score Level 3 or above on the statewide, standardized ELA assessment.

- Other forms of data that should be considered: formative, progress monitoring and diagnostic assessment data.

Grades K-2: Instructional Practice specifically relating to Reading/ELA

Grades 3-5: Instructional Practice specifically related to Reading/ELA

Measurable Outcomes

State the specific measurable outcome the school plans to achieve for each grade below. This should be a data-based, objective outcome. Include prior year data and a measurable outcome for each of the following:

- Each grade K -3, using the coordinated screening and progress monitoring system, where 50 percent or more of the students are not on track to pass the statewide ELA assessment;

- Each grade 3-5 where 50 percent or more of its students scored below a Level 3 on the most recent statewide, standardized ELA assessment; and

- Grade 6 measurable outcomes may be included, as applicable.

Grades K-2 Measurable Outcomes

Grades 3-5 Measurable Outcomes

Monitoring

Monitoring

Describe how the school's Area(s) of Focus will be monitored for the desired outcomes. Include a description of how ongoing monitoring will impact student achievement outcomes.

Person Responsible for Monitoring Outcome

Select the person responsible for monitoring this outcome.

Evidence-based Practices/Programs

Description:

Describe the evidence-based practices/programs being implemented to achieve the measurable outcomes in each grade and describe how the identified practices/programs will be monitored. The term "evidence-based" means demonstrating a statistically significant effect on improving student outcomes or other relevant outcomes as provided in 20 U.S.C. §7801(21)(A)(i). Florida's definition limits evidence-based practices/programs to only those with strong, moderate or promising levels of evidence.

- Do the identified evidence-based practices/programs meet Florida's definition of evidence-based (strong, moderate or promising)?
- Do the evidence-based practices/programs align with the district's K-12 Comprehensive Evidence-based Reading Plan?
- Do the evidence-based practices/programs align to the B.E.S.T. ELA Standards?

Rationale:

Explain the rationale for selecting practices/programs. Describe the resources/criteria used for selecting the practices/programs.

- Do the evidence-based practices/programs address the identified need?
- Do the identified evidence-based practices/programs show proven record of effectiveness for the target population?

Action Steps to Implement
List the action steps that will be taken to address the school's Area(s) of Focus. To address the area of focus, identify 2 to 3 action steps and explain in detail for each of the categories below:

- Literacy Leadership

- Literacy Coaching

- Assessment

- Professional Learning

Action Step	Person Responsible for Monitoring

Title I Requirements

Schoolwide Program Plan (SWP) Requirements
This section must be completed if the school is implementing a Title I, Part A SWP and opts to use the SIP to satisfy the requirements of the SWP plan, as outlined in the ESSA, Public Law No. 114-95, § 1114(b). This section is not required for non-Title I schools.

Provide the methods for dissemination of this SIP, UniSIG budget and SWP to stakeholders (e.g., students, families, school staff and leadership and local businesses and organizations). Please articulate a plan or protocol for how this SIP and progress will be shared and disseminated and to the extent practicable, provided in a language a parent can understand. (ESSA 1114(b)(4))
List the school's webpage* where the SIP is made publicly available.

NA

Describe how the school plans to build positive relationships with parents, families and other community stakeholders to fulfill the school's mission, support the needs of students and keep parents informed of their child's progress.
List the school's webpage* where the school's Family Engagement Plan is made publicly available. (ESSA 1116(b-g))

NA

Describe how the school plans to strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum. Include the Area of Focus if addressed in Part III of the SIP. (ESSA 1114(b)(7)ii))

NA

If appropriate and applicable, describe how this plan is developed in coordination and integration with other Federal, State, and local services, resources and programs, such as programs supported under ESSA, violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing CSI or TSI activities under section 1111(d). (ESSA 1114(b)(5))

NA

Optional Component(s) of the Schoolwide Program Plan
Include descriptions for any additional strategies that will be incorporated into the plan.

Describe how the school ensures counseling, school-based mental health services, specialized support services, mentoring services, and other strategies to improve students' skills outside the academic subject areas. (ESSA 1114(b)(7)(iii)(I))

NA

Describe the preparation for and awareness of postsecondary opportunities and the workforce, which may include career and technical education programs and broadening secondary school students' access to coursework to earn postsecondary credit while still in high school. (ESSA 1114(b)(7)(iii)(II))

NA

Describe the implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act. 20 U.S.C. 1400 et seq. and ESSA 1114(b)(7)(iii)(III).

NA

Describe the professional learning and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high need subjects. (ESSA 1114(b)(7)(iii)(IV))

NA

Describe the strategies the school employs to assist preschool children in the transition from early childhood education programs to local elementary school programs. (ESSA 1114(b)(7)(iii)(V))

NA

Budget to Support Areas of Focus

Part VII: Budget to Support Areas of Focus

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

1	III.B.	Area of Focus: ESSA Subgroup: Students with Disabilities	$0.00
2	III.B.	Area of Focus: ESSA Subgroup: Black/African-American	$0.00
3	III.B.	Area of Focus: Instructional Practice: Math	$0.00
4	III.B.	Area of Focus: Positive Culture and Environment: Teacher Retention and Recruitment	$0.00
		Total:	$0.00

Budget Approval

Check if this school is eligible and opting out of UniSIG funds for the 2023-24 school year.

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA
PROFESSIONAL DEVELOPMENT & TEACHER EVALUATION
PROFESSIONAL RUBRICS INVESTING & DEVELOPING EDUCATOR EXCELLENCE
PERFORMANCE EVALUATION SYSTEM

ALL TEACHERS: PRIDE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN
CLASSROOM AND NON-CLASSROOM INSTRUCTIONAL

Name _____ Cost Center/School _____ School Year _____

Specify School or Area Improvement Goal
80% of the school population (6th through 12th grade) will demonstrate learning gains from PM 1 to PM 3 on the 2023 - 2024 Florida Assessment of Student Thinking in the areas of Math and Reading. 65% of students will demonstrate proficiency on the end of course exams in the areas of Algerbra 1, Geometry, Biology and US History. 70% of students will demonstrate proficiency on the Civics EOC. 50% of students will demonstrate proficiency on the Science EOC.

Professional Growth Objective Must include clearly defined professional development objectives
Implement Thinking Maps activities. Analyze data provided in PM 1 and PM 2 to adjust and enrich lessons. Collaborate with colleagues to implement content rich remediation based on data collaboratively analyzed. Utilize common assessments within the content areas to evaluate progress.

Expected Student Outcomes Must include specific and measurable improvements in student performance expected to result from the professional development activity(ies)
All students will make at least a 10 point improvement from PM 1 to PM 3 on the FAST reading and math progress monitoring assessments.

Professional Development Activity(ies) May include workshops, study groups, action research, coaching, reading resources, classroom visits, self-study, activities related to the Sarasota County curriculum, subject content or teaching methods, technology, assessment and data analysis, classroom management, school safety or other
Participate in SMA provided Thinking Maps training. Visit at least one classroom of another content area for observation.

Evaluation of Professional Development Plan Describe the student performance data to be used to demonstrate objective accomplishment. Must measure the extent to which each professional development activity accomplished student performance gains expected to result from the training activity(ies).
FAST PM 1 and PM 2, Common assessments developed by content areas

Use of Parent Input to Assess Attainment of Objective Describe how parent input will be used to assess attainment of objective.

Assistance and/or Resources Required	
Collaborating Personnel	

Administrator's Final Review Comments

Teacher's signature is required and only acknowledges an opportunity to review information. It does not necessarily indicate agreement. Signed form must be returned to evaluator within 3 work days.

INITIAL REVIEW MEETING   **FINAL REVIEW MEETING**

_____ _____   _____ _____
Teacher Signature   Date   Teacher Signature   Date

_____ _____   _____ _____
Evaluator Name (Printed) & Signature Date Evaluator Name (Printed) & Signature Date

OCTOBER 2023 MEMBERSHIP REPORT MIDDLE SCHOOLS

"Shows the number of students attending their zoned school plus those that have transferred into this school from another attendance zone."

SCHOOL ATTENDING	ZONED SCHOOL	GRADE LEVEL			TOTALS
		6	7	8	
Sarasota Military Academy	Booker Middle	37	51	46	134
	Brookside Middle	24	28	22	74
	Charlotte County Schools		3	3	6
	DeSoto County Schools		2		2
	Heron Creek Middle	5	4	3	12
	Hillsborough County Schools	1			1
	Laurel Nokomis School	2	2	3	7
	Manatee County Schools	42	51	36	129
	McIntosh Middle	35	27	26	88
	Sarasota Middle	9	7	14	30
	Venice Middle	2		1	3
	Woodland Middle	1		4	5
TOTALS		158	175	158	491

OCTOBER 2023 MEMBERSHIP REPORT HIGH SCHOOLS

*"Shows the number of students attending their zoned school plus
those that have transferred into this school from another attendance zone."*

SCHOOL ATTENDING	ZONED SCHOOL	GRADE LEVEL				TOTALS
		9	10	11	12	
Sarasota Military Academy	Booker High	67	51	50	40	208
	Charlotte County Schools	2	2		1	5
	DeSoto County Schools	1	1			2
	Hillsborough County Schools	1		1		2
	Manatee County Schools	35	48	35	36	154
	North Port High	8	14	6	6	34
	Riverview High	15	19	19	11	64
	Sarasota High	33	35	33	26	127
	Venice High	5	1	3	2	11
TOTALS		167	171	147	122	607

Head of School Report
For November 2023

Enrollment
Grade 6: 155
Grade 7: 171
Grade 8: 157
Total: 483

Campus Life/Event
-11/1-8th-grade assembly-Sub-Zero
-11/1-Early release for cadets/Professional Development for teachers
-11/3-Lockdown drill conducted
-11/6-Sneaker Drive begins
-11/8-School pictures make-up day
-11/10-PTCC provided lunch for our Veteran's
-11/11-Veteran's Day Parade
-11/11-Prep Color Guard attending parade at the UTC Mall-4:45 pm
-11/13-Sixth grade hearing screening
-11/14-6th-grade field trip to Van Wezel (The Call of the Wild)
-11/14-Board of Directors meeting @ Prep 4:30pm
-11/17-Dress Down Day for cadets and staff
-11/17-Fire drill conducted
-11/20-11/24-Thanksgiving break

Cadet Highlights
-Cadets of the Month for **October**:

Physical Education:	Krystal Niblett	Arthur Seegerer
Military Science:	Nicole Almeida	Quincy Tran
Math:	Rylee Wyant	Thaddeo Knipfer

Meetings:
-11/1-Full staff meeting
-11/9-Charter school principal meeting 11:00-12:30
-11/15-Middle School Fair at Bay Haven Elementary School
-11/16-New teacher meeting
-11/27-Adminstration Team
-11/28-Safety + Threat Assessment team

Faculty/Staff Highlights
- Prep will continue our push for literacy with ELA classes visiting the library for cadets to sign out books.
- HOS + ESE Liaison will be attending middle school fair on 11/15

Parent and Community Highlights
-11/8-Prep enrollment/Information meeting
-11/10-Cadet progress reports sent home to parents
-11/15-ELL parent training (Second night offered)

Security
-Teachers are reminded of safety and security procedures on the campus. There was an emphasis about keeping doors locked and being by your doors during formation and during passing time in case of an emergency.

Four members of the Threat Assessment team attended a two day training on how to handle threats on our campus.

Attention Item
-None a this time

High School Head of School/Provost Report
October 17, 2023
THE YEAR OF MOMENTUM!

Mission:

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

Strategic Plan Goals:

- **Resources:**
    - Increase High School enrollment by 25 FTEs each year
        - Enrollment post card sent to 23,600 households
    - 2023-2024 Enrollment Projection Report

- **College, Careers, and Citizenship**
        - Increase HS Acceleration Points for School Grade by 15% (Goal: 42%)
            - 27 Juniors obtain a score of 65 or higher on the ASVAB
        - Piloting Digital Learning Lab semester II
            - Offer new courses and provide course option not previously available to cadets
        - Support professional development
            - Build Leadership capacity; Four staff members attend the Florida Charter School Conference in Orlando
        - Acquire and retain quality staff
            - Out of Field Roster approval

- **Character and Leadership Development**
    - Create programming, staff training, climate and culture that integrates the Seven Core Values of the United States Army and Leadership Development consistently from grades 6-12.
            - Implemented Army Core Value of the Month
                - November--Respect

Communication/Community Outreach:

- Toys for Tots Campaign
- Thanksgiving Break
  - November 20-24
- Tiger Bay
  - 7 December
  - 1 Adult 7 Cadets
- Winter Concert
  - December 12
  - 6:00 pm
- Open Enrollment   October 1, 2023
- Next Meeting: December 19, 2023   2:30 pm High School

SARASOTA COUNTY
SARASOTA MILITARY ACADEMY - 007
2024 - 1

SIS Live.

SIS > Enrollment > View   Options | H

Enrollment by Race

Majority/Minority Section

Grade Level	Majority		Minority		Total
	MALE	**FEMALE**	**MALE**	**FEMALE**	
06	41	22	56	36	155
07	50	22	67	32	171
08	41	35	42	39	157
09	44	27	58	34	163
10	51	27	48	45	171
11	57	17	44	28	146
12	39	14	33	36	122
TOTAL	323	164	348	250	1085

A - ASIAN(OLD PACIFIC ISLANDER), Minority

B - BLACK/AFRICAN-AMERICAN, Minority

I - AMERICAN INDIAN/ALASKA NATIVE, Minority

P - NATIVE HAWAIIAN / PACIFIC ISLANDER, Minority

W - WHITE, Majority

Primary Race Section

Grade Level	MALE						FEMALE						Total
	I	**A**	**B**	**H**	**M**	**W**	**I**	**A**	**B**	**H**	**M**	**W**	
06		6	1	43	6	41		3	6	24	3	22	155
07		3	4	55	5	50		1	5	23	3	22	171
08		1	3	29	9	41	1		1	32	5	35	157
09	1	3	4	47	3	44		1	7	24	2	27	163
10		2	5	31	10	51			10	34	1	27	171
11		2	6	35	1	57		1	2	23	2	17	146
12			5	25	3	39			3	29	4	14	122
TOTAL	1	17	28	265	37	323	1	6	34	189	20	164	1085

The School Board of Sarasota County, Florida
Student Enrollment for the Period 2018-2019 through 2027-2028
Historical Student enrollment by Grade level information (Based upon October of each school year)

Sarasota Military - Charter School (consolidated)

School Principal:	Ms. Christine Bowman	Year School Opened	2002
School Address:	801 Orange Avenue Sarasota, FL 34236	Buildings and Property owned by charter	
School Phone:	(941) 926-1701	Free / Reduced Lunch Percentage	46.32%
School Web Site:	sarasotamilitaryacademy.com	Title One School	No

Student Enrollment by Grade Level											
Grade Level	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
Pre Kindergarten NON FEFP	0	0	0	0	0	0	0	0	0	0	0
Pre Kindergarten FEFP (ESE)	0	0	0	0	0	0	0	0	0	0	0
Kindergarten	0	0	0	0	0	0	0	0	0	0	0
First	0	0	0	0	0	0	0	0	0	0	0
Second	0	0	0	0	0	0	0	0	0	0	0
Third	0	0	0	0	0	0	0	0	0	0	0
Fourth	0	0	0	0	0	0	0	0	0	0	0
Fifth	0	0	0	0	0	0	0	0	0	0	0
Sixth	215	224	200	177	197	158	158	158	158	158	158
Seventh	190	209	208	184	196	175	150	150	150	150	150
Eighth	181	196	206	207	177	158	168	168	168	168	168
Ninth	222	208	176	182	191	167	188	188	188	188	188
Tenth	198	202	191	173	172	171	153	153	153	153	153
Eleventh	176	170	173	171	138	147	149	149	149	149	149
Twelfth	196	150	153	155	146	122	131	131	131	131	131
Total by Grade	1,378	1,359	1,307	1,249	1,217	1,098	1,098	1,097	1,097	1,097	1,097
Students by Program funded through the Florida Education Finance Program											
Basic Education	1,074	1,067	1,012	940	894	806	806	805	805	805	805
E.S.O.L.	20	25	33	32	31	28	28	28	28	28	28
Students with Disabilities k-3	0	0	0	0	0	0	0	0	0	0	0
Students with Disabilities 4-8	81	85	81	98	111	100	100	100	100	100	100
Students with Disabilities 9-12	145	134	129	126	118	107	107	106	106	106	106
ESE Level 4	0	0	0	0	0	0	0	0	0	0	0
ESE Level 5	0	1	0	0	0	0	0	0	0	0	0
Career Education	19	16	18	14	28	25	25	25	25	25	25
Total Students by Program	1,339	1,328	1,274	1,210	1,182	1,067	1,066	1,065	1,065	1,065	1,065

Historical and Projected Student Enrollment

Principal's Certification

"I have reviewed the above student enrollment projection for the school year 2024-2025"

Signature and Date _Christina Bowman_ 11/7/23
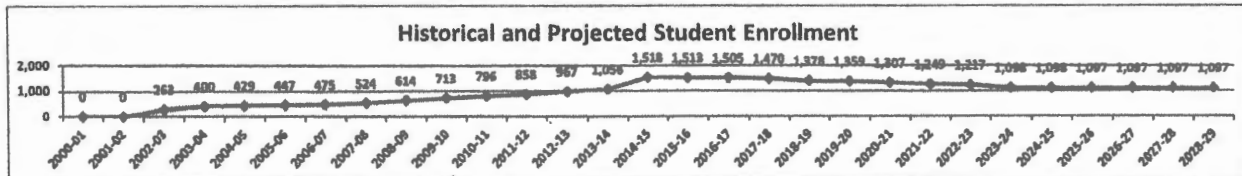
I am in agreement with the 2024-2025 projection Circle One   Yes   No

TEACHING OUT-OF-FIELD POLICY

1) The employment or assignment of out-of-field teachers may occur when a qualified and appropriately certificated teacher is unavailable. Any teacher who is employed or assigned out-of-field shall be required to satisfy the course credit requirement in State Board of Education Rule 6A-1.0503 if she/he is appointed in a subsequent school year(s). The deadline for earning the six (6) semester hours of college credit or equivalent in the appropriate field shall be one (1) calendar year from the date of initial appointment to the out-of-field teaching assignment.

2) The Executive Director of Schools shall report to the SMA Board of Directors any teacher who is assigned to teach a subject(s) for which he/she is not properly certificated. Such reports shall be filed at the beginning of the school year, or if changes occur thereafter, and shall include the following information: teacher's name, the certificate area(s) on the Florida Educator Certificate, the out-of-field assignment and the justification. The SMA School Board's minutes shall reflect such approvals.

3) SMA shall report out-of-field teachers on their website within thirty (30) days after the first day of school and the parents of all students in the class shall be notified in writing of such assignment.

4) The SMA Board shall recommend the Executive Director and Head of School adopt a plan to assist any teacher teaching out-of-field.

Adopted: 11/10/2020

OUT-OF-FIELD ROSTER

School: _Sarasota Military Academy_____   School Contact: ___Christina Bowman

School Year: _____2023/2024_____

*List all NEW Out-of-Field teachers, not currently listed on your out-of-field report, on this roster and return to HR/Certification Dept. by August 25, 2023.

The instructional staff members shown below are out-of-field for the assignment shown. They have been advised (1) of the out-of-field course requirements and (2) if those requirements are not met they cannot continue in the out-of-field assignment or be assigned to a different out-of-field assignment in the future. See State Board Rule 6A-1.0503 Definition of Qualified Instructional Personnel for specific authority. If a teacher is no longer teaching in an out-of-field subject area this year, please let us know. *Gifted, ASD, ESE and any other subject areas. We are currently tracking ESOL requirements, so those teachers do not need to be listed below.

			C=Continuing	N=New		HR USE
Name of Teacher	**A #**	**Out-of-field area**	**C**	**N**	**Comments**	**PTR/BD Date**
Lorene Bauck/HS	054044	Health Explorations		X	Semester 1 Only	
Esther Jaffee/HS	064923	Debate		X	Cert is Biology 6-12	
John Souders/HS	057331	Outdoor Education		X	Cert is Mathematics 6-12	
Breanne Scott/HS	055065	Criminal Justice		X	Requesting 5 Year Prof Vocational Cert	
Nicole Fallon-Ramirez/Prep	048901	ELA		X	Cert is Elem Ed K-6, Spanish K-12	
Elizabeth Green/Prep	054192	Creative Photography		X	Cert is Elem Ed K-6, ESOL End.	
Celeste Schroeder/Prep	056882	Agri Science		X	Cert is M.G. General Science	
Steve Valeski/Prep	059080	Emerging Leaders		X	Cert is Computer Science K-12	
Susan Marty/Prep	065529	Math		X	Cert is Visual Impaired K-12, ESE K-12	
Gregory Corban/Prep	063350	ELA		X	Cert is Art K-12	

Revised 2022

We are currently entering our winter sports seasons on both our campuses. As we move from fall to winter sports there have been some amazing performances from SMA cadet-athletes. DJ Johnson, who is playing football at Riverview has been a district athlete of the week nominee multiple times this season. Toby Schwenk is having another excellent season in swimming for Sarasota High School and will be competing again in the state finals. Bella Foss and Cielo Contreras from our own SMA high school girls cross country team competed in the regional race this past week. Both of these girls have broken the previous school 5K record. Cielo currently holds the record after an excellent race at districts. Also, our Prep boys' basketball team started the season with a very impressive win (42-26) over the Student Leadership Academy.

I am pleased to have highlighted some noteworthy team and individual accomplishments of our cadet-athletes. Yet this month, I would like for you to also see the difficulties our cadet-athletes face in comparison to their counterparts from other schools.

1. No high school senior cadet-athlete has had the same coach for all four years of their high school playing time.

Our current coaches at the high school and prep average only 1.6 years of experience leading their respective programs. Of the 17 head coaches in our academy, ten of them are in their first year of coaching for SMA. The max years of coaching for any current SMA coach is three.

2. No high school cadet-athlete will have their practice facility and game facility be the same location, except for golf.

We are currently renting facilities for boys' and girls' soccer, girls' lacrosse, and baseball. Our volleyball and basketball teams practice in the high school gym, which is incapable of hosting competitions. This holds true for wrestling as well.

3. In the past five years only wrestling and girls' cross country (1 year) have competed in post season events past the district level.

A major factor that leads to this lack of competitive success is retention of top-level cadet-athletes. This attrition can be attributed to the issues mentioned in statements 1 and 2 above. To emphasize this factor, if our girls' cross country team would have retained cadet-athletes who had at one time ran in the SMA program, based on their times this year, they would be competing this week for a state title. Along with that, all these girls are underclassmen and would be returning next year.

4. Our cadet-athletes and their families are saddled with financial burdens not encountered by student athletes at every other school.

Due to not having efficient on-campus facilities, our high school cadet-athletes are required to do much more traveling than is normally required for high school student-athletes. This, compounded by the pay to play requirement for our cadet-athletes, places more financial responsibilities on our families. It is interesting to note that the athletic departments of public high schools in our district are allotted $50,000 for travel expenses each year.

In conclusion, I hope this gives you an idea of the seemingly insurmountable obstacles that are being faced with our athletic programs. Even with the above listed obstacles, there are other issues within our athletic program to be overcome. Through my position as athletic director for both our campuses, it is my duty to provide the best athletic program possible for our academy; to increase commitment and decrease apathy from cadets, staff and all stakeholders in this great academy. Therefore, I ask for help in looking at possible methods to alleviate the issues that limit our cadets from having the high school experience that they deserve.

9 Nov 23

MEMORANDUM FOR GOVERNING BOARD, SARASOTA MILITARY ACADEMY

THROUGH Superintendent Sarasota Military Academy

SUBJECT: Significant Activities Report

Past Significant Activities:

• State qualifying Raider meet held at Lakewood Ranch High School: Both the female and mixed teams competed with the mixed team earning a bid to the State Raider meet on 2 Dec 23 to be held at USF Tampa campus.

• National Raider meet held from the 2d to the 5th of November in Fort Knox, Kentucky: Both the female and mixed teams competed with the 300 other schools from around the nation as well as countries like Germany and Puerto Rico where there are JROTC programs. Along the way the team stopped at a historical flight museum to be educated from two Vietnam veterans on the UH 60 and Cobra Gunship.

• Bridge building with the Prep

~ We continue to be a visible part of their school representing the Army ROTC program and this school in their conduct of drill.

~ Regimental staff continues to work on a Service Learning project that will be centered around the United States Flag history and retirement. This will be done primarily with the rising 7th and 8th graders.

• Color Guard performances

~ 21 Oct, Equestrian Center, Grand Prix and Freestyle event

~ 9 Nov, War paint profiles of courage

~ 10 Nov, Glenridge Retreat Ceremony / Veterans Celebration Ceremony / Marine CORPS luncheon

~ 11 Nov, Veterans Day parade

• Rifle practice on going; had five cadets go down to the "Dixie Doubles" from 3-5 Nov

• Drill practice on going

• Joint Leadership and Academic Bowl members continue to prepare for their first competition in Early November.

<u>Significant activities next thirty days:</u>

- State Raider meet to be held on 2 Dec 23 at USF Tampa campus.

- Best Raider Competition 9 Dec 23 at Braden River High School

- Bridge building with the Prep

  ~ Continue to conduct drill practice.

  ~ Regimental staff continues to work on a Service Learning project that will be centered around the United States Flag history and retirement. This will be done primarily with the rising 7th and 8th graders.

- Color Guard performances

  ~ None noted at this time

- Rifle practice on going;

- Drill practice on going

- Joint Leadership and Academic Bowl members continue to prepare for their first competition on 20 November.

Respectfully,

JN

JAMES A. NELSON
LTC (Retired), U.S. Army
JROTC, Senior Army Instructor

Profit and Loss Pie Charts through September 2023

FTE Comparison through September

Budgeted FTE	Actual FTE	Paid On FTE
1163	1098	1111
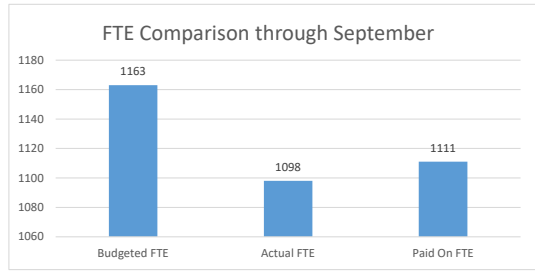
Income

3100 Federal Direct	$	35,857
3200 Federal through State & Local	$	105
3300 Revenue from State Sources	$	2,123,823
3400 Revenue from Local Sources	$	1,210,390
3741 Insurance Loss Recovery	$	-
Total Revenue		**$3,370,175**

Expenses

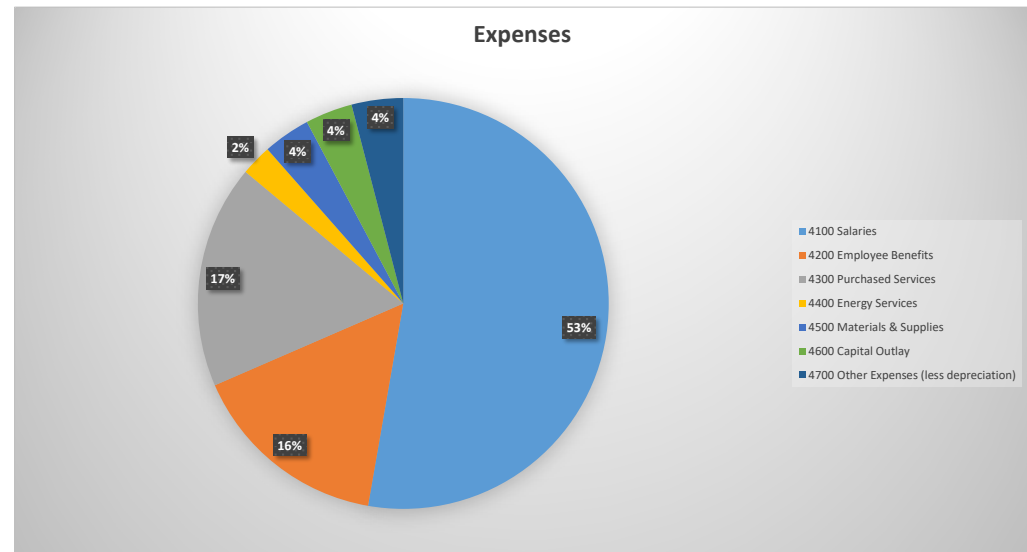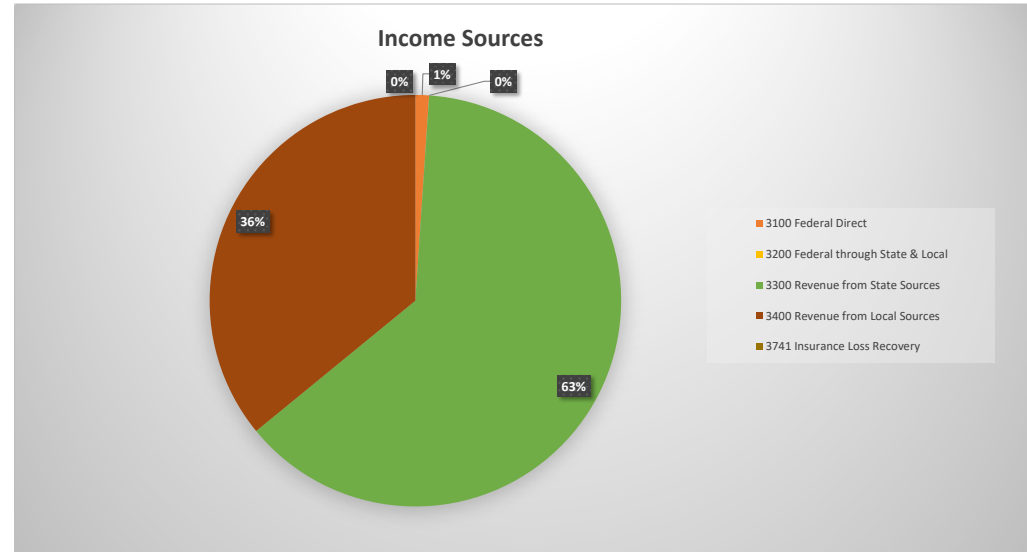|	
4100 Salaries	$1,657,405
4200 Employee Benefits	$494,479
4300 Purchased Services	$552,473
4400 Energy Services	$76,809
4500 Materials & Supplies	$116,995
4600 Capital Outlay	$116,647
4700 Other Expenses (less depreciation)	$127,496
Total Operating Expenses	**$3,142,304**
Net Operating Income	**$227,871**
Depreciation Expense	**$175,782**
Net Income	**$52,089**
Salaries & Benefits Equal	69 % of Operating Budget

Income Sources

- 0%, 1%, 0%
- 36%
- 63%

Legend:
- 3100 Federal Direct
- 3200 Federal through State & Local
- 3300 Revenue from State Sources
- 3400 Revenue from Local Sources
- 3741 Insurance Loss Recovery

Expenses

- 53%
- 16%
- 17%
- 2%
- 4%
- 4%
- 4%

Legend:
- 4100 Salaries
- 4200 Employee Benefits
- 4300 Purchased Services
- 4400 Energy Services
- 4500 Materials & Supplies
- 4600 Capital Outlay
- 4700 Other Expenses (less depreciation)

Sarasota Military Academy

Balance Sheet- By Campus

As of September 30, 2023

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	
1110 Cash and cash equivalents	1,719,796
8-1111 Sport Team Bank Accounts	44,905
Total Bank Accounts	**$1,764,700**
Other Current Assets	
1130 Accounts Receivable	12,277
1215 Due from Foundation - Current	1,667
1220 Due from Other Governments	174,004
Total Other Current Assets	**$187,948**
Total Current Assets	**$1,952,648**
Fixed Assets	**$19,077,425**
TOTAL ASSETS	**$21,030,073**
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	**$55,383**
Credit Cards	**$107,207**
Other Current Liabilities	**$1,076,592**
Total Current Liabilities	**$1,239,182**
Long-Term Liabilities	**$9,565,660**
Total Liabilities	**$10,804,842**
Equity	
3010 Invested In Capital Assets, Net	8,901,910
3020 Temporarily Restricted Net Asse	27,854
3030 Unrestricted Net Assets	1,243,380
Net Income	52,087
Total Equity	**$10,225,231**
TOTAL LIABILITIES AND EQUITY	**$21,030,073**

$1,952,648 - $1,239,182 = $713,466 Working Capital

Ratio of Assets to Liabilities = $1,952,648 / $1,239,182 = 1.58

Sarasota Military Academy

Budget vs. Actuals: FY24 Board Approved Budget - FY24 P&L

July - September, 2023

3 Months in should be 25%

	TOTAL		
	ACTUAL	BUDGET	% OF BUDGET
Income			
3100 Federal Direct	35,857	211,080	17.00 %
3200 Federal Through State & Local	105	66,350	0.00 %
3300 Revenue from State Sources	2,123,823	8,765,593	24.00 %
3400 Revenue from Local Sources	1,210,390	4,776,652	25.00 %
Total Income	**$3,370,174**	**$13,819,675**	**24.00 %**
GROSS PROFIT	**$3,370,174**	**$13,819,675**	**24.00 %**
Expenses			
4100 Salaries	1,657,405	6,795,929	24.00 %
4200 Employee Benefits	494,479	2,606,979	19.00 %
4300 Purchased Services	552,473	2,051,456	27.00 %
4400 Energy Services	76,809	295,638	26.00 %
4500 Materials & Supplies	116,995	380,099	31.00 %
4600 Capital Outlay	116,647	388,833	30.00 %
4700 Other Expenses	303,278	1,444,683	21.00 %
Total Expenses	**$3,318,087**	**$13,963,617**	**24.00 %**
NET OPERATING INCOME	**$52,087**	**$ -143,942**	**-36.00 %**
NET INCOME	**$52,087**	**$ -143,942**	**-36.00 %**

Sarasota Military Academy

Profit and Loss - YTD - By Campus

July - September, 2023

	HS	PREP	TOTAL
Income			
3100 Federal Direct	35,857		$35,857
3200 Federal Through State & Local	105		$105
3300 Revenue from State Sources	1,138,819	985,004	$2,123,823
3400 Revenue from Local Sources	724,500	485,890	$1,210,390
Total Income	**$1,899,280**	**$1,470,895**	**$3,370,174**
GROSS PROFIT	**$1,899,280**	**$1,470,895**	**$3,370,174**
Expenses			
4100 Salaries	924,813	732,593	$1,657,405
4200 Employee Benefits	264,272	230,207	$494,479
4300 Purchased Services	312,417	240,056	$552,473
4400 Energy Services	33,408	43,401	$76,809
4500 Materials & Supplies	65,825	51,169	$116,995
4600 Capital Outlay	62,376	54,271	$116,647
4700 Other Expenses	202,317	100,961	$303,278
Total Expenses	**$1,865,430**	**$1,452,658**	**$3,318,087**
NET OPERATING INCOME	**$33,850**	**$18,237**	**$52,087**
NET INCOME	**$33,850**	**$18,237**	**$52,087**

We are showing a positive as we were overpaid for these 3 months.
Plus, the Foundation reimbursed us $140,635 we forgave them.

Parent Teacher Cadet Council

2023/24 Council Members

Staff Representative: Maj. Russ Osterfeld
President: Brenda Canales
Treasurer: Liz Bonnett
Cadet Council Program Liaison: Jeannie Whipple
Merchandise Coord.: Amber Martin/Jennifer Burgos
Calendar/Events Coord.: Nathalie Knipfer

Vice Presidents: Open
Secretary Open
Grant Coord: Nikki Orth
Volunteer Coord: Open
Cadet Rep. Hannah Monahan (HS)
Social Media: Karen Medina
Event Assistant: Holly Wesner

What's New:

- **Motivation 2024 Program**
  - Motivate Cadets to do better overall (updates to come next month)

Event Recap:

- Halloween Dance was a success. Thank you Cadet Council!
- Wreaths Across America kicked off.
- Pie Sales:
  - Gross: $4086
  - Net: $1058

Upcoming Events:

November
- Wreaths Across America
  - T Shirt
  - Winning Prizes
- Veterans Recognition Lunch
- Veterans Day Parade.

December
- Finalize WAA
  - Tentative for laying wreaths at Cemetery
- Prizes for Toys for Tots winners
- Contribute to Teacher Holiday Lunch

2024
Dress Down Day
Rise & Run Assistance
Valentines Day
Walk-A-Thon
Giving Challenge
Eagle Awards
Other as needed.

Grant and Donation Summary:

Approved by Grant Committee (December)
Proposed Annual Budget = $13,000
($500ea per semester/per Dept.)

Location	Requested	Approved
High	7	5
Middle	3 NOTE: 2 requests were for lunches that were missed by the review dates.	1

Total Amount for FY'23/24: $1,000.00

NOTE: All grants are forwarded to the Finance Dept. for final approval.

November 8, 2023

Superintendent Search--Process and Timeline
A Board Discussion

2023   **2024**   **2025**

Nov   Jan   Mar   May   Jul   Sep   Nov   Jan

Discuss Process

Site Analysis—HS
Site Analysis--Prep

Board:
- Interview Finalists

Superintendent
Starts

Board Approves:
- Process
- Qualifications
- Salary
- Start Date
- Etc.

Board Approves:
- Ad Content
- Screening Process
- Interview Process
Advertise Vacancy

Board:
- Identify
  Finalists to
  Interview

Board:
- Select Candidate
  and Make Offer