

**SARASOTA MILITARY ACADEMY  
BOARD OF DIRECTORS  
Tuesday June 18, 2024**

- Call to Order
- Pledge of Allegiance
- Approval of the Minutes -Tab 1
  - May 28, 2024
- Head of School Report – SMA Prep Tab 2
- Head of School/Provost Report – SMA High Tab 3
- SAI Report - Tab 4
- Treasurer’s Report - Tab 5
  - Approval of Budget for 2024-2025 SY
- Committee Report – Tab 6
  - Nominating Committee
  - By-Laws Committee
  - PTCC
- Chairperson’s Report
  - Board Advisor
- Old Business
  - Approval of 3% Retention Bonus for SY 2023-2024 from ESSER III Funding in addition to the 2% raise.
  - Approval to increase the capital purchase amount from \$750 to \$1,000.
- New Business
  - Annual Election of Directors
    - Chair, Vice Chair, Treasurer, Secretary
    - Sunshine Law Refresher Course
  - Annual Conflict of Interest Policy
  - Approve 2024-2025 SMA Board Meeting Schedule
  - Approve 2024-2025 Mental Health Assistance Allocation Plan
  - Approve 2024-2025 Draft Comprehensive Evidence-Based Reading Plan (CERP)
- Public Comment
- Meeting Adjournment

# **Sarasota Military Academy**

## **BOARD OF DIRECTORS**

### **MEETING MINUTES**

28 MAY 2024

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

##### **Present:**

Dr. Thomas J. McElheny, Former Capt, USMC, Chair  
Erica Gregory, Lt Col, USAF (Ret), Vice Chair  
Pete Skokos, Treasurer  
Ben Knisely, COL, USA (Ret), Secretary  
Brent Bogart, Former LT, USN  
Heather Koester, Former SGT, USAR  
Carlos Moreira, 1<sup>st</sup> Sgt, USMCR  
Jerry Neff, BG, USA (Ret) (virtual)  
Michael Tollerton, Former CPT, USA

**Absent:** Herb Jones, Chair Emeritus; Richard Swoope, COL, USA (Ret); LTC Scott Lempe; SMA-LTC Caitlin West, Assistant Head of High School; SMA-LTC Abby Williams, Assistant Head of High School; MAJ (Ret) Russ Osterfeld, SAI; SMA-MAJ Charlie Carver, Athletic Director; SMA-CPT Ellie De Murias, Middle School Faculty Representative

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

SMA-COL Christina Bowman, Head of High School/Academy Provost  
SMA-COL Tom Vara, Head of Middle School  
LTC Cheryl Korwin, Assistant Head of Middle School  
SMA-LTC Steve Kok, Director of Finance

**Guests in Attendance:** Mr. Ronald Skipper; SMA-MAJ Michael Finley, Drumline Instructor; SFC Ernesto Ramirez, High School Faculty Representative; Ms. Nikki Orth, PTCC President

Location: SMA High School

The chair called the meeting to order at 2:32 pm.

Chair Thomas McElheny started the Pledge of Allegiance.

Chair McElheny amended the agenda to introduce Mr. Ron Skipper as a prospective board member. He stated Mr. Skipper's community involvement throughout Sarasota

over many years includes, but is not limited to, founder of the Community Foundation of Sarasota.

**Motion to Approve the 16 April 2024 Minutes:**

Ms. Heather Koester moved to approve the 16 April 2024 minutes; Mr. Carlos Moreira seconded the motion and the board unanimously approved.

**COL Ben Knisely moved to approve the 29 April 2024 Special Meeting minutes; Mr. Moreira seconded the motion and the board unanimously approved.**

**Head of Middle School Report:** SMA-COL Tom Vara provided a read-ahead report. He mentioned the successful events of the Honor of the Eagle award and the change of command ceremony. Ms. Koester stated that she enjoyed the Eagle award ceremony as she felt the pride families had in their cadets.

**Head of High School/Provost Report:** SMA-COL Christina Bowman provided a read-ahead report. She presented 5-year enrollment data with school grade and mentioned the increase in graduation rate as well as passing test scores. Chair McElheny inquired as to the discrepancy between our projected FTE goals and the district, and mentioned SMA needs to up its game to meet its goals.

Ms. Koester recommended inviting the university and college representatives to the graduation ceremony as well as companies that have collaborated with SMA to hire graduates.

**SAI Report:** MAJ Russ Osterfeld provided a read-ahead report. SMA-COL Bowman stated a successful year in JROTC retention.

**Academy Athletics Report:** N/A

**Treasurer's Report:** SMA-LTC Steve Kok provided a read-ahead report. He discussed the profit and loss statements by campus and a preliminary budget for FY 2024-25. SMA-LTC Kok mentioned the upcoming campus upgrades, especially the roof issues at the high school. Mr. Moreira inquired as to the specific items that were cut to lower the deficit, in which SMA-LTC Kok replied health insurance decreased by 2% and SMA-COL Bowman replied staffing was re-allocated to maximize class sizes.

Ms. Michael Tollerton stated fundraising needs to be a focus now that the foundation has dissolved. SMA-COL Bowman agreed and added the need to create an Advancement Office under SMA.

**COL Knisely moved to approve a 4% salary increase for 2024-25; Ms. Tollerton seconded the motion and the board unanimously approved.**

**Staff Representatives:** N/A

**PTCC Report:** A read-ahead report was provided. Ms. Nikki Orth introduced herself as the new PTCC president and discussed data on grants, fundraising, and spirit wear with a mention to the next meeting on 17 June.

**Bylaws Committee:** Vice Chair Erica Gregory provided an update to include Ms. Koester and Ms. Tollerton. She mentioned the Gulf Coast Community Foundation has a

course on governance on 6 June and recommends the board participating. Vice Chair Gregory stated the committee recommends sub-committees be created to include community members not on the board as well as families to be responsible for addressing specific areas such as marketing, finance, fundraising, military alignment. Chair McElheny asked the committee to bring three actionable items to the next board meeting to start moving in the direction they recommend, as well as how to sign up for the governance event. He stated the need to obtain the current value of the high school property to address the decision of re-building or selling. COL Knisely concurred as he recently read that the Rosemary District is most desirable.

**Nominating Committee:** Chair McElheny stated Mr. Ron Skipper would be presented at the next board meeting for nomination.

**Chair Report:** N/A

**Board:** Ms. Tollerton inquired as to the status of the opportunity brought forward by COL Knisely with Galen Nursing, in which SMA-COL Bowman replied still in progress.

**Old Business:** N/A

**New Business:** Mr. Moreira stated he is not available from 10 – 28 June. COL Knisely stated the cadets at the Sarasota National Cemetery for the Gold Star Families ceremony were excellent.

**Public Comments:** N/A

The next board meeting will be on 28 May 2024 at 2:30 pm at the High School campus.

The chair adjourned the meeting at 4:03 pm.

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Dr. Thomas McElheny, Chair

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Date

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COL Ben Knisely, Secretary

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Date



	<b>FY25</b>
<b>SMA FY25 Proposed Budget</b>	<b>1,080</b>
<b>3191 • ROTC</b>	<b>211,080</b>
<b>3226 • Title II \$</b>	<b>24,595</b>
<b>3227 • Title IV \$</b>	<b>14,233</b>
<b>3230 • IDEA Revenue</b>	<b>2,390</b>
<b>3310 • Florida Ed. Fin. Program (FTE)</b>	<b>6,215,748</b>
<b>3368 • Safe Schools Allocation</b>	<b>112,356</b>
<b>3374 • Supplemental Academic Inst</b>	<b>219,276</b>
<b>3396 • Classroom for Kids</b>	<b>993,024</b>
<b>3397 • Charter School Capital Outlay</b>	<b>552,000</b>
<b>3399 • Other Misc. State Revenue</b>	<b>255,000</b>
<b>3411 • District Schools Taxes</b>	<b>3,707,820</b>
<b>3413 • District 1.5 Millage</b>	<b>1,238,786</b>
<b>3430 • Interest Inc. (Invest. &amp; Accts)</b>	<b>54,000</b>
<b>3440 • Gifts, Grants &amp; Bequests</b>	<b>142,018</b>
<b>3455 • Vending Revenue</b>	<b>1,250</b>
<b>3490 • Misc Local Sources</b>	<b>321,035</b>
<b>Total Income</b>	<b>14,064,611</b>
<b>4100 • Salaries</b>	<b>5,693,771</b>
<b>Stipends</b>	<b>153,052</b>
<b>4110 • Admin Salaries</b>	<b>576,324</b>
<b>4140 • Adjunct Faculty &amp; Subs 337843</b>	<b>250,329</b>
<b>4210 • Retirement Benefits</b>	<b>875,475</b>
<b>4220 • SS &amp; Medicare</b>	<b>510,521</b>
<b>4230 • Employee Insurance (Health)</b>	<b>939,957</b>
<b>4240 • Worker's Compensation</b>	<b>67,714</b>
<b>4250 • Unemployment Compensation</b>	<b>2,074</b>
<b>4291 • Employee Medical Reimburse.</b>	<b>37,125</b>
<b>4292 • Employee Training &amp; Seminars</b>	<b>3,996</b>
<b>4293 • Other Employee Benefits</b>	<b>3,527</b>
<b>4310 • Professional &amp; Technical Serv.</b>	<b>1,191,205</b>
<b>4320 • Insurance (P&amp;C)</b>	<b>435,545</b>
<b>4330 • Travel</b>	<b>10,406</b>
<b>4350 • Repairs &amp; Maintenance</b>	<b>155,084</b>
<b>4360 • Rentals (Lease Costs)</b>	<b>1,200</b>
<b>4370 • Comm. (Postage, Phone)</b>	<b>82,881</b>
<b>4380 • Public Utilities (Water &amp; Sewer)</b>	<b>61,880</b>
<b>4390 • Other Purchased Services</b>	<b>121,989</b>
<b>4392 • Dual Enrollment Charge</b>	<b>4,823</b>
<b>4430 • Electricity</b>	<b>188,505</b>
<b>4450 • Gasoline</b>	<b>3,790</b>
<b>4460 • Diesel Fuel</b>	<b>92,237</b>
<b>4510 • Supplies - Classroom</b>	<b>97,676</b>
<b>4520 • Textbooks</b>	<b>42,968</b>
<b>4521 • Dual Enrollment- Textbooks</b>	<b>2,500</b>
<b>4530 • Periodicals</b>	<b>592</b>
<b>4570 • Food</b>	<b>29,278</b>
<b>4590 • Other Materials &amp; Supplies</b>	<b>128,829</b>
<b>4610 • Library Books</b>	<b>590</b>
<b>4622 • Non Capitalized A/V Materials</b>	<b>826</b>
<b>4642 • Non Capitalized Furniture, F &amp; Equip.</b>	<b>21,303</b>
<b>4644 • Non Capitalized PC (Hardware)</b>	<b>87,683</b>
<b>4651 • Buses (Trip Charges)</b>	<b>8,426</b>
<b>4692 • Non Capitalized Software</b>	<b>118,893</b>
<b>4720 • Interest</b>	<b>371,731</b>
<b>4730 • Taxes, Dues &amp; Fees</b>	<b>92,667</b>
<b>4760 • Sports &amp; Recreation</b>	<b>179,250</b>
<b>4780 • Depreciation Expenses</b>	<b>694,801</b>
<b>Total Expenses</b>	<b>13,341,423</b>
	<b>723,188</b>
	<b>Increase in SRD2 of \$100K</b>
<b>Income based on 1080 FTE</b>	<b>Increase in Health Ins of 6%</b>
	<b>Increase in P&amp;C- Level</b>
	<b>4% Pay Raise for EEs</b>

## **SARASOTA MILITARY ACADEMY POLICY REGARDING CONFLICTS OF INTEREST**

**DEFINITION:** A conflict of interest is defined as an interest that might affect, or might reasonably appear to affect, the judgement or conduct of any director, officer, or staff member in a manner that is adverse to the interests of SMA.

**RESPONSIBILITIES:** The Chairman of the Board of Directors has overall responsibility regarding conflicts of interest involving board members. The Executive Director of Schools has overall responsibility for managing SMA staff activities in this regard. The Director of Finance has operational responsibility to supervise staff activities under these guidelines.

### **ACTIVITIES:**

- A conflict of interest may exist when the interests or potential interests of any director, officer, or staff member, or that person's close relative, or any individual or group, or organization to which the persons associated with SMA has allegiance, may be seen as competing with the interests of SMA, or may impair such person's independence or loyalty to SMA.
- Directors, officers, and staff shall not use information received from participation in SMA affairs, whether expressly denominated as confidential or not, for personal gain or to the detriment of SMA.
- Whenever any Director has a conflict of interest or a perceived conflict of interest with SMA, he or she shall notify the Board Chair of such a conflict in writing.
- Whenever any staff member (paid or volunteer) has a conflict of interest or perceived conflict of interest with SMA, he or she shall notify the Executive Director of Schools of such a conflict in writing.
- When any conflict of interest is relevant to a matter that comes under consideration or requires action by the Board, or a Board committee, the interested person shall call it to the attention of the Board Chair, and shall not be present during Board or committee discussion or decision on the matter. However, that person shall provide the Board or applicable committee with any and all relevant information on the particular matter.
- The minutes of the meeting of the Board or its committee shall reflect that the conflict of interest was disclosed, that the interested person was not present during the discussion or decision on the matter, and did not vote.
- The policy and its application shall be reviewed annually for the information and guidance of directors, officers, and staff members, each of whom has a continuing responsibility to scrutinize their transactions and outside business interests and relationships for potential conflicts of interest, and make such disclosure as described in the policy.
- All directors and officers will complete the enclosed statement each year.



# ANNUAL CONFLICT OF INTEREST STATEMENT

## PERSONAL INFORMATION

<i>Title/Prefix</i>	<i>First Name</i>	<i>Middle Initial</i>	<i>Last Name</i>
<i>Home Address</i>		<i>City</i>	<i>State</i> <i>ZipCode</i>
<i>Home Phone</i>	<i>Cell Phone</i>	<i>Work Phone</i>	<i>Fax Number</i>
<i>Email Address</i>			

## ANNUAL DISCLOSURE

Consistent with the school's Board Policy each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

1. Has received a copy of the conflict of interest policy,
2. Has read and understands the policy,
3. Has agreed to comply with the policy, and
4. Understands the organization is (i) charitable and, in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes and is (ii) a public charter school subject to applicable state and federal laws and regulation.

If there are any changes to your responses to the conflict of interest policy with regards to your members on the school's Board of Directors, please submit as an attached disclosure of the conflict for appropriate annual documentation.

Signature

Date







## Sarasota Military Academy

### **SMA Board of Directors**

#### 2024-2025 Meeting Schedule

<b><u>Date</u></b>	<b><u>Time and Location</u></b>
August 27, 2024	2:30 pm. SMA High School Conference Room
September 24, 2024	2:30 pm. SMA High School Conference Room
October 15, 2024	2:30 pm. SMA High School Conference Room
November 12, 2024	4:30 pm. SMA Prep Middle School Room 518
December 17, 2024	2:30 pm. SMA High School Conference Room
January 21, 2025	2:30 pm. SMA High School Conference Room
February 25, 2025	2:30 pm. SMA High School Conference Room
March 25, 2025	4:30 pm. SMA Prep Middle School Room 518
April 29, 2025	2:30 pm. SMA High School Conference Room
May 20, 2025	2:30 pm. SMA High School Conference Room
June 24, 2025	2:30 pm. SMA High School Conference Room





## Mental Health Assistance Allocation Plan

### Sarasota Military Academy

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## Introduction

### Mental Health Assistance Allocation Plan

s. 1006.041, F.S.

#### MHAA Plan Assurances

##### The District Assures

One hundred percent of state funds are used to establish or expand school-based mental health care; train educators and other school staff in detecting and responding to mental health issues; and connect children, youth and families with appropriate behavioral health services.

Yes

Mental health assistance allocation funds do not supplant other funding sources or increase salaries or provide staff bonuses or incentives

Yes

Other sources of funding will be maximized-to provide school-based mental health services (e.g., Medicaid reimbursement, third-party payments and grants).

Yes

Collaboration with FDOE to disseminate mental health information and resources to students and families.

Yes

A system is included for tracking the number of students at high risk for mental health or co-occurring substance use disorders who received mental health screenings or assessments; the number of students referred to school-based mental health services

Yes

Review for compliance the Mental Health Assistance Allocation Plans submitted by Charter Schools who opt out of the District's MHAAP.

Yes

Curriculum and materials purchased using MHAA funds have received a thorough review and all content is in compliance with State Board of Education Rules and Florida Statutes.

Yes

##### A school board policy or procedure has been established for

Students referred to a school-based or community-based mental health services provider, for mental health screening for the identification of mental health concerns and students at risk for mental health disorders are assessed within 15 calendar days of referral.

Yes

School-based mental health services are initiated within 15 calendar days of identification and assessment.

Yes



Community-based mental health services are initiated within 30 calendar days of referral.

Yes

Individuals living in a household with a student receiving services are provided information about behavioral health services through other delivery systems or payors for which such individuals may qualify if such services appear to be needed or enhancements in those individuals' behavioral health would contribute to the improved well-being of the student.

Yes

District schools and local mobile response teams use the same suicide screening instrument approved by FDOE pursuant to s. 1012.583, F.S., and Rule 6A-4.0010, F.A.C.

Yes

Assisting a mental health services provider or a behavioral health provider as described ins. 1006.041, F.S., respectively, or a school resource officer or school safety officer who has completed mental health crisis intervention training in attempting to verbally de-escalate a student's crisis situation before initiating an involuntary examination pursuant to s. 394.463, F.S. Such procedures must include strategies to de-escalate a crisis situation for a student with a developmental disability as that term is defined ins. 393.063, F.S.

Yes

The requirement that in a student crisis situation, the school or law enforcement personnel must make a reasonable attempt to contact a mental health professional who may initiate an involuntary examination pursuant to s. 394.463, F.S., unless the child poses an imminent danger to self or others before initiating an involuntary examination pursuant to s. 394.463, F.S. Such contact may be in person or using telehealth, as defined ins. 456.47, F.S. The mental health professional may be available to the school district either by contracts or interagency agreements with the managing entity, one or more local community behavioral health providers, the local mobile response team, or be a direct or contracted school district employee. Note: All initiated involuntary examinations located on school grounds, on school transportation or at a school sponsored activity must be documented in the Involuntary Examinations and Restraint and Seclusion (IERS) platform.

Yes

Parents of students receiving services are provided information about other behavioral health services available through the student's school or local community-based behavioral health service providers. Schools may meet this requirement by providing information about and internet addresses for web-based directories or guides for local behavioral health services.

Yes

The Mental Health Assistance Allocation Plan must be focused on a multitiered system of supports to deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses. s. 1006.041, F.S.

Yes

## **District Program Implementation**

<b>Evidence-Based Program</b>	
<b>Tier(s) of Implementation</b>	Tier I
Describe the key EBP components that will be implemented.	
<p>Universal/Prevention: SMA Instructors and support staff will continue utilizing the JROTC curriculum at the High School and the Military Studies curriculum at the Prep Middle School.</p> <ul style="list-style-type: none"> <li>• The school counselors and faculty provide social skills education and training, using the methods taught by the Youth Mental Health First Aid program and JROTC Approved Curriculum. These occur in classes.</li> </ul>	
<p>Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, or behavioral problems or substance use disorders, as well as the likelihood of at risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.</p>	
<ul style="list-style-type: none"> <li>• SMA Instructors and support staff will continue utilizing the JROTC curriculum, with special emphasis on mental health and substance abuse awareness and prevention, in all grades (9-12). Military Studies (Grades 6-8) course, with emphasis on the congruent character development skills. Counseling Department: Weekly information for students, parents and guardians via the online SMA Eagle Weekly, including valuable resources on promotion of good mental health practices. SMA faculty and staff can access a free 2-hour online training on suicide prevention for educators.</li> </ul>	
<p>Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.</p>	
<p>Reduction in referrals for illegal substances (vape, tobacco, marijuana, etc), behavior and attendance.</p> <p>Improved academics.</p> <p>Community awareness as reflected on annual surveys.</p> <ul style="list-style-type: none"> <li>• Student annual surveys in regards to school culture and safety.</li> </ul>	



<b>Evidence-Based Program</b>	
<b>Tier(s) of Implementation</b>	Tier II
Describe the key EBP components that will be implemented.	
Targeted Referrals can be made to the SWST and RTI via counselors, ESE services, teachers and parents.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, or behavioral problems or substance use disorders, as well as the likelihood of at risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.	
<ul style="list-style-type: none"> <li>Depending on the severity of the students' needs, the Counseling Department and/or School Psychologist will provide individual or group short-term interventions and/or refer to a mental health/substance abuse community center or contracted school mental health provider.</li> </ul>	
Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.	
<p>Referrals received, monitoring notes compiled weekly and conclusion notes.</p> <p>Decreased referrals for behavior, attendance and poor academics.</p> <ul style="list-style-type: none"> <li>Improved academic performance.</li> </ul>	

<b>Evidence-Based Program</b>	
<b>Tier(s) of Implementation</b>	Tier III
Describe the key EBP components that will be implemented.	
Intensive Referrals to mental health/substance abuse community agencies or contracted school mental health provider for treatment as appropriate.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, or behavioral problems or substance use disorders, as well as the likelihood of at risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.	
SMA has contracted with Telement for an on-site Licensed Mental Health and substance abuse School Psychologist. Other community services include Community Health Exchange and Tidewell. School-based Threat Assessment Team and Re-Entry Plans.	
Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.	
<p>. SWST notes and reports</p> <p>Threat Assessment Documents and Safety Plans</p> <p>Decreased referrals for poor behavior, attendance and academic performance.</p> <p>Decrease in violent behavior and threats.</p> <ul style="list-style-type: none"> <li>• Decrease in anxiety, depression and suicidal ideations.</li> </ul>	

<b>Evidence-Based Program</b>	
<b>Tier(s) of Implementation</b>	
Describe the key EBP components that will be implemented.	
Explain how your district will implement evidence-based mental health services for students to improve the early identification of social, emotional, or behavioral problems or substance use disorders, as well as the likelihood of at risk students developing social emotional or behavioral problems, depression, anxiety disorders or suicidal tendencies, and how these will assist students dealing with trauma and violence.	
Explain how the supports will deliver evidence-based mental health care assessment, diagnosis, intervention, treatment and recovery services to students with one or more mental health or co-occurring substance abuse diagnoses and to students at high risk of such diagnoses.	

### Direct Employment

#### MHAA Plan Direct Employment

##### School Counselor

*Current Ratio as of August 1, 2024*

*Prep Middle School: 2:510*

*High School: 2:640*

**1:**

*2024-2025 proposed Ratio by June 30, 2025*

*Prep Middle School: 2:510*

*High School: 2:640*

**1:**

**School Social Worker**

*Current Ratio as of August 1, 2024*

**1:**

*2024-2025 proposed Ratio by June 30, 2025*

**1:1,177**

### **School Psychologist**

*Current Ratio as of August 1, 2024*

**2: 1,150**

*2024-2025 proposed Ratio by June 30, 2025*

**2: 1,150**

### **Other Licensed Mental Health Provider**

*Current Ratio as of August 1, 2024*

**1:**

*2024-2025 proposed Ratio by June 30, 2025*

**1:**

### **Direct employment policy, roles and responsibilities**

**Explain how direct employment of school-based mental health services providers (school psychologists, school social workers, school counselors and other licensed mental health professionals) will reduce staff-to-student ratios.**

The Academy has identified the need to contract with two School Psychologists and add a second counselor to the middle school to reduce staff-to student ratios and meet student mental health assistance needs. The Academy is contracting with Telement Services for two part-time School Psychologistst and will hire an additional school counselor for the Prep Middle School campus. .



**Describe your district's established policies and procedures to increase the amount of time student services personnel spend providing direct mental health services (e.g., review and revision of staffing allocations based on school or student mental health assistance needs).**

The Academy has contracted with Telement, to provide two part-time School Psychologists in order to provide additional resources to our students. Our school counselors spend approximately 75% of their time on direct services.

**Describe the role of school based mental health providers and community-based partners in the implementation of your evidence-based mental health program.**

SMA support staff will participate in a Multi-Disciplinary team of mental health agencies and other healthcare care providers as necessary to ensure that students' needs are met.

### Community Contracts/Interagency Agreements

**List the contracts or interagency agreements with local behavioral health providers or Community Action Team (CAT) services and specify the type of behavioral health services being provided on or off the school campus.**

Telement Services Community-Based Provider Two School Psychologists

Coastal Behavioral Health Coastal Behavioral Health, Inc. Addiction and Substance Abuse Counseling

Safe Children's Coalition Sarasota County YMCA Education, Prevention, Diversion and Child Welfare

Jewish Family and Children JFCS of the Suncoast At-Risk Youth and Family Services.

Tidewell Services/Blue Butterfly Tidewell Family Grief Centers Grief support to families, children and teens ages 5-18.

Sarasota County School Board Student Services Binder

School House Link Helping students in transition attend and succeed in school, Youth Prevention Services

First Step/Lightshare Behavioral Health Substance abuse treatment programs

## MHAA Planned Funds and Expenditures

### Allocation Funding Summary

**MHAA funds provided in the 2024-2025 Florida Education Finance Program (FEFP)**

\$ 62,485

**Unexpended MHAA funds from previous fiscal years**

\$ 11,900

**Grand Total MHAA Funds**

\$ 74,385

**MHAA planned Funds and Expenditures Form**

Please complete the MHAA planned Funds and Expenditures Form to verify the use of funds in accordance with (s.) 1006.041 Florida Statutes.

The allocated funds may not supplant funds that are provided for this purpose from other operating funds and may not be used to increase salaries or provide bonuses. School districts are encouraged to maximize third-party health insurance benefits and Medicaid claiming for services, where appropriate.

The following documents were submitted as evidence for this section:

*No files were uploaded*

## School District Certification

Mental Health Assistance Allocation (MHAA) Plan

2024-2025

Due: August 1, 2024

Planned Funds and Expenditures 2024-2025

Sarasota Military Academy

District Name:

Section 1. MHAA Plan Funding Summary		\$ Amount
Mental Health Assistance Allocation provided in the 2024-2025 Florida Education Finance Program:		\$ 62,485
Unexpended Mental Health Assistance Allocation funds from previous fiscal years.		\$ 11,900
Total MHAA Plan Funds:		\$ 74,385
Section 2. MHAA Planned Expenditure Summary –Funded by the MHAA Plan		Total \$ Amount
Profession	Total Number	
School Counselor(s) – DOE certified		
School Psychologist(s) – DOE certified and/or DOH licensed	2	\$74,385
School Social Worker(s) – DOE certified and/or DOH licensed		\$
Other (DOH) Licensed Mental Health Service Providers		
Mental Health Administrator(s):		
Mental Health Support Staff:		\$
Total Planned Expenditures for the Employment of Staff/Personnel:		\$ 74,385
Section 3. MHAA Continued Summary of Planned Expenditures		\$ Amount
Expenditures for services provided by community-based mental health program agencies or providers:		\$
Expenditures for the professional development and training:		\$
Expenditures for travel (in-county, out-of-state, and out-of-county):		\$
Expenditures for supplies, materials, and equipment:		\$
Other Expenditures:		\$
Total MHAA Planned Expenditures:		
Section 4. Allocation Expenditure Summary for Other Expenditures		\$ Amount
		\$
		\$
		\$

If you experience difficulty completing this form electronically, contact Marsha Studdard, Student Support Services, at 850-245-7846 or [Marsha.Studdard@fldoe.org](mailto:Marsha.Studdard@fldoe.org).

CLEAR FORM



**SARASOTA MILITARY ACADEMY**  
**GRADES 6-12**  
**Comprehensive Evidence-Based Reading Plan**

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district's comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the attached format for district reading plans. Districts may utilize the Department's format or an alternative developed by the district school board. The CERP must be approved by the governing board or authority prior to submitting to the Department by August 1 for approval.

The District CERP depicts and details the role of administration (both district and school level), professional learning, assessment, curriculum and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in [Rule 6A-1.09401, Florida Administrative Code \(F.A.C.\), Student Performance Standards](#). This information is reflected for all schools and grade levels and shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

### 1) Contact Information

The Main District Reading Contact will be the Department's contact for the District CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your district.

Point of Contact	Name	Email	Phone
Main Reading Contact	Christina Bowman	Christina.bowman@oursma.org	941-926-1700
Data Element	Cheryl Korwin	Cheryl.korwin@oursma.org	941-877-7737
Third Grade Promotion	N/A		
Multi-Tiered System of Supports	Caitlin West	Caitlin.west@oursma.org	941-926-1700
Other (Enter Responsibility)	Makayla Francis/Intensive Reading Instructor Grades 9-12	<a href="mailto:Makayla.francis@oursma.org">Makayla.francis@oursma.org</a>	941-926-1700
	Gerlie Fout/Intensive Reading Instructor Grades 6-8	<a href="mailto:Gerlie.fout@oursma.org">Gerlie.fout@oursma.org</a>	941-877-7737

### 2) District Expenditures

#### **Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(8\)\(b\)3.b., F.A.C.](#))**

The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

<b>Comprehensive System of Reading Instruction Expenditures</b>	<b>Amount</b>	<b>FTE (where applicable)</b>
Anticipated Amount of District Base Funding for CERP		
Estimated proportional share distributed to district charters <i>*Charter schools must utilize their proportionate share in accordance with <a href="#">Section (s.) 1002.33(7)(a)2.a.</a>, <a href="#">s. 1003.4201</a> and <a href="#">s. 1008.25(3)(a)</a>, Florida Statutes (F.S.). Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.</i>	<b>\$77,952</b>	
<b>Elementary Expenses</b>		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
Summer reading camps		
<b>Secondary Expenses</b>		
Literacy coaches	<b>\$7,000</b>	<b>\$0</b>
Intervention teachers	<b>\$149,165</b>	<b>\$0</b>
Scientifically researched and evidence-based supplemental instructional materials	<b>\$0</b>	<b>\$0</b>
<b>K-12/PreK Expenses</b>		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement, or an advanced degree in scientifically researched and evidence-based reading instruction	<b>\$0 Title II Funding</b>	<b>\$0 Title II Funding</b>
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Reading Endorsement or Certification	<b>\$0 Title II Funding</b>	<b>\$0 Title II Funding</b>
Incentives for K-12 instructional personnel and certified PreK teachers who possess the Emergent, Elementary, or Secondary Literacy Micro-Credential	<b>\$0</b>	<b>\$0</b>
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	<b>\$0</b>	<b>\$0</b>
Tutoring programs to accelerate literacy learning	<b>\$0</b>	<b>\$0</b>
Family engagement activities	<b>\$0</b>	<b>\$0</b>
<b>Other – Please Describe</b>		
<b>Sum of Expenditures</b>	<b>\$156,165</b>	



### 3) Literacy Leadership – District and School

#### A. Measurable Student Achievement Goals ([Rule 6A-6.053\(8\)\(b\)3.d., F.A.C.](#))

For each grade, Voluntary Prekindergarten (VPK)-10, establish clear and measurable student literacy achievement goals based on the Florida Assessment of Student Thinking (FAST). Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

FAST				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Urgent Intervention <10 <sup>th</sup> percentile	At & Above Benchmark 40 <sup>th</sup> percentile & above	Urgent Intervention <10 <sup>th</sup> percentile	At & Above Benchmark 40 <sup>th</sup> percentile & above
VPK				
K				
1				
2				

FAST				
Grade	Previous School Year – % of Students Scoring		Goal for Plan Year – % of Students Scoring	
	Level 1	Levels 3-5	Level 1	Levels 3-5
3				
4				
5				
6	21	47	18	51
7	34	38	31	50
8	23	46	20	46
9	22	48	18	52
10	18	52	15	54

#### B. Plan Implementation and Monitoring ([Rule 6A-6.053\(9\), F.A.C.](#))

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

##### 1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	N/A	
Actions for continuous support and improvement	N/A	
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review	N/A	1.  Students in Grades 6-8 who scored a Level One attend Intensive Language Arts class each day using the Reading Plus program. This

		<p>allows for constant monitoring of imperative literacy skills. Students in all grades at all levels use PM1 and PM2 to set SMART goals which are monitored through classroom assessments and collaborative PLC's on a monthly basis. All students are monitored quarterly by ELA and ILA teachers in conjunction with administration to assess for further Tier II and Tier III interventions.</p> <p>Students in all grades use StudySync to assist with weekly progress monitoring and instruction. These are monitored and reviewed with administration once a quarter and after PM1 and PM2.</p>
Actions for continuous support and improvement	N/A	<p>Summative and formative assessments are used throughout the year to provide for differentiated instruction and to demonstrate reading gains as based on PM1, PM2 and PM3.</p> <p>Each content area teacher uses explicit instruction with regards to content area vocabulary daily. Additionally, each teacher uses informational content area reading passages and skills to familiarize and increase pertinent vocabulary needed for success.</p> <p>ELL students who need additional support are enrolled in an ESOL language arts class with a certified ESOL teacher.</p>

		Summer Support is given to incoming ESE students to provide support in the areas of reading comprehension, writing, vocabulary and school familiarity.
<b>Grades 9-12</b>	<b>District Level</b>	<b>School Level</b>
Data that will be collected and frequency of review	N/A	<p>1.</p> <p>Students in Grades 9-12 who scored a Level One attend Intensive Language Arts class each day using the Reading Plus and CommonLIT program. This allows for constant monitoring of imperative literacy skills. Students in all grades at all levels use PM1 and PM2 to set SMART goals which are monitored through classroom assessments and collaborative PLC's on a monthly basis. All students are monitored quarterly by ELA and ILA teachers in conjunction with administration to assess for further Tier II and Tier III interventions.</p> <p>Students in all grades use Reading Plus and CommiLit to assist with weekly progress monitoring and instruction. These are monitored and reviewed with administration once a quarter and after PM1 and PM2.</p>
Actions for continuous support and improvement	N/A	Summative and formative assessments are used throughout the year to provide for differentiated instruction and to demonstrate reading



		<p>gains as based on PM1, PM2 and PM3.</p> <p>Each content area teacher uses explicit instruction with regards to content area vocabulary daily. Additionally, each teacher uses informational content area reading passages and skills to familiarize and increase pertinent vocabulary needed for success.</p> <p>ELL students who need additional support are enrolled in an ESOL language arts class with a certified ESOL teacher.</p>
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- 2. Describe what has been revised to improve literacy outcomes for students in the district's CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.**

The school provides a daily 50-minute block (grades 6-8) and 80 –minute block (grades 9-12) of literacy instruction for all students who scored a Level 1 on the F.A.S.T. PM3 assessment. We will be using Reading Plus, an intervention program, to offer additional support and instruction to students who need support beyond the regular classroom.

- 3. Describe the process used by principals to monitor implementation of the reading plan, including frequent reading walkthroughs conducted by administrators.**

**The principal and assistant principals attend all department meetings, assist with curriculum planning, and conduct frequent walkthroughs of all classrooms to ensure literacy strategies are implemented across all content areas. Progress monitoring data will also be reviewed and presented to staff quarterly.**

Administration, will attend Professional Learning Communities and conduct regular walk through observations to provide support with proven literacy strategies. These strategies, which include content-specific vocabulary and comprehension techniques, will be implemented across all content areas.

Tier II interventions need to be increased within the classroom to provide small group intentional and explicit instruction for students who are not progressing in the regular classroom. This will be done through the use of explicit differentiated vocabulary and comprehension instruction.

4. In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.

The principal and assistant principal will collect data for all Level One students, LY students and ESE students with a reading goal quarterly. All students will be monitored through StudySync as well as PM1 and PM2.

C. Literacy Coaches ([Rule 6A-6.053\(4\), F.A.C.](#))

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

1. Is the district using the Just Read, Florida! literacy coach model?

Yes/No

Yes

2. If no, please describe the evidence-based coach model the district is using.

3. How is the literacy coach model being communicated to principals?

The Principal meets regularly with the Literacy Coaches to review data and discuss instructional strategies.

4. How does the district support literacy coaches throughout the school year?

Our school provides our literacy coaches with stipends that support the additional time spent monitoring data, providing professional development to staff in every content area as well as ensuring our students are improving.

5. How is the district supporting coaches with prioritizing high impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching and providing professional learning based on need?

Our school ensures a literacy chat is provided at every faculty meeting. Literacy coaches also provide a review of progress monitoring on a regular basis at a faculty meeting and professional development days.

6. How does the district monitor implementation of the coach model?

The Principal meets regularly with the Literacy Coaches to review and discuss the instructional strategies, review data and ensure all progress monitoring is complete.

#### 4) Assessment, Curriculum and Reading Instruction

A. Florida's Formula for Reading Success ([Rule 6A-6.053\(3\)\(a\), F.A.C.](#))

K-12 reading instruction will align with Florida's Formula for Reading Success,  $6 + 4 + T1 + T2 + T3$ , which includes:

- **Six components of reading:** oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments:** screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned;** include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in [34 Code of Federal Regulations 200.2\(b\)\(2\)\(ii\)](#).
  - **Core Instruction (Tier 1):** provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
  - **Supplemental Instruction/Interventions (Tier 2):** provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction.
  - **Intensive, Individualized Instruction/Interventions (Tier 3):** provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial reading deficiency. All intensive reading interventions must be delivered by instructional personnel who possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#), or are certified or endorsed in reading.

**1. Describe how the district will align K-12 reading instruction to Florida's Formula for Reading Success for all students including students with a disability and students who are English language learners.**

- Reading instruction is aligned to the school improvement plan's measurable goals and implementation to ensure that all subgroups are learning and growing.
- Evidence-based reading strategies are employed daily.
- Progress monitoring is completed quarterly, using all district reports and standards, and is then communicated to parents and families.
- All intensive services are provided by ELA certified and Reading Endorsed educators.
- Supplemental reading materials comply with legislation and the county plan.

English Language Learners who continue to experience difficulties with the English language are instructed in a daily ESOL Language Arts class in addition to their regular ELA class. Furthermore, students who score a Level One on the PM3 are placed in a daily ILA class with a reading endorsed teacher. ESE students are supported weekly by using a push in ESE endorsed educators in ELA core classes. ESE students who score a Level 1 are also placed in ILA. Evidence based reading strategies are incorporated daily. Progress monitoring is completed through PLC's which include ELA teachers in addition to administration, ESE endorsed and ESOL endorsed educators.

**2. Describe your public school PreK program's plan for assessment, standards, curriculum, instruction and support to meet the needs of all learners.**

N/A



#### 4. Summer Reading Camps ([Rule 6A-6.053\(7\), F.A.C.](#))

Requirements of Summer Reading Camps pursuant to [s. 1008.25\(8\), F.S.](#), include:

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.
  - *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

4a. Describe the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(8\), F.S.](#) Include a description of the evidence-based instructional materials that will be utilized, as defined in [20 U.S.C. s. 7801\(21\)\(A\)\(i\)](#).

4b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency. Will the district implement this option?

Yes/No

#### Grades 6-8

#### 5. Grades 6-8 Assessments

Indicate in the chart below the assessment(s) used to screen and progress monitor grades 6-8 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 6-8)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 6 <input checked="" type="checkbox"/> Grade 7 <input checked="" type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment (Enter name of assessment. Then, select all that apply.)	<input type="checkbox"/> Grade 6 <input type="checkbox"/> Grade 7 <input type="checkbox"/> Grade 8	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

**6. Describe the district's process for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.**

At a school level, teachers are able to bring up any child as a student concern and begin the School Wide Support Team system to determine if the child needs interventions. If so, the school begins the intervention process.

Grades 6-8 Decision Tree
<b>Beginning of year data</b>
<b>IF student meets the following criteria at the beginning of the school year:</b> (Enter assessment criteria that will be used.)
Students scoring a level 3 or higher on the 2023-2024 PM 3 FAST assessment.
<b>THEN TIER 1 Only</b>
<b>Core Instruction</b> Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence.
6-8: Hutton Mifflin Harcourt Collections and Studysync are the core and supplemental curriculum for middle school. HMH is grounded in evidence-based research and includes close reading activities that are engaging, diverse, and differentiated. EDReports rated HMH as partially meets the expectations of alignment to the Common Core English Language Arts (ELA) standards while StudySync and Reading Plus meets the expectations with strong evidence.
<b>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</b>
Student score at proficient or above on the FAST assessment:  Grade 6- Level 3 or above Grade 7-Level 3 or above Grade Level 3 or above
<b>Explain how the effectiveness of Tier 1 instruction is monitored.</b>
Tier 1 will be monitored by school administrators and teachers through data review and analysis. Common assessments and progress monitoring in conjunction with data analysis will be monitored by classroom teachers, Lead ELA teacher, ESE and ESOL teachers and administrators. Data will be reviewed from formative and summative data, progress monitoring, and FAST results. Administrative walkthroughs and formal observation will assist in monitoring the Tier 1 effectiveness.
<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?</b>
Teacher training, reviewing lesson plans, evaluations, and progress monitoring data, and administrative walk-throughs will assist with improving the effectiveness of Tier 1 intervention. PLC's will be used to determine



strengths and areas of concern to improve instruction and increase student achievement. Review of individual student grades twice a quarter are attended to by administrators incorporated with progress monitoring, goal setting, and regular observations.

**Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:**

Students who score below a level 3 on the 2024-2025 PM 3 FAST assessment or those scoring a level 2 or below on the PM 1 and PM 2 FAST assessment will have Tier 2 interventions embedded in the ELA classrooms. Tier II interventions will also be included in ILA and ESOL classrooms. ESE will receive Tier II interventions through their ESE push in teachers

**Beginning of year data**

**IF student meets the following criteria at the beginning of the school year:**

(Enter assessment criteria that will be used.)

Student's score below grade level on the previous year's PM 3 FAST assessment, failing course grade, or teacher recommendation.

**THEN TIER 1 Instruction and TIER 2 Interventions**

**Supplemental Instruction/Interventions**

**Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.**

Small group instruction, ESOL Language Arts class and ESE push in are used to support and focus on specific areas of need during instructional time as well as tutoring options before school, after school and/or during lunchtime.

The interventions are supported with StudySync and Reading Plus programs and materials. The strategies are evidence-based and supported by research on effective middle-grade interventions which include struggling readers and individual student needs.

**Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.**

Students with an Individual Educational Plan (IEP) are supported with best practices and through ESE support services and staff. Teachers use color-coded folders for classroom organization and Cornell notes to assist in student achievement. IED students needing additional support will be given one-on-one assistance or small group instruction for daily lessons, projects, or assessments through the regular classroom or through the ESE resource room. ELL students will receive extra support through the ESOL Language Arts Classes. Additionally, teachers of ELL students are given a list of accommodations to support increased learning based on their WIDA proficiency level.

**Number of times per week interventions are provided:**

4-5 times per week

**Number of minutes per intervention session:**

20 minutes
<b>Explain how the effectiveness of Tier 2 interventions are monitored.</b> The effectiveness of Tier 2 interventions will be monitored through classroom grades, progress monitoring, Common Assessments and FAST results.
<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?</b> Interim progress monitoring through formative assessments, summative assessments, class discussion, class assignments, and progress monitoring data are in place to identify and solve problems to improve the effectiveness of Tier 2 interventions. ELA PLC time will review the data and develop strategies to improve instruction.
<b>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b>  Assessment scores have inadequate progress toward grade level expectations as evidenced by FAST scores and/or classroom assessments.
<b>Beginning of year data</b>
<b>IF student meets the following criteria at the beginning of the school year:</b> (Enter assessment criteria that will be used.)  Students score below a level 2 on the previous year's FAST PM 3.
<b>THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions</b>
<b>Intensive, Individualized Instruction/Interventions</b> <b>Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.</b>  StudySync, HMH Collections and Reading Plus. Reading Plus is an adaptive assessment that gives a 360-degree view of each student and offers a data-driven starting point for practice and instruction. All programs, materials, and strategies are evidence-based and supported by a strong pedagogy for teaching and learning. Student data will be monitored and assessed for continued support.
<b>Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.</b> Students with an IEP are supported with Best Practices through ESE support staff. Teachers will utilize colored folders, Cornell notes, and small group instruction for student support. ELL students are supported through an ESOL Language Arts class and through EL accommodations as identified as the student's WIDA proficiency level. Executive Functioning skills are addressed through the classroom teacher, ILA teacher, ESE and ESOL Teachers.
<b>Number of times per week interventions are provided:</b>  3-4 times per week
<b>Number of minutes per intervention session:</b>  15-20 minutes per session
<b>Explain how the effectiveness of Tier 3 interventions are monitored.</b>

Interim progress monitoring through formative assessments, summative assessments, classroom discussions, class assignments, and Reading Plus progress monitoring data will indicate the effectiveness of Tier 3 interventions. ELA PLC's will review the data and develop strategies to improve instruction.

**What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?**

Administrators, SWST team, grade level teams, support staff, ESE team, and individual teachers will be responsible for the fidelity and effectiveness of the interventions. Professional Development and micro-credentials will be offered to teachers for continuous support in the progress-solving process of Tier 1-Tier 3 instruction, ensuring that research-based interventions are occurring and aligned with the benchmarks and instruction. The SWST team will continue to monitor student progress and make adjustments as needed.

**Grades 9-12**

**7. Grades 9-12 Assessments**

Indicate in the chart below the assessment(s) used to screen and progress monitor grades 9-12 students. Add additional rows as needed.

Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is being assessed?	Assessment Type (Each type of assessment should be represented.)	How often is the data being collected?
FAST ELA Reading	<input checked="" type="checkbox"/> Grade 9 <input checked="" type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input checked="" type="checkbox"/> Vocabulary <input checked="" type="checkbox"/> Comprehension	<input checked="" type="checkbox"/> Screening <input checked="" type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input checked="" type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input checked="" type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other
Other District Assessment (Enter name of assessment. Then, select all that apply.)	<input type="checkbox"/> Grade 9 <input type="checkbox"/> Grade 10 <input type="checkbox"/> Grade 11 <input type="checkbox"/> Grade 12	<input type="checkbox"/> Oral Language <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary <input type="checkbox"/> Comprehension	<input type="checkbox"/> Screening <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Diagnostic <input type="checkbox"/> Summative	<input type="checkbox"/> Weekly <input type="checkbox"/> 2 x Month <input type="checkbox"/> Monthly <input type="checkbox"/> Quarterly <input type="checkbox"/> 3 x Year <input type="checkbox"/> Annually <input type="checkbox"/> As Needed <input type="checkbox"/> Other

**8. Describe the district's process for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.**

According to Sarasota County Schools, "Students who score two grade levels below on the i-Ready diagnostic would also be flagged for a student exhibiting a substantial reading deficiency. Any student that has been retained will be provided Tier 2/Tier 3 interventions."



At a school level, teachers are able to bring up any child as a student concern and begin the School Wide Support Team system to determine if the child needs interventions. If so, the school begins the intervention process.

Grades 9-12 Decision Tree	
<b>Beginning of year data</b>	
<p><b>IF student meets the following criteria at the beginning of the school year:</b>            (Enter assessment criteria that will be used.)            Performing below grade level on FAST assessments.            Performs below grade level historically (retained at any point) on FAST or in classroom academics according to transcripts.            Identified in matriculation meeting with previous school or teacher recommendation.</p>	
<b>THEN TIER 1 Only</b>	
<p><b>Core Instruction</b>            Indicate the core curriculum and how the program is supported by strong, moderate or promising levels of evidence.            Reading Plus is used at the 9-12 level. It is a scientifically backed reading program that provides intervention in the area of literacy instruction. It is comprehensive and adaptive to the individual student.</p>	
<p><b>List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.</b>            80% of students will demonstrate proficiency by earning a 3 or better on the FAST, as well as earning a 70% or better in their courses.</p>	
<p><b>Explain how the effectiveness of Tier 1 instruction is monitored.</b>            Tier I students are monitored by tracking PM 1 through PM 3 data and teacher observation and input.</p>	
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?</b>            Administrators are consistently reviewing performance data and holding comprehensive conversations with instructors. Professional development is geared towards improving instructional outcomes and gains are monitored for improvements.</p>	
<p><b>Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:</b>            Scoring below grade level on PM 1, PM 2 or PM 3 or teacher recommendation.</p>	
<b>Beginning of year data</b>	
<p><b>IF student meets the following criteria at the beginning of the school year:</b>            (Enter assessment criteria that will be used.)            Performing below grade level on FAST assessments.            Performs below grade level historically (retained at any point) on FAST or in classroom academics according to transcripts.</p>	



Identified in matriculation meeting with previous school or teacher recommendation
<b>THEN TIER 1 Instruction and TIER 2 Interventions</b>
<b>Supplemental Instruction/Interventions</b> Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.  Small group instruction based on assessed need and documented with the SWST team. Measurable interventions are monitored and assessed utilizing the Reading Plus program.
<b>Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.</b> Students with disabilities and who are English language learners are supported through certified staff within the classroom in small group instructional support groups. The classroom teacher and push in support ESE teacher work collaboratively to address the student's individual needs in a variety of ways, including close readings, vocabulary instruction, fluency support and writing.
<b>Number of times per week interventions are provided:</b>  4 times per week
<b>Number of minutes per intervention session:</b>  15 minutes
<b>Explain how the effectiveness of Tier 2 interventions are monitored.</b>  Progress is monitored by Reading Plus assessments.
<b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?</b> Teachers attend the SWST meeting to discuss the intervention implementation and impact on the students. Progress is monitored by the SWST team, administration and the teacher.
<b>Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:</b> No or little response to Tier II interventions Performance on FAST is below 3
<b>Beginning of year data</b>
<b>IF student meets the following criteria at the beginning of the school year:</b> Enter assessment criteria that will be used.) Performing below grade level on FAST assessments Tier II interventions were unsuccessful.
<b>THEN TIER 1 Instruction, TIER 2 Interventions and TIER 3 Intensive Interventions</b>
<b>Intensive, Individualized Instruction/Interventions</b> Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence.

One on One academic support focusing on measurable interventions written with teacher and SWST team. ELA teacher provides specific instruction in the identified area and reports findings to the team. Reading Plus is utilized as an assessments tool.
<p><b>Indicate the evidence-based programs and practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable.</b></p> <p>Students with disabilities and who are English language learners are supported through certified staff within the classroom in small group instructional support groups. The classroom teacher and push in support ESE teacher work collaboratively to address the student's individual needs in a variety of ways, including close readings, vocabulary instruction, fluency support and writing.</p>
<b>Number of times per week interventions are provided:</b> 4-5 times per week
<b>Number of minutes per intervention session:</b> 15-30 minutes
<p><b>Explain how the effectiveness of Tier 3 interventions are monitored.</b></p> <p>The SWST team oversees the interventions. Progress is monitored by Reading Plus Assessments, a GAP analysis comparing performance to peers, teacher observations, and FAST data.</p>
<p><b>What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?</b></p> <p>Teachers attend the SWST meeting to discuss the intervention implementation and impact on the students. Progress is monitored by the SWST team, administration and the teacher.</p>

## 5) Professional Learning ([Rule 6A-6.053\(8\)\(b\)3.f.-j., F.A.C.](#))

Describe the literacy professional learning that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional learning required by ss. [1012.585\(3\)\(f\)](#) and [1012.98\(5\)\(b\)11., F.S.](#), which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;
- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEEP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

## 6) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(9\)\(b\), F.A.C.](#))



Describe any tutoring programs available within your district and include targeted grade levels (e.g., RAISE High School Tutoring).

N/A

## 7) Family Engagement ([Rule 6A-6.053\(8\)\(b\)3.o., F.A.C.](#))

In accordance with the list outlined in [s. 1008.25\(5\)\(d\), F.S.](#), describe the district's plan for notifying parents of students identified with a substantial reading deficiency. Include literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

Parents will be notified via letters indicating the need for their student to be placed in Intensive Reading and progress will be provided via the parent portal as well as parent conferences as needed.

## 8) Assurances ([Rule 6A-6.053\(8\)\(b\)2., F.A.C.](#))

District Comprehensive Evidence-Based Reading Plan (CERP) Assurances: Initial next to each assurance (a.—i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

Initials	Assurance
CB	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that includes phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
CB	b. All students identified with a substantial reading deficiency are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(5)(c), F.A.C.
CB	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score a Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
CB	d. Each school has a Literacy Leadership Team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
CB	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.

CB	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
CB	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
CB	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
CB	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name): <i>Christina Bowman</i>	
Signature: <i>Christina Bowman</i>	Date: