

**SARASOTA MILITARY ACADEMY  
BOARD OF DIRECTORS  
Tuesday August 27, 2024**

- Call to Order
- Pledge of Allegiance
- Approval of the Minutes -Tab 1
  - June 18, 2024
- Head of School Report – SMA Prep Tab 2
  - Faculty Representative
- Head of School/Provost Report – SMA High Tab 3
  - Charter School Renewal
  - Athletic Director Report
  - Faculty Representative
- SAI Report - Tab 4
- Treasurer’s Report - Tab 5
  - Monthly Financial Report
- Committee Report – Tab 6
  - Nominating Committee
  - By-Laws Committee
  - PTCC
- Chairperson’s Report
  - Board Advisor
- Old Business
- New Business
  - Approve 2024-2025 School Improvement Plan
  - Approve 2024-2025 Employee Handbook
- Public Comment
- Meeting Adjournment

**Sarasota Military Academy**

BOARD OF DIRECTORS

ANNUAL MEETING MINUTES

18 JUNE 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

Heather Koester, Former SGT, USAR

Jerry Neff, BG, USA (Ret)

Ron Skipper

Richard Swoope, COL, USA (Ret)

Michael Tollerton, Former CPT, USA (virtual)

**Absent:** Herb Jones, Chair Emeritus; Ben Knisely, COL, USA (Ret), Secretary; Brent Bogart, Former LT, USN; Carlos Moreira, 1<sup>st</sup> Sgt, USMCR; SMA-LTC Caitlin West, Assistant Head of High School; SMA-LTC Abby Williams, Assistant Head of High School; SMA-COL Tom Vara, Head of Middle School; LTC Cheryl Korwin, Assistant Head of Middle School; MAJ (Ret) Russ Osterfeld, SAI; SMA-MAJ Charlie Carver, Athletic Director; SMA-CPT Ellie De Murias, MS Faculty Representative; SFC Ernesto Ramirez, HS Faculty Representative

**SMA Administrative Staff in Attendance:**

SMA-COL Christina Bowman, Head of High School/Academy Provost

SMA-LTC Steve Kok, Director of Finance (virtual)

**Guests in Attendance:** Ms. Kelli Anderson; LTC Scott Lempe; SMA-MAJ Michael Finley, Drumline Instructor; Ms. Nikki Orth, PTCC President (virtual)

Location: SMA High School

The chair called the meeting to order at 2:34 pm.

Chair Thomas McElheny started the Pledge of Allegiance.

Chair McElheny amended the agenda to move the nominating committee first.

**Nominating Committee: Chair McElheny moved to approve the nomination of Ron Skipper to the Board of Directors; Ms. Heather Koester seconded the motion and the board unanimously approved.**

**Motion to Approve the 28 May 2024 Minutes:**

BG Jerry Neff moved to approve the 28 May 2024 minutes; Ms. Koester seconded the motion and the board unanimously approved.

**Head of Middle School Report:** N/A

**Head of High School/Provost Report:** N/A

**SAI Report:** N/A

**Academy Athletics Report:** N/A

**Staff Representatives:** N/A

**Treasurer's Report:** SMA-LTC Steve Kok provided a read-ahead report. He reported changes to expenses for the following year. LTC Scott Lempe recommended working with SMA-LTC Kok on breaking down the budget into two sections, one with millage and capital and one for expenses for a better picture on a 5-year plan. Chair McElheny recommended LTC Scott Lempe to continue to work with SMA-LTC Kok to breakdown revenue, expenses and capital.

**Mr. Skokos moved to approve the preliminary budget for 2024-25; BG Neff seconded the motion and the board unanimously approved.**

**Bylaws Committee:** Vice Chair Erica Gregory discussed the long-term objective of committee with creating sub-committees to cover areas needed such as fundraising and to include the community, without obligation to joining the board. She recommended changing the name to Board Structure Review, instead of Bylaws Committee. Vice Chair Gregory stated the sub-committees and guidelines would be presented to the board for approval once finalized. She recommended a retreat in October/November.

Ms. Michael Tollerton stated that options need to be reviewed as to roles and statutes of board members with committees. She recommended alternating board and committee meetings to lessen burden of directors. Chair McElheny stated for SMA-COL Christina Bowman to check with counsel and review statute on committees.

**PTCC Report:** N/A

**Chair Report:** Chair McElheny assigned Mr. Skipper to research zoning laws and appraisers to maximize property value for an updated appraisal.

**Board:** N/A

**Old Business:**

**Ms. Koester moved to approve a 3% retention bonus for 2023-24; Vice Chair Gregory seconded the motion and the board unanimously approved.**

**New Business:** SMA-COL Bowman stated the directors need to sign the annual conflict of interest form for 2024-25.

**BG Neff moved to approve an increase to capital purchases from \$750 to \$1000; Ms. Koester seconded the motion and the board unanimously approved.**

**Ms. Koester moved to approve Chair McElheny as Chair for 2024-25; Mr. Skokos seconded the motion and the board unanimously approved.**

**Ms. Koester moved to approve Vice Chair Gregory as Vice Chair for 2024-25; Mr. Skokos seconded the motion and the board unanimously approved.**

**Chair McElheny moved to approve COL Ben Knisely as Secretary for 2024-25; Ms. Koester seconded the motion and the board unanimously approved.**

**Ms. Koester moved to approve Mr. Skokos as Treasurer for 2024-25; Mr. Skipper seconded the motion and the board unanimously approved.**

**Chair McElheny moved to approve the 2024-25 Board Meeting Schedule; Mr. Skokos seconded the motion and the board unanimously approved.**

**Mr. Skokos moved to approve the 2024-25 Mental Health Assistance Allocation Plan; BG Neff seconded the motion and the board unanimously approved.**

SMA-COL Bowman stated the district changed the reading plan to include literacy coaches on each campus with no classes. She also stated that if the new reading plan cannot be followed, that SMA is able to create and submit own reading plan for district approval.

**BG Neff moved to approve the SMA Reading Plan; Mr. Skipper seconded the motion and the board unanimously approved.**

**Public Comments:** LTC Lempe inquired as to SMA-COL Bowman’s evaluation in which Chair McElheny replied it was completed utilizing the FSLA with the district. SMA-MAJ Michael Finley thanked the board. SMA-COL Bowman introduced Ms. Kelli Anderson of Sarasota County School District to the board and thanked her for attending.

The next board meeting will be on 27 August 2024 at 2:30 pm at the High School campus.

The chair adjourned the meeting at 3:24 pm.

\_\_\_\_\_  
Dr. Thomas McElheny, Chair

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

Head of School Report  
For August, 2023

**Enrollment**

Grade 6: 126  
Grade 7: 153  
Grade 8: 169  
Total: 448

**Campus Life/Events**

- 8/6-Teacher training week
- 8/7-Fire Drill
- 8/8-Lockdown Drill
- 8/8-New Family Orientation @ 5pm
- 8/9-Basic Training: New Cadet Orientation
- 8/12-First day of classes
- 8/12-Formation was conducted on day one
- 8/14-Grade level meeting to discuss expectations
- 8/16-Full campus lockdown drill
- 8/20-Golf try-outs
- 8/20-FAST testing-ELA Grade 6
- 8/21-FAST testing-ELA Grade 7
- 8/22-FAST testing-ELA Grade 8
- 8/27-Board of Directors meeting 2:30 @ HS
- 8/27-FAST testing-Math Grade 6
- 8/28-FAST testing-Math Grade 7
- 8/29-FAST testing-Math Grade 8
- 8/29-Open House for parents to meet the teachers

**Cadet Highlights**

- Cadets of the Month: Program starts in September

**Parent and Community Highlights:**

- Orientation for 6<sup>th</sup>-grade and new parents
- We called several parents to assist their cadets with registration and signing into our school email
- Email and text messages were sent to parents alerting them of important dates, important information, and directing them to our website

**Team Meetings**

- 8/8-Department Chair
- 8/9-New Teacher
- 8/15-School Improvement Plan + Goals
- 8/19-Prep Administration
- 8/22-Threat Assessment + Safety team
- 8/28-Sarasota County principals meeting

**Security:**

- Threat assessment team to meet on August 22th
- Safety team reviewed meeting dates for 24-25
- Review of all new security state mandates
- Two security drills conducted with our staff during training week  
August 7 + August 8

**Attention Items:**

- 3 new staff members hired to the Prep
- Daily safety procedures were established and reviewed with our staff
- 6<sup>th</sup>-grade enrollment is below expectations

**SMA Prep PTCC**

- The SMA Prep PTCC is currently working with administration for the 2024-2025 calendar and events.

SMA Prep Faculty Representative: TBD

High School Head of School/Provost Report  
August 27, 2024

**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:**

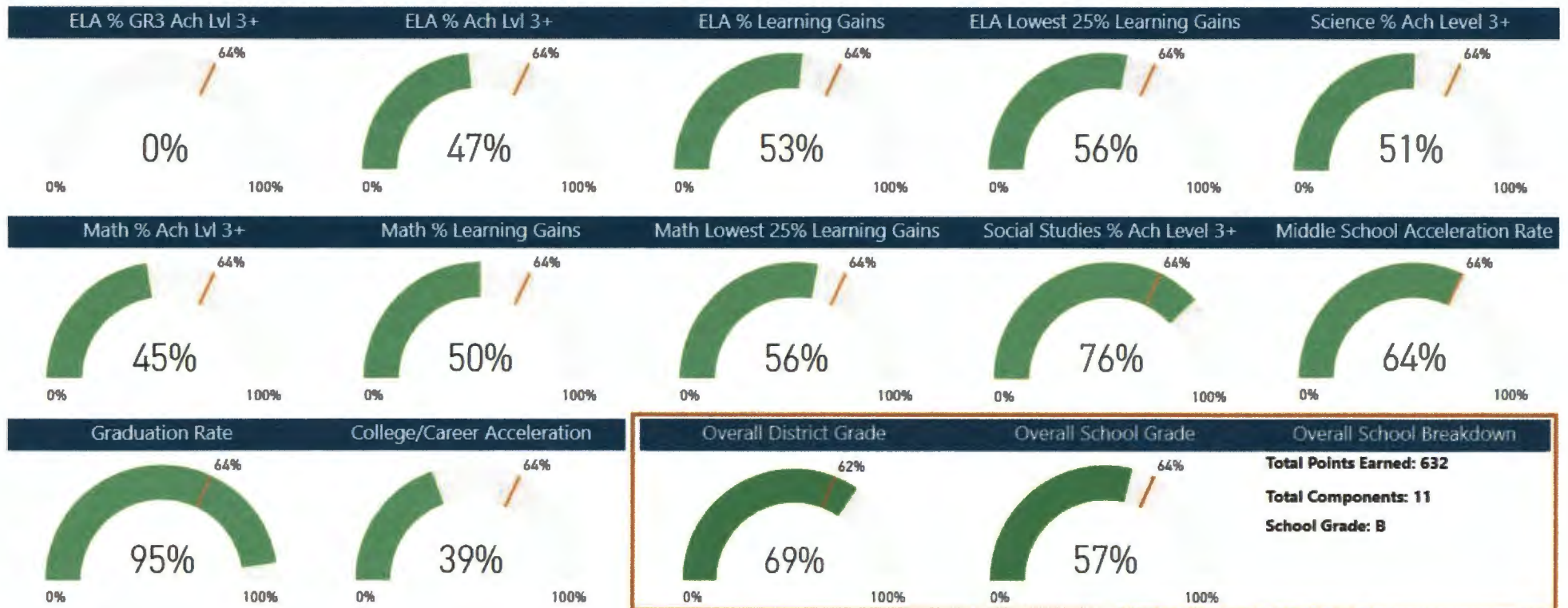
- **Resources:**
  - Academy Enrollment 1,042/SCSB 1,097 (-55)
    - High School: 594/SCSB 621 (-27)
      - Class Size: 19.70
      - SCF: 18 10 FT 8PT
      - STC: 32
      - OJT: 19
    - Prep: 448/SCSB 476 (-28)
      - Class Size: 18.51
  - HR: High School Reduction in Staff: 1 Instructor, 2 Positions Frozen
- **College, Careers, and Citizenship**
  - 2023-2024 School Grade: B
  - Academy Goal: Increase Language Arts and Math Learning Gains for the Lowest 25% by 4% (from 56% to 60% in each area).
  - 2023-2024 School Grade Dashboard Provided
- **Character and Leadership Development**
  - Meet the 2024-2025 Regimental Commander
    - Cadet Colonel Avery Alexander
- **HB 1473—Safety**
  - ALL classroom and exterior doors must be locked while classes are in session.
  - If the door is open, an employee or an individual with an approved Level II background check must stand in the doorway.
  - Gates must have a staff member or Level II approved volunteer stand by the gate when open.
  - Passing: Doors may be unlocked but a staff member or Level II approved volunteer will be in close proximity.

**Communication/Community Outreach:**

- Charter Renewal: All work due October, 2024
- SPIN Night: High School Campus
  - September 17, 2024 5:30pm-7:30 pm
- Veterans Day Parade: November 11, 2024
- Next Meeting: September 24, 2024 2:30 pm High School Campus



# 2023-2024 School Grade



# School Grade History

Local Provider Number	School Name	Grade 3 English Language Arts Achievement	English Language Arts Achievement	English Language Arts Learning Gains	English Language Arts Learning Gains of the Lowest 25%	Mathematics Achievement Gains	Mathematics Learning Gains of the Lowest 25%	Science Achievement	Social Studies Achievement	Middle School Achievement	Graduation Rate 2022-23	College and Career Acceleration 2022-23	Total Points Earned	Total Components	Percent of Total Possible Points	Percent Tested	Grade 2024	Informational Baseline Grade 2023	Grade 2022	Grade 2021	Grade 2019	Grade 2018	Grade 2017
	SARASOTA MILITARY ACADEMY	47	53	56	45	50	56	51	76	64	95	39	632	11	57	99	B	B	C	B	B	C	C

Highlights - 56% of lowest quartile making gains in Math and ELA (will be a focus for 2025) - goal - increase by 4%!



Ben Gibson, *Chair*  
Ryan Petty, *Vice Chair*  
*Members*  
Esther Byrd  
Grazie Pozo Christie  
Kelly Garcia  
MaryLynn Magar

**MEMORANDUM**

**TO:** School District Superintendents  
Charter School Leaders

**FROM:** Darren Norris

**DATE:** August 2, 2024

**SUBJECT:** **School Safety Changes: House Bills 1473 and 1509; Rule 6A-1.0018, Florida Administrative Code (F.A.C.)**

**Contact Information:**  
Julie Collins  
850-245-5173  
[SafeSchools@fldoe.org](mailto:SafeSchools@fldoe.org)  
**DPS: 2024-140**

On May 6, 2024, Governor DeSantis signed House Bill 1473 into law following its passage in the 2024 Legislative Session. Much of the bill focuses on changes to school safety compliance requirements. The purpose of this memorandum is to outline the changes that took effect on July 1, 2024. The amended rule will also take effect in July 1, 2024.

For details on the new requirements outlined below, please refer to House Bill 1473, now Chapter 2024-155, Laws of Florida, at <https://laws.flrules.org/2024/155>. As a result of this new legislation, Rule [6A-1.0018](#), F.A.C., School Safety Requirements and Monitoring, was amended by the State Board of Education on May 29, 2024, to reflect changes in Florida Statutes.

**Changes to Safe-School Officer and the Guardian Program Requirements**

Sections 30.15 and 1006.12, Florida Statutes (F.S.), have been amended to reflect changes to general safe-school officer requirements and more specific changes to the guardian program.

Beginning July 1, 2024, a certified law enforcement officer in good standing may be certified as a school guardian without completing the required training. The 144-hour training program now includes 12 hours on responding to and de-escalating school incidents in place of the 12-hour diversity training component.

By September 1, 2024, school districts, charter schools and private schools must report to the Florida Department of Law Enforcement (FDLE) the name, date of birth and initial and end-of-appointment dates, as applicable, of each appointed school guardian. Thereafter, each February 1 and September 1, school districts, charter schools and private schools must report to FDLE the name, birth date and appointment date for every school guardian. The report to FDLE must also include information on school guardians who separate from their appointment. Failure to meet the reporting requirements could suspend participation in the guardian program for the following school year. FDLE will maintain a statewide list of school guardians. Guidance on how to complete this reporting to FDLE is forthcoming.

Section (s.) 30.15, F.S., was further amended by House Bill 1509, now Chapter 2024-156, Laws of Florida (<https://laws.flrules.org/2024/156>) to exempt from public records requirements any information

DARREN NORRIS  
VICE CHANCELLOR, OFFICE OF SAFE SCHOOLS

held by FDLE or a law enforcement agency, school district or charter school that would identify whether an individual has been certified to serve as a school guardian.

**New Requirements for Safe-School Officers**

Section 1006.12, F.S., now requires that agreements between a district school board and a law enforcement agency regarding school resource officers (SROs) must identify which entity is responsible for maintaining SRO training records.

Before appointing an individual as a school guardian, the school district or charter school must contact FDLE and review information related to the individual maintained in the statewide list of school guardians.

**Expansion of the Unmanned Aircraft Systems Act**

Section 330.41, F.S., was amended to provide criminal penalties for the operation of a drone over a public or private school serving students in any grade from prekindergarten to grade 12, and for allowing a drone to make contact with any school, person or object on the school campus. Exceptions exist for law enforcement agencies and drone operators with prior written consent from school officials.

**Annual Instruction Required for Students on the use of FortifyFL**

Section 943.082, F.S., was revised to require that all students receive age and developmentally appropriate instruction on the proper use of the FortifyFL mobile suspicious activity reporting tool within the first five days of the school year. The instruction must include the consequences for making a threat or false report via FortifyFL. This requirement is also included in Rule 6A-1.0018(10)(d), F.A.C.

**Dual enrolled Students Taken into Custody**

Section 985.04, F.S., will now require that the district superintendent notify a college or university chief of police or public safety director whenever a dual enrolled student is taken into custody by law enforcement for certain serious offenses. More detail is included in the May 22, 2024, memo at <https://info.fldoe.org/docushare/dsweb/Get/Document-10238/dps-2024-92.pdf>.

**New Requirements for Office of Safe Schools (OSS) Compliance Inspections**

House Bill 1473 directs the Office of Safe Schools (OSS) to develop and adopt a Florida school safety compliance inspection report to document compliance or noncompliance with school safety requirements. The form, referred to as the 2024-25 District Compliance Inspection Report, is available to district school superintendents and charter school administrators via the Florida Safe Schools Assessment Tool (FSSAT) platform.

OSS compliance staff must conduct unannounced inspections of all public and public charter schools every three years, while school is in session. Results of these inspections will be documented using the District Compliance Inspection Report. These requirements are also included in Rule 6A-1.0018(4) and (5), F.A.C.

**Changes to Compliance Inspections with a Focus on Access Control**

Section 1006.07(4)(a), F.S., has been revised and now requires public and public charter schools to maintain records of all current and prior school year emergency drills conducted as required by statute and rule. These records must include the names of law enforcement personnel present on campus for each active assailant emergency drill. See also Rule 6A-1.0018(16), F.A.C.

In addition to the OSS on-site monitoring requirement, the School Safety Specialist (SSS) or their designee must conduct annual, unannounced inspections of all district public and charter schools while school is in session using the new District Compliance Inspection Report form, as outlined in Rule 6A-1.0018(4)(c), F.A.C.

Section 1006.07(6), F.S., was expanded to require that every district SSS or their designee report at least quarterly to the district superintendent and school board on any noncompliance with school safety laws or rules. This requirement is included in Rule 6A-1.0018(4)(f), F.A.C.

There are new school safety requirements specified in s. 1006.07(6)(f), F.S., that go into effect on August 1, 2024. Now the SSS or their designee is required to report violations of specific school safety requirements by administrative and instructional personnel to the district school superintendent or charter school administrator, as applicable.

Section 1006.07(6)(f), F.S., also includes more stringent access control requirements and the clear designation of classroom safe areas:

- All gates or other campus access points that restrict ingress to or egress from a school campus must be closed and locked when students are on campus. Exceptions include:
  - Gates or access points that are actively staffed by a person when students are on campus;
  - When access falls under a shared use agreement pursuant to s. 1013.101, F.S.; or
  - Gates or access points that have been documented in FSSAT as exempt based upon other safety measures in effect at the school. Rule 6A-1.0018(8)(a)3., F.A.C., extends this exception to instances where a locked gate or other access point would violate the Fire Code.
- All school classrooms and other instructional spaces must be locked when occupied by students, except between class periods when students are moving between classrooms or other instructional spaces. Doors unlocked or open for any other reason must be actively staffed by a person standing or seated at the door.
- All access doors, gates and other access points that allow ingress to or egress from a school building must be closed and locked at all times, unless:
  - A person is actively entering or exiting the door, gate or other access point; or
  - The door, gate and other access point documented in FSSAT as exempt based upon other safety measures in effect at the school.
- All school classrooms and other instructional spaces must clearly and conspicuously mark the safest areas where students must shelter in an emergency. Students must be notified of these safe areas within the first 10 days of the school year. Where it is not possible to mark the safest areas for a particular classroom, the designated location for sheltering in that classroom must be documented in FSSAT.
- Anyone who is aware of a violation of s. 1006.07(6)(f), F.S., must report the violation to the school principal, who must report the violation to the SSS no later than the next business day. Reports of violations by the school principal or charter school administrator must be made directly to the district school superintendent or charter school governing board, as applicable.

These requirements are also included in Rule 6A-1.0018(4)(e) and (8), F.A.C.

Each district school board and charter school governing board must adopt a progressive discipline policy for addressing any instructional and administrative personnel who knowingly violate school safety requirements.

Additional changes to Rule 6A-1.0018, F.A.C., include the following:

- A new definition of “school;”
- A revised definition of “school district;”
- Time to respond and opportunity to cure for issues related to safe-school officer coverage;
- A reduction from five to three days in the time a school safety specialist must respond after receiving written notice of a suspected deficiency;
- A requirement for the SSS to notify the superintendent, the mobile panic alert system vendor and OSS within 24 hours any time the mobile panic alert system fails to connect to the county’s public safety answering point;
- Each school safety specialist is required to contact OSS to obtain access to FSSAT within three school days of appointment;
- Any actual emergency or other event, such as a false alarm, that elicits a schoolwide response including participant movement and appropriate protective actions, may substitute for one of the six required emergency drills;
- Each school must keep a record of the names of the law enforcement officers who were present for each active assailant drill and must provide those records to OSS upon request;
- Charter schools sponsored by a university or Florida College System institution must annually report to OSS by August 1 the name, title and contact information for the person responsible for the duties imposed upon district school superintendents; and
- Florida Virtual School, Developmental Research (Laboratory) Schools and the Florida School for the Deaf and the Blind must annually report to OSS by August 1 the name, title and contact information for the person responsible for the duties imposed upon district school superintendents.

House Bill 1473 continues the commitment to prioritize school safety in Florida. Rule 6A-1.0018, F.A.C., incorporates those priorities and outlines the specific requirements and monitoring protocols to elevate the safety of our schools.

DN/jc

cc: Florida Sheriffs  
School District School Safety Specialists

### **Athletic Department Report – Board Meeting**

The fall athletic seasons at the high school are off to a great start, while Prep fall sports seasons started practices this week.

Our high school volleyball team scored a major victory with a win at Bayshore High School to start the season. The cross-country team started their competitive season this past Saturday at the Lemon Bay Invitational where they competed against 24 other schools. The girls' cross-country team is led by seniors Cielo Contreras and Bella Foss who have both broken the school 5K race record during their career at SMA. The high school golf team also started their season this week. They are led by senior Aiden Wilson.

Once again, I stress that facilities are and will continue to be the greatest challenge for SMA high school athletics. SMA high school has no on-campus facilities to host athletic competitions. No other FHSAA registered schools that we schedule in athletics are restricted to this degree. Besides creating a disservice to our current cadet-athletes, this factor is a major deterrent when attempting to recruit students to SMA high school. Not only are the facilities on our campus unsuitable for athletic competitions, they severely limit what can be accomplished in our physical education classes. It is the desire of the athletic department to provide our students a complete high school experience. Our current facilities greatly limit this experience.

**SARASOTA MILITARY ACADEMY**

Senior Army Instructor  
801 North Orange Avenue  
Sarasota, Florida 34236

23 August 2024

**MEMORANDUM FOR GOVERNING BOARD, SARASOTA MILITARY ACADEMY**

**THRU:** Superintendent Sarasota Military Academy

**SUBJECT:** Significant Activities Report (SAR)

**Significant Activities (AUG 2024):**

- **6-9 AUG 2024:** SMA JROTC Leadership Camp (SMA HS Campus).
- **6-28 AUG 1 2024:** JROTC In-Processing and Uniform Issue.
- **12-16 AUG 1 2024:** Army Contracting Workshop (Hunter Army Airfield, GA).
- **21-23 AUG 2024:** SMA Drill Team Tryouts.
- **19-23 AUG 2024:** SMA Rifle Team Tryouts.
- **19-23 AUG 2024:** SMA Raider Team Tryouts.

**Significant Activities (SEP 2024):**

- **17 SEP 2024:** SMA JROTC Spin Night Fundraiser (SMA Prep).
- **18 SEP 2024:** SMA JROTC Bake Sale Fundraiser (SMA Prep).
- **20 SEP 2024:** SMA JROTC Bake Sale Fundraiser (SMA H.S. Campus).
- **21 SEP 2024:** Braden River Raider Invitational (Braden River H.S).
- **28 SEP 2024:** Sarasota County Rifle Meet (SMA H.S. Campus).

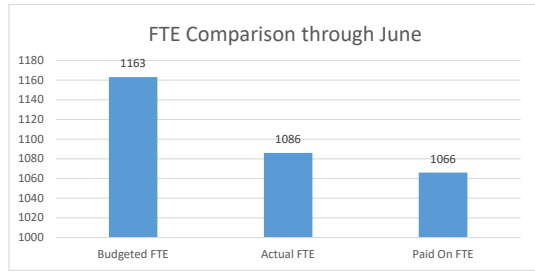


## **SAI Summary and Outlook:**

- **Summary:** The SMA JROTC Department fully staffed, trained, and employed cadet leadership in the week prior to as well as the first week of school. All Army Instructors have returned again this school year, helping to build consistency after several years of being faced with limitations due to unexpected turnover. The cadets have been adjusting well to being back in the classroom and we continue to push standards and expectations throughout the remainder of the year.
- **Outlook:** SMA JROTC Department is focused on cadet/student improvement, adherence to standards, motivation to succeed, and academic achievement for all cadets. We're looking forward to building off of our progress in SY 2023-2024 by starting off SY 2024-2025 in a manner consistent with the standards and mission associated with being a student at SMA. Strong planning efforts last spring largely benefited this year's cadets as planning for the Military Ball is complete as is planning for all of our first semester events and fundraisers. Cadre will also refine standards and training schedules to increase efficiency in production and planning efforts for the remainder of SY 2024-2025.

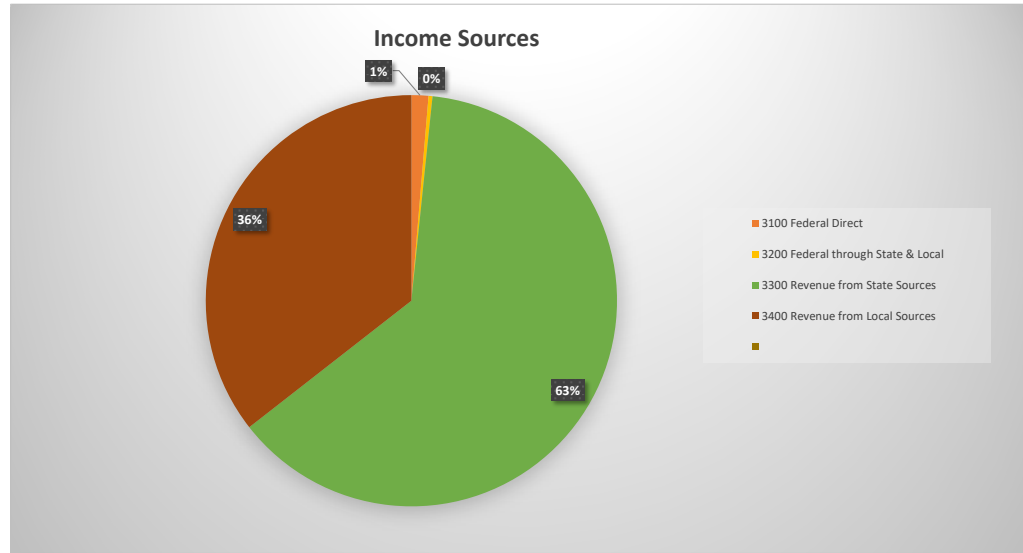
RUSSELL R. OSTERFELD  
MAJ (Retired), U.S. Army  
JROTC, Senior Army Instructor

# Profit and Loss Pie Charts through June 2024



<b>Income</b>		
3100 Federal Direct	\$	189,744
3200 Federal through State & Local	\$	44,375
3300 Revenue from State Sources	\$	8,948,442
3400 Revenue from Local Sources	\$	5,063,687

**Total Revenue \$14,246,248**



<b>Expenses</b>		
4100 Salaries	\$7,175,142	
4200 Employee Benefits	\$2,329,885	
4300 Purchased Services	\$1,959,936	
4400 Energy Services	\$283,169	
4500 Materials & Supplies	\$356,045	
4600 Capital Outlay	\$231,468	
4700 Other Expenses (less depreciation)	\$672,055	

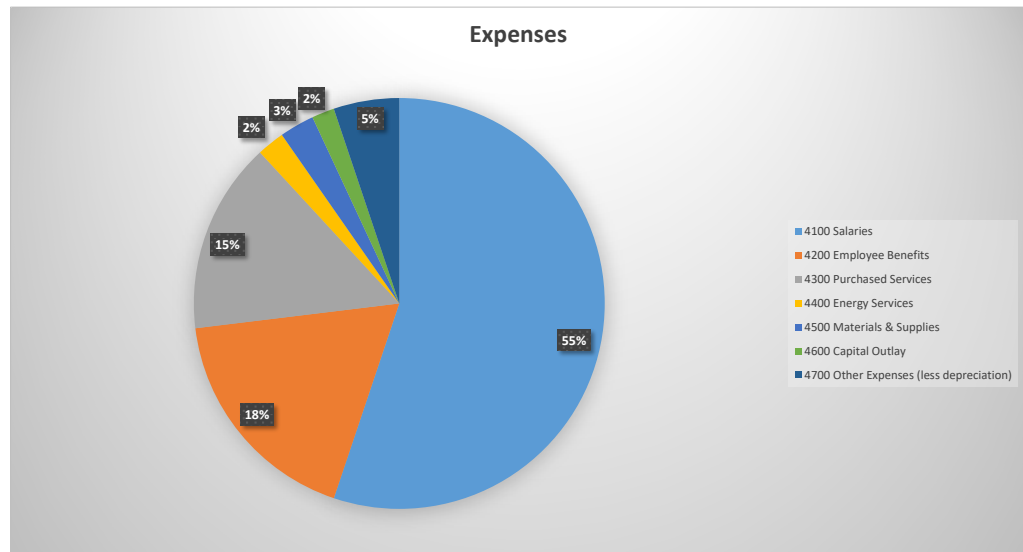
**Total Operating Expenses \$13,007,700**

**Net Operating Income \$1,238,548**

**Depreciation Expense \$696,883**

**Lump Sum 1.5 Millage Deposit \$557,419**

**Net Income -\$15,754**



Salaries & Benefits Equal 73 % of Operating Budget

# Sarasota Military Academy

## Balance Sheet- By Campus

As of June 30, 2024

	TOTAL
<b>ASSETS</b>	
Current Assets	
Bank Accounts	
1110 Cash and cash equivalents	2,106,069
8-1111 Sport Team Bank Accounts	35,960
<b>Total Bank Accounts</b>	<b>\$2,142,029</b>
Other Current Assets	
1210 Deposits	6,250
1220 Due from Other Governments	65,490
<b>Total Other Current Assets</b>	<b>\$71,740</b>
<b>Total Current Assets</b>	<b>\$2,213,770</b>
Fixed Assets	<b>\$18,778,824</b>
<b>TOTAL ASSETS</b>	<b>\$20,992,594</b>
<b>LIABILITIES AND EQUITY</b>	
Liabilities	
Current Liabilities	
Accounts Payable	\$76,996
Credit Cards	\$84,324
Other Current Liabilities	\$1,067,725
<b>Total Current Liabilities</b>	<b>\$1,229,045</b>
Long-Term Liabilities	<b>\$9,048,739</b>
<b>Total Liabilities</b>	<b>\$10,277,784</b>
Equity	
3010 Invested In Capital Assets, Net	8,901,910
3020 Temporarily Restricted Net Asse	85,499
3030 Unrestricted Net Assets	1,185,735
Net Income	541,666
<b>Total Equity</b>	<b>\$10,714,810</b>
<b>TOTAL LIABILITIES AND EQUITY</b>	<b>\$20,992,594</b>

$\$2,213,770 - \$1,229,045 = \$984,725$  Working Capital; Down \$129,455

Ratio of Assets to Liabilities =  $\$2,213,770 / \$1,229,045 = 1.80$ ; Down .08

(Working Capital- Down. \$102K of the \$129K were 4 large capital expenditures which included waxing floors at both campuses, an AC system, a drainage system installed, and a \$61K roofing job on the 2nd wing.)

# Sarasota Military Academy

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

July 2023 - June 2024

12 Months in should be 100%

	TOTAL		
	ACTUAL	BUDGET	% OF BUDGET
<b>Income</b>			
3100 Federal Direct	189,744	211,080	90.00 %
3200 Federal Through State & Local	44,375	66,350	67.00 %
3300 Revenue from State Sources	8,948,442	8,765,593	102.00 %
3400 Revenue from Local Sources	5,063,687	4,776,652	106.00 %
<b>Total Income</b>	<b>\$14,246,247</b>	<b>\$13,819,675</b>	<b>103.00 %</b>
<b>GROSS PROFIT</b>	<b>\$14,246,247</b>	<b>\$13,819,675</b>	<b>103.00 %</b>
<b>Expenses</b>			
4100 Salaries	7,175,142	6,795,929	106.00 %
4200 Employee Benefits	2,329,885	2,606,979	89.00 %
4300 Purchased Services	1,959,936	2,051,456	96.00 %
4400 Energy Services	283,169	295,638	96.00 %
4500 Materials & Supplies	356,045	380,099	94.00 %
4600 Capital Outlay	231,468	388,833	60.00 %
4700 Other Expenses	1,368,938	1,444,683	95.00 %
<b>Total Expenses</b>	<b>\$13,704,581</b>	<b>\$13,963,617</b>	<b>98.00 %</b>
<b>NET OPERATING INCOME</b>	<b>\$541,666</b>	<b>\$ -143,942</b>	<b>-376.00 %</b>
<b>NET INCOME</b>	<b>\$541,666</b>	<b>\$ -143,942</b>	<b>-376.00 %</b>

# Sarasota Military Academy

## Profit and Loss - YTD - By Campus

July 2023 - June 2024

	HS	PREP	TOTAL
<b>Income</b>			
3100 Federal Direct	189,744		\$189,744
3200 Federal Through State & Local	34,626	9,748	\$44,375
3300 Revenue from State Sources	4,879,145	4,069,296	\$8,948,442
3400 Revenue from Local Sources	2,933,104	2,130,583	\$5,063,687
<b>Total Income</b>	<b>\$8,036,619</b>	<b>\$6,209,628</b>	<b>\$14,246,247</b>
<b>GROSS PROFIT</b>	<b>\$8,036,619</b>	<b>\$6,209,628</b>	<b>\$14,246,247</b>
<b>Expenses</b>			
4100 Salaries	3,991,150	3,183,992	\$7,175,142
4200 Employee Benefits	1,253,303	1,076,582	\$2,329,885
4300 Purchased Services	1,075,898	884,038	\$1,959,936
4400 Energy Services	114,147	169,022	\$283,169
4500 Materials & Supplies	251,925	104,120	\$356,045
4600 Capital Outlay	118,642	112,826	\$231,468
4700 Other Expenses	901,624	467,314	\$1,368,938
<b>Total Expenses</b>	<b>\$7,706,688</b>	<b>\$5,997,894</b>	<b>\$13,704,581</b>
<b>NET OPERATING INCOME</b>	<b>\$329,931</b>	<b>\$211,734</b>	<b>\$541,666</b>
<b>NET INCOME</b>	<b>\$329,931</b>	<b>\$211,734</b>	<b>\$541,666</b>

If you take out the \$557,419 we had deposited from 1.5 Millage, and you discounted the depreciation expense of \$696,883, Net Income would be -\$15,754. However we have to account for the 1.5 Millage as income, and when added back in with the -\$15,754, we end up with \$541,666 as our Net Operating Income stated above.

<b>Sarasota Military Academy, Inc.</b>	<b>FY25</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>5,959,369</b>
<b>3368 · Safe Schools Allocation</b>	<b>108,397</b>
<b>3374 · Supplemental Academic Inst</b>	<b>211,560</b>
<b>3396 · Classroom for Kids</b>	<b>957,407</b>
<b>3397 · Charter School Capital Outlay</b>	<b>552,000</b>
<b>3399 · Other Misc. State Revenue</b>	<b>333,368</b>
<b>3411 · District Schools Taxes</b>	<b>3,613,425</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>198,825</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>13,801,720</b>
<b>4100 · Salaries</b>	<b>5,676,851</b>
<b>Stipends</b>	<b>153,052</b>
<b>4110 · Admin Salaries</b>	<b>576,324</b>
<b>4140 · Adjunct Faculty &amp; Subs</b>	<b>250,329</b>
<b>4210 · Retirement Benefits</b>	<b>873,169</b>
<b>4220 · SS &amp; Medicare</b>	<b>509,227</b>
<b>4230 · Employee Insurance (Health)</b>	<b>931,090</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>127,437</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>13,317,483</b>
<b>Net Income</b>	<b>484,237</b>
	<b>Increase in SRD2 of \$100K</b>
<b>Income based on 1042 FTE (with 1.5 Millage)</b>	<b>Increase in Health Ins of 5%</b>
	<b>Increase in P&amp;C- Level</b>
	<b>4% Pay Raise for EEs</b>

<b>Sarasota Military Academy, Inc.</b>	<b>FY25</b>
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	<b>4% Pay Raise for EEs</b>



# Parent Teacher Cadet Council

## 2024/25 Council Members

President:	Nikki Orth	Vice Presidents:	Amber Martin
Treasurer:	Maria Urrestta	Secretary:	TBD
		Grant Coord:	Holly Callison / Nikki Orth
Merchandise Coord.:	Amber Martin	Parent/Volunteer Liaison:	Nathalie Knipfer
Social Media:	Karen Medina	Calendar/Events Coord.:	TBD
HS Staff Representative:	TBD	Prep Staff Representative:	TBD
Middle School Cadet Council Program Liaison:	Nikki Orth	Cadet Rep.:	Hanna Monahan, Rackel Urrestta

<p><b>What's New:</b></p> <ul style="list-style-type: none"> <li>● New Spiritwear Vendor &amp; design</li> <li>● Actively Recruiting for PTCC members for 2024/2025 Year</li> <li>● New fundraiser ideas</li> <li>● Getting ready for Back-To-School night at the prep</li> <li>● Preparing for SPIN night at the high school</li> </ul>	<p><b>Event Recap:</b></p> <ul style="list-style-type: none"> <li>● Orientation at the Prep and High School very successful</li> </ul>									
<p><b>Upcoming Events:</b></p> <p><b>August:</b></p> <ol style="list-style-type: none"> <li>1. Prep Orientation (Aug. 8th)</li> <li>2. High School Orientation (Aug 9th)</li> <li>3. Back-To-School Night (Aug 29th)</li> </ol> <p><b>September</b></p> <ol style="list-style-type: none"> <li>1. High School – SPIN night (17th)</li> <li>2. Prep – Book Fair (16th – 20th)</li> <li>3. Prep - Pizza Fundraiser (end of Sept)</li> <li>4. High School – Pie Fund raiser (end of Sept)</li> </ol> <p><b>October</b></p> <ol style="list-style-type: none"> <li>1. Wreaths Across America Kick-Off (mid October)</li> </ol> <p><b>NEXT MEETING:</b> September 19th, 2024.</p>	<p><b>Grant and Donation Summary:</b></p> <p><b>Approved by Grant Committee (August):</b> Proposed Annual Budget = \$11,000 (upto \$500 per request per semester/per Dept.)</p> <table border="1"> <thead> <tr> <th>Location</th> <th>Requested</th> <th>Approved</th> </tr> </thead> <tbody> <tr> <td>High</td> <td>3</td> <td>3</td> </tr> <tr> <td>Middle</td> <td>2</td> <td>2</td> </tr> </tbody> </table> <p><b>Total Grant Approval Amount for FY'24/25:</b> <b>\$1,850</b></p> <p><i>NOTE: All grants \$100.01 or more need additional approval.</i></p> <p style="text-align: right;">August 21, 2024</p>	Location	Requested	Approved	High	3	3	Middle	2	2
Location	Requested	Approved								
High	3	3								
Middle	2	2								



Sarasota County Schools

# SARASOTA MILITARY ACADEMY



2024-25 Schoolwide Improvement Plan

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## School Board Approval

This plan has not yet been approved by the Sarasota County School Board.

## 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:

<b>ADDITIONAL TARGET SUPPORT AND IMPROVEMENT (ATSI)</b>
A school not identified for CSI or TSI, but has one or more subgroups with a Federal Index below 41%.
<b>TARGETED SUPPORT AND IMPROVEMENT (TSI)</b>
A school not identified as CSI that has at least one consistently underperforming subgroup with a Federal Index below 32% for three consecutive years.
<b>COMPREHENSIVE SUPPORT AND IMPROVEMENT (CSI)</b>
A school can be identified as CSI in any of the following four ways: <ol style="list-style-type: none"> <li>1. Have an overall Federal Index below 41%;</li> <li>2. Have a graduation rate at or below 67%;</li> <li>3. Have a school grade of D or F; or</li> <li>4. Have a Federal Index below 41% in the same subgroup(s) for 6 consecutive years.</li> </ol>

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 parents), 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://cims2.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)	
I.E: Early Warning System	ESSA 1114(b)(7)(A)(iii)(III)	6A-1.099827(4)(a)(2)
II.A-E: Data Review		6A-1.099827(4)(a)(2)
III.A: Data Analysis/Reflection	ESSA 1114(b)(6)	6A-1.099827(4)(a)(4)
III.B, IV: Area(s) of Focus	ESSA 1114(b)(7)(A)(i-iii)	
V: 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. The printed version in CIMS represents the SIP as of the "Printed" date listed in the footer.

## I. School Information

### A. 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.

### B. School Leadership Team

#### **School Leadership Team**

For each member of the school leadership team, enter the employee name, and identify the position title and job duties/responsibilities as they relate to SIP implementation for each member of the school leadership team.

#### **Leadership Team Member #1**

##### **Employee's Name**

Christina Bowman

##### **Position Title**

Provost/Head of School High Campus

##### ***Job Duties and Responsibilities***

---

Educational leader for both the High school and Middle School campuses.

#### **Leadership Team Member #2**

##### **Employee's Name**

Tom Vara

##### **Position Title**

Head of School, Middle School Campus

**Job Duties and Responsibilities**

---

Educational Leader for the Prep campus

**Leadership Team Member #3**

**Employee's Name**

Cheryl Korwin

**Position Title**

Assistant HOS for the Prep campus

**Job Duties and Responsibilities**

---

Leader for School Behavior, Attendance, and Testing.

**Leadership Team Member #4**

**Employee's Name**

Abbey Williams

**Position Title**

Assistant HOS HS campus

**Job Duties and Responsibilities**

---

Leader for School behavior, attendance, and campus culture.

**Leadership Team Member #5**

**Employee's Name**

Caitlyn West

**Position Title**

Assistant HOS HS campus

**Job Duties and Responsibilities**

---

Leader for school behavior, attendance, and campus culture.

## **C. Stakeholder Involvement and Monitoring**

### **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. (ESEA 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 academic standards, particularly for those students with the greatest achievement gap. Describe how the school will revise the plan with stakeholder feedback, as necessary, to ensure continuous improvement. (ESEA 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.

## D. Demographic Data

**2024-25 STATUS**  
(PER MSID FILE)

**ACTIVE**

**SCHOOL TYPE AND GRADES SERVED**  
(PER MSID FILE)

**SENIOR HIGH**  
**6-12**

**PRIMARY SERVICE TYPE**  
(PER MSID FILE)

**K-12 GENERAL EDUCATION**

**2023-24 TITLE I SCHOOL STATUS**

**NO**

**2023-24 MINORITY RATE**

**54.9%**

**2023-24 ECONOMICALLY DISADVANTAGED (FRL) RATE**

**55.0%**

**CHARTER SCHOOL**

**YES**

**RAISE SCHOOL**

**NO**

**2023-24 ESSA IDENTIFICATION**

**N/A**

*\*UPDATED AS OF 7/25/2024*

**ELIGIBLE FOR UNIFIED SCHOOL IMPROVEMENT GRANT  
(UNISIG)**

**STUDENTS WITH DISABILITIES (SWD)  
ENGLISH LANGUAGE LEARNERS  
(ELL)**

**ASIAN STUDENTS (ASN)**

**BLACK/AFRICAN AMERICAN  
STUDENTS (BLK)**

**HISPANIC STUDENTS (HSP)**

**MULTIRACIAL STUDENTS (MUL)**

**WHITE STUDENTS (WHT)**

**ECONOMICALLY DISADVANTAGED  
STUDENTS (FRL)**

**2023-24 ESSA SUBGROUPS REPRESENTED**

(SUBGROUPS WITH 10 OR MORE STUDENTS)

(SUBGROUPS BELOW THE FEDERAL THRESHOLD ARE  
IDENTIFIED WITH AN ASTERISK)

**SCHOOL GRADES HISTORY**

*\*2022-23 SCHOOL GRADES WILL SERVE AS AN  
INFORMATIONAL BASELINE.*

**2023-24: B**

**2022-23: B\***

**2021-22: C**

**2020-21:**

**2019-20: B**



## E. Early Warning Systems

### 1. Grades K-8

#### Current Year 2024-25

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Absent 10% or more school days							19	38	42	99
One or more suspensions							2	23	25	50
Course failure in English Language Arts (ELA)							0	0	1	1
Course failure in Math							0	10	5	15
Level 1 on statewide ELA assessment							21	35	58	114
Level 1 on statewide Math assessment							16	29	42	87
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0
Number of students with a substantial mathematics defined by Rule 6A-6.0533, F.A.C. (only applies to grades K-4)										0

#### Current Year 2024-25

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	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Students with two or more indicators							8	14	29	51

#### Current Year 2024-25

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

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year							0	0	1	1
Students retained two or more times							0	0	0	0

**Prior Year (2023-24) As Last Reported (pre-populated)**

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 school days							17	50	59	126
One or more suspensions							7	13	17	37
Course failure in ELA									4	4
Course failure in Math							15	39	47	101
Level 1 on statewide ELA assessment							20	67	71	158
Level 1 on statewide Math assessment							26	49	49	124
Number of students with a substantial reading deficiency as defined by Rule 6A-6.0531, F.A.C. (only applies to grades K-3)										0

**Prior Year (2023-24) As Last Reported (pre-populated)**

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							50	128	181	359

**Prior Year (2023-24) As Last Reported (pre-populated)**

The number of students retained:

INDICATOR	GRADE LEVEL									TOTAL
	K	1	2	3	4	5	6	7	8	
Retained students: current year										0
Students retained two or more times										0

## 2. Grades 9-12 (optional)

### Current Year (2024-25)

Using 2023-24 data, complete the table below with the number of students by current grade level that exhibit each early warning indicator listed:

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Absent 10% or more school days					0
One or more suspensions					0
Course failure in English Language Arts (ELA)					0
Course failure in Math					0
Level 1 on statewide ELA assessment					0
Level 1 on statewide Algebra assessment					0

### Current Year (2024-25)

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	GRADE LEVEL				TOTAL
	9	10	11	12	
Students with two or more indicators					0

### Current Year (2024-25)

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

INDICATOR	GRADE LEVEL				TOTAL
	9	10	11	12	
Retained students: current year					0
Students retained two or more times					0

## **II. Needs Assessment/Data Review (ESEA Section 1114(b)(6))**

## A. ESSA School, District, State Comparison

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.

Data for 2023-24 had not been fully loaded to CIMS at time of printing.

ACCOUNTABILITY COMPONENT	2024			2023			2022**		
	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†	SCHOOL	DISTRICT†	STATE†
ELA Achievement *	47	59	55	43	58	50	49	60	51
ELA Grade 3 Achievement **									
ELA Learning Gains	53	53	57				43		
ELA Learning Gains Lowest 25%	56	48	55				27		
Math Achievement *	45	55	45	43	49	38	47	43	38
Math Learning Gains	50	54	47				46		
Math Learning Gains Lowest 25%	56	46	49				40		
Science Achievement *	51	76	68	51	73	64	45	56	40
Social Studies Achievement *	76	76	71	72	75	66	71	50	48
Graduation Rate	95	90	90	93	89	89	97	71	61
Middle School Acceleration	64			73			70	45	44
College and Career Readiness	39	75	67	25	74	65	35	74	67
ELP Progress	45	51	49	44	55	45	41		

\*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.

\*\*Grade 3 ELA Achievement was added beginning with the 2023 calculation.

† District and State data presented here are for schools of the same type: elementary, middle, high school, or combination.

## B. ESSA School-Level Data Review (pre-populated)

2023-24 ESSA FPPI	
ESSA Category (CSI, TSI or ATSI)	N/A
OVERALL FPPI – All Students	56%
OVERALL FPPI Below 41% - All Students	No
Total Number of Subgroups Missing the Target	0
Total Points Earned for the FPPI	667
Total Components for the FPPI	12
Percent Tested	99%
Graduation Rate	95%

ESSA OVERALL FPPI HISTORY						
2023-24	2022-23	2021-22	2020-21	2019-20*	2018-19	2017-18
56%	56%	51%	51%		60%	60%

\* Pursuant to Florida Department of Education Emergency Order No. 2020-EO-1 (PDF), spring K-12 statewide assessment test administrations for the 2019-20 school year were canceled and accountability measures reliant on such data were not calculated for the 2019-20 school year. In April 2020, the U.S. Department of Education provided all states a waiver to keep the same school identifications for 2019-20 as determined in 2018-19 due to the COVID-19 pandemic.

## C. ESSA Subgroup Data Review (pre-populated)

2023-24 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%
Students With Disabilities	42%	No		
English Language Learners	45%	No		
Asian Students	73%	No		
Black/African American Students	44%	No		
Hispanic Students	51%	No		
Multiracial Students	64%	No		
White Students	62%	No		
Economically Disadvantaged Students	52%	No		

**2022-23 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	45%	No		
English Language Learners	44%	No		
Asian Students	61%	No		
Black/African American Students	32%	Yes	2	
Hispanic Students	50%	No		
Multiracial Students	65%	No		
White Students	63%	No		
Economically Disadvantaged Students	50%	No		



**2021-22 ESSA SUBGROUP DATA SUMMARY**

<b>ESSA SUBGROUP</b>	<b>FEDERAL PERCENT OF POINTS INDEX</b>	<b>SUBGROUP BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 41%</b>	<b>NUMBER OF CONSECUTIVE YEARS THE SUBGROUP IS BELOW 32%</b>
Students With Disabilities	31%	Yes	2	1
English Language Learners	42%	No		
Native American Students				
Asian Students	72%	No		
Black/African American Students	27%	Yes	1	1
Hispanic Students	46%	No		
Multiracial Students	66%	No		
Pacific Islander Students				
White Students	57%	No		
Economically Disadvantaged Students	43%	No		

## D. 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)

2023-24 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2022-23	C&C ACCEL 2022-23	ELP PROGRESS
All Students	47%		53%	56%	45%	50%	56%	51%	76%	64%	95%	39%	45%
Students With Disabilities	21%		41%	47%	23%	37%	40%	28%	57%		100%	24%	
English Language Learners	30%		49%	51%	31%	45%	52%	33%	49%	52%	88%	30%	35%
Asian Students	88%		68%		86%	50%							
Black/African American Students	29%		44%	50%	23%	35%	40%	43%			90%		
Hispanic Students	38%		49%	54%	41%	48%	54%	39%	64%	61%	92%	40%	35%
Multiracial Students	62%		63%		56%	61%	55%	67%	81%				
White Students	52%		55%	57%	49%	53%	65%	57%	85%	68%	98%	39%	
Economically Disadvantaged Students	40%		50%	54%	41%	47%	52%	41%	68%	64%	92%	39%	34%

2022-23 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 ELA ACH.	ELA LG	ELA LG L25%	MATH ACH.	MATH LG	MATH LG L25%	SCI ACH.	SS ACH.	MS ACCEL.	GRAD RATE 2021-22	C&C ACCEL 2021-22	ELP PROGRESS
All Students	43%				43%			51%	72%	73%	93%	25%	44%
Students With Disabilities	18%				24%			34%	50%	73%	98%	15%	
English Language Learners	27%				32%			22%	51%	59%	95%	22%	45%
Asian Students	67%				55%								
Black/African American Students	24%				17%			33%	54%				
Hispanic Students	34%				38%			37%	62%	67%	94%	25%	43%
Multiracial Students	61%				50%			60%	88%				
White Students	49%				49%			64%	82%	78%	91%	28%	
Economically Disadvantaged Students	36%				38%			42%	64%	63%	92%	22%	44%

2021-22 ACCOUNTABILITY COMPONENTS BY SUBGROUPS													
	ELA ACH.	GRADE 3 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%
Students With Disabilities	23%		25%	21%	19%	30%	34%	19%	40%	30%	94%	7%	
English Language Learners	32%		39%	38%	31%	39%	39%	25%	53%	71%	100%	0%	41%
Native American Students													
Asian Students	91%		73%		73%	50%							
Black/African American Students	19%		26%	12%	13%	4%	7%	6%	63%		90%		
Hispanic Students	41%		39%	30%	39%	41%	31%	38%	59%	71%	91%	33%	41%
Multiracial Students	65%		52%		70%	56%		60%	91%				
Pacific Islander Students													
White Students	56%		47%	29%	54%	53%	57%	53%	77%	68%	100%	38%	
Economically Disadvantaged Students	42%		38%	23%	38%	42%	35%	32%	61%	58%	93%	18%	33%

## E. 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.

2023-24 SPRING						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Ela	10	52%	59%	-7%	53%	-1%
Ela	6	47%	64%	-17%	54%	-7%
Ela	7	37%	57%	-20%	50%	-13%
Ela	8	45%	60%	-15%	51%	-6%
Ela	9	48%	58%	-10%	53%	-5%
Math	6	46%	65%	-19%	56%	-10%
Math	7	39%	70%	-31%	47%	-8%
Math	8	45%	51%	-6%	54%	-9%
Science	8	44%	55%	-11%	45%	-1%
Civics		72%	81%	-9%	67%	5%
Biology		56%	74%	-18%	67%	-11%
Algebra		39%	63%	-24%	50%	-11%
Geometry		50%	64%	-14%	52%	-2%
History		79%	74%	5%	67%	12%
2023-24 WINTER						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Biology		58%	52%	6%	36%	22%
Algebra		15%	22%	-7%	16%	-1%
Geometry		44%	37%	7%	21%	23%

2023-24 FALL						
SUBJECT	GRADE	SCHOOL	DISTRICT	SCHOOL - DISTRICT	STATE	SCHOOL - STATE
Algebra		28%	22%	6%	17%	11%
Geometry		<i>* data suppressed due to fewer than 10 students or all tested students scoring the same.</i>				

### III. Planning for Improvement

#### A. Data Analysis/Reflection (ESEA Section 1114(b)(6))

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

##### **Most Improvement**

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

---

Our greatest improvement came in ELA learning gains in the lowest 25%. The improvement was measured from the 2022 report as we did not have a score last year.

2022: 27

2024: 56

Many of the students in this category had an IEP and our ESE team spent the last two years working diligently to assure these students had the resources for success.

##### **Lowest Performance**

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

---

The lowest performance was in College and Career readiness, however, we did make significant gains from last year. The 23 performance score was 25 and the 24 performance score was 39. We feel confident we are in the right direction.

##### **Greatest Decline**

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

---

Our greatest decline was in middle school achievement. There was a drop from 73 to 64 and most of the decline was a drop in Algebra 1 proficiency. We have been pushing our students with a level 3 to take this course but several of them were not ready to pass the test.

##### **Greatest Gap**

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.

---

Our greatest gap was in the area of science achievement. The state has a performance score of 64 while SMA has a performance score of 51. Our score is up from two years ago but still behind the state average.

##### **EWS Areas of Concern**

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

---

Level 1-ELA

Level 1-Math

**Highest Priorities**

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

---

-Level 1 scores

-Science achievement

-Attendance

-ESOL/ELL resources



## **B. Area(s) of Focus (Instructional Practices)**

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

### **Area of Focus #1**

Address the school's highest priorities based on any/all relevant data sources.

### **Instructional Practice specifically relating to Intervention**

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

The focus area is schoolwide Literacy. Our level 1 reading and math scores are a concern and one strategy is to improve literacy across our campus. We believe improving literacy will assist in all areas of the campus as research indicates if students cannot read and comprehend it will affect all subject areas.

Areas of intervention:

-Leader in Me schoolwide program. LIM involves a paradigm shift in education and a growth mindset for students and staff. LIM works on the 7 habits of highly effective people:

- 1-Be Proactive
- 2-Begin With the End in Mind
- 3-Put First Things First
- 4-Think Win-Win
- 5-Seek First to Understand, Then to Be Understood
- 6-Synergize
- 7-Sharpen the Saw

- Schoolwide vocabulary initiatives
- Content area reading
- Scheduled library visits through ELA
- ELA novel studies
- Rewards for reading books on their own

#### **Measurable Outcome**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. This should be a data-based, objective outcome.

---

- Level 1 Reading FAST score
- Level 1 Math FAST score
- Achievement scores in Science + Civics

-Number of students signing out books in the library

**Monitoring**

Describe how this Area of Focus will be monitored for the desired outcome. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

-PM1-2-3

-Student grades

-Increase in rewards for students completing required novel studies

**Person responsible for monitoring outcome**

Cheryl Korwin

**Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes in each relevant grade level, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

**Description of Intervention #1:**

**Rationale:**

**Tier of Evidence-based Intervention:**

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

List the action steps that will be taken to address this Area of Focus or implement this intervention. Identify 2-3 action steps and the person responsible for each step.

**Action Step #1**

-Number of students signing out books in the library

**Person Monitoring:**

Crystal Montouri

**By When/Frequency:**

The end of the first Semester, December 20th.

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

The library will be open for all ELA classes to sign out books. Crystal will arrange the schedule and train each ELA teacher in how to sign out and return books.

**Action Step #2**

Improve level 1 FAST scores in both Reading + Math.

**Person Monitoring:**

Cheryl Korwin

**By When/Frequency:**

At the conclusion of each PM testing session.

**Describe the Action to Be Taken and how the school will monitor the impact of this action step:**

Teachers will use PM1 + PM2 to track student progress. During this time teachers will conduct data

chats with each cadet to develop strategies on how to improve their FAST scores.

## **IV. Positive Culture and Environment**

### **Area of Focus #1**

Teacher Retention and Recruitment

#### **Area of Focus Description and Rationale**

Include a description of your Area of Focus for each relevant grade level, how it affects student learning, and a rationale explaining how it was identified as a crucial need from the prior year data reviewed.

---

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**

Include prior year data and state the specific measurable outcome the school plans to achieve for each relevant grade level. 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. Include a description of how ongoing monitoring will impact student achievement outcomes.

---

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**

Tom Vara

#### **Evidence-based Intervention:**

Describe the evidence-based intervention (practices/programs) being implemented to achieve the measurable outcomes, explain the rationale for selecting this specific strategy, and describe how the identified interventions will be monitored for this Area of Focus (ESEA Section 8101(21)(B)).

#### **Description of Intervention #1:**

Professional Development focused 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:**

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

**Tier of Evidence-based Intervention:**

Tier 1 – Strong Evidence, Tier 2 – Moderate Evidence

**Will this evidence-based intervention be funded with UniSIG?**

No

**Action Steps to Implement:**

**Action Step #1**

Teacher Retention and Recruitment

**Person Monitoring:**

Cheryl Korwin

**By When/Frequency:**

Montly meetings and full year evaluation of each staff member.

**Describe the Action to Be Taken and how the school will monitor the impact of this action 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.

## V. Title I Requirements (optional)

### A. Schoolwide Program Plan (SWP)

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 ESEA Section 1114(b). This section of the SIP is not required for non-Title I schools.

#### Dissemination Methods

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. (ESEA 1114(b)(4))

List the school's webpage where the SIP is made publicly available.

---

No Answer Entered

#### Positive Relationships With Parents, Families and other Community Stakeholders

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 Parental and Family Engagement Plan (PFEP) is made publicly available. (ESEA 1116(b-g))

---

No Answer Entered

#### Plans to Strengthen the Academic Program

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 II of the SIP. (ESEA Section 1114(b)(7)ii)

---

No Answer Entered

#### How Plan is Developed

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). (ESEA Sections 1114(b)(5) and 1116(e)(4))

---

No Answer Entered

## **B. Component(s) of the Schoolwide Program Plan**

### **Components of the Schoolwide Program Plan, as applicable**

Include descriptions for any additional, applicable strategies that address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards which may include the following:

#### **Improving Student's Skills Outside the Academic Subject Areas**

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. (ESEA 1114(b)(7)(iii)(I))

---

No Answer Entered

#### **Preparing for Postsecondary Opportunities and the Workforce**

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. (ESEA 1114(b)(7)(iii)(II))

---

No Answer Entered

#### **Addressing Problem Behavior and Early Intervening Services**

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 ESEA 1114(b)(7)(iii)(III)).

---

No Answer Entered

#### **Professional Learning and Other Activities**

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. (ESEA section 11149b)(7)(iii)(V)).

---

No Answer Entered

#### **Strategies to Assist Preschool Children**

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

---

No Answer Entered

## **VI. ATSI, TSI and CSI Resource Review**

This section must be completed if the school is identified as ATSI, TSI or CSI (ESEA Sections 1111(d)(1)(B)(4) and (d)(2)(C) and 1114(b)(6)).

### **Process to Review the Use of Resources**

Describe the process to review the use of resources to meet the identified needs of students.

---

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

### **Specifics to Address the Need**

Identify the specific resource(s), rationale (i.e., data) and plan to address the need(s) (i.e., timeline).

---

None at this time