

**SARASOTA MILITARY ACADEMY
BOARD OF DIRECTORS
Tuesday June 23, 2026**

- Call to Order
- Pledge of Allegiance
- Approval of the Minutes -Tab 1
 - May 19, 2026
- Head of School Report – SMA Prep Tab 2
- Head of School/CEO Report – SMA High Tab 3
- SAI Report - Tab 4
- Treasurer’s Report - Tab 5
 - Approval of Budget for 2026-2027 SY
- Committee Report – Tab 6
 - Nominating Committee
 - Facilities Committee
 - PTCC
- Chairperson’s Report
 - Campus Consolidation Discussion
 - Campus Consolidation Budgets
- Old Business
- New Business
 - Annual Election of Directors
 - Chair, Vice Chair, Treasurer, Secretary
 - Annual Conflict of Interest Policy
- Public Comment
 - Visitor
- Meeting Adjournment

SARASOTA MILITARY ACADEMY
BOARD OF DIRECTORS MEETING MINUTES

19 MAY 2026

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 (virtual)
David Black
Jerry Neff, BG, USA (Ret)
Charles Shugg, Brig Gen, USAF (Ret)
Ron Skipper, Former Capt, USAF
Richard Swoope, COL, USA (Ret) (virtual)
Michael Tollerton, Former CPT, USA
W. Scott Wallace, GEN, USA (Ret)

Absent: Ben Knisely, COL, USA (Ret), Secretary; SMA-LTC Caitlin West, Assistant Head of High School; SMA-LTC Abby Williams, Assistant Head of High School; SMA-CPT Mick Fallis, HS Athletic Director; SMA-CPT Jared Lauther, MS Athletic Director

SMA Administrative Staff in Attendance:

SMA-COL Christina Bowman, CEO/Head of High School
Dr. Cheryl Korwin, Head of Middle School
SMA-LTC Bryan Burns, Assistant Head of Middle School (virtual)
MAJ (Ret) Russ Osterfeld, SAI
SMA-MAJ Savannah Kalka, Director of Finance

Guests in Attendance: SMA-MAJ Marsha Reinig-Umana, MS Faculty Representative; CSM Jack Phinney, JROTC Instructor; CW4 Wes Rinehart, JROTC Instructor; REGT CDR Joey Miguel; Cadet Samuel Bonser; Corinne Arriaga, Sarasota County Transportation; Alvimarie Corales, Sarasota County Transportation; SMA-CPT Esther Jaffee, HS Faculty Representative (virtual); SMA-CPT Kathy Simon (virtual); Herb Jones, Chair Emeritus (virtual); Jenny Glassmoyer, Avodah CPA (virtual); Jessica Albert (virtual); Nikki Orth (virtual)

Location: SMA High School

The chair called the meeting to order at 2:31 pm.

Chair Thomas McElheny started the Pledge of Allegiance.

Motion to Approve the 28 April 2026 Minutes:

Mr. Ron Skipper moved to approve the 28 April 2026 minutes; Mr. David Black seconded the motion and the board unanimously approved.

SMA-COL Christina Bowman introduced the new cadet Regimental Commander, Joey Miguel, to the board and REGT CDR Miguel shared his goals for next year with his staff and culture. MAJ Russ Osterfeld shared that REGT CDR Miguel is part of his Service Academy Cohort.

SMA-COL Bowman introduced the Sarasota County Transportation, Ms. Corinne Arriaga and Ms. Alvimarie Corales, to explain the plans for the buildout of 10th Street and N. Orange Avenue roundabout, how it impacts our campus, and the proposed schedule of implementation. Ms. Arriaga discussed the city's need of a .0148 acre, or 600 total square feet, for an easement for this project and requested a decision before the end of year. Mr. Black requested a new plan scaled to the exact easement needed. Chair McElheny stated this addition will add value to the property with the bicycle paths, wider sidewalks, and paths to the bayfront.

Head of Middle School: Dr. Cheryl Korwin provided a read-ahead report. She complimented her staff on the ELA and Science scores as the highest since COVID, with 8th graders resulting in a double-digit increase, and that increasing overall math scores is still a work in progress. Dr. Korwin shared upcoming 8th grade promotion ceremony on Friday, May, 22.

MS Faculty Representative: SMA-MAJ Marsha Reinig-Umana provided a read-ahead report. She mentioned the staff deeply value the board's commitment and stated the request of faculty is to have some board meetings at the prep.

MS Athletics Report: SMA-CPT Jared Lauther provided a read-ahead report.

CEO/Head of High School Report: SMA-COL Bowman provided a read-ahead report. She discussed the need for approvals of the new cleaning service contract, the new transportation contract with SSAS, and the 2026-27 Mental Health School Allocation Plan.

Mr. Skipper moved to approve the new 2026-27 Cleaning Service Contract for each campus; BG Jerry Neff seconded the motion and the board unanimously approved.

SMA-COL Bowman thanked Mr. Pete Skokos, who was instrumental in completing the transportation contract with SSAS and stated SSAS has already approved and the need for the board's approval.

Mr. Black moved to approve the new 2026-27 Transportation Contract with SSAS subject to SMA-COL Bowman decision to amend the termination language; Ms. Michael Tollerton seconded the motion and the board unanimously approved.

Mr. Black moved to approve the 2026-27 Mental Health School Allocation Plan; Brig Gen Charles Shugg seconded the motion and the board unanimously approved.

SMA-COL Bowman mentioned junior cadet, Mason Thien, received the Anne Frank Humanitarian Award and the upcoming details on the Memorial Day parade.

HS Faculty Representative: SMA-CPT Esther Jaffee provided a read-ahead report.

HS Athletics Report: Coach Mick Fallis provided a read-ahead report.

Cadet Report: N/A

SAI Report: MAJ Osterfeld provided a read-ahead report. He mentioned a successful first-time at the National Drill Competition with the color guard, commanded by REGT CDR Miguel, achieving the highest SMA award of 7th place out of 115 schools. MAJ Osterfeld stated another successful and very well attended Service Academy Fair hosted by both Senator Scott and Congressman Steube and the JROTC/Senior Night. He mentioned a record 41 cadets attending this year's JCLC camp in June.

Treasurer's Report: SMA-MAJ Savannah Kalka provided a read-ahead report. She discussed balance sheets for both campuses and stated a current healthy fiscal position. Chair McElheny recommended the board approve a 2% non-recurring bonus to faculty and staff that are returning next school year.

Mr. Skipper moved to approve a one-time 2% bonus to all faculty and staff returning next school year; Ms. Tollerton seconded the motion and the board unanimously approved.

SMA-MAJ Kalka discussed working on the consolidation merger budge for various FTE numbers with Ms. Jenny Glassmoyer of Avodah, CPA and that she will be able to present numbers at the next board meeting.

Mr. Black discussed meeting with three local firms for information on the potential sale of the high school campus and will present once we resume in August. Brig Gen Shugg discussed the possibilities of a new athletic field and a company who designs fields will be presenting at the next board meeting.

Vice Chair Erica Gregory inquired as to the next step once the board votes on campus option, to which Chair McElheny replied that the structure committee will work with the administration.

Nominating Committee Report: N/A

Facilities Committee Report: N/A

Chair Report: N/A

PTCC Report: N/A

Alumni Recognition: N/A

Old Business: BG Neff discussed the need to continue the commandant search and that he has a few interested candidates. Chair McElheny agreed and recommended for GEN Wallace to form a group to continue the search.

New Business: N/A

Public Comments: CSM Jack Phinney inquired as to the new design impeding on the Raiders course already in place, to which Chair McElheny replied that the athletic field dimensions will be presented at the next board meeting.

Board Comments: N/A

The next board meeting will be on 23 June 2026 at 2:30pm at the High School campus.

The chair adjourned the meeting at 3:54pm.

Dr. Thomas McElheny, Chair

Date

COL Ben Knisely, Secretary

Date

High School Head of School
CEO Report
June 23, 2026

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.

2025-2026 Approvals:

- 2026-2027 Comprehensive Evidence Based Reading Plan
- 2026-2027 Board Meeting Schedule

Strategic Plan Goals:

- **Resources:**
 - Open Enrollment
 - Spreadsheet provided
- Weekly meetings with Campus Consolidation Budgeting Team
- **College, Careers, and Citizenship**
 - 2026 Graduation Rate 99%
 - 127 Graduates
- **Character and Leadership Development**
 - JROTC Cadet Leadership Challenge (JCLC)
 - Gabby Fabyanic was selected as the 2026 JCLC Distinguished Honor Graduate

Facilities:

Transportation:

- Fully executed contract with SSAS.

Communication/Community Outreach:

- Next Meeting: TBD

District 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 format below for district reading plans. Districts may utilize the Department's format or an alternative developed by the district. The CERP must be approved by the governing board or authority prior to being submitted to the Department by August 1 for approval. A charter school that elects to develop its own CERP must submit its CERP, approved by the governing board or authority, to the sponsoring district by July 15 and meet the requirements of sections (ss.) 1002.33(7)(a)2.a. and 1003.4201, Florida Statutes (F.S.).

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 must be 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. **Add additional rows as needed.**

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)	Stephanie Sifrit Intensive Reading Instructor Grades 9-12	Stephanie.sifrit@oursma.org	941-926-1700
	Gerlie Fout/Intensive Reading Instructor Grades 6-8	Gerlie.fout@oursma.org	941-877-7737

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures ([Rule 6A-6.053\(9\)\(b\)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 Voluntary Prekindergarten (VPK) students who have a substantial deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Charter schools must utilize their proportionate share in accordance with ss. 1002.33(7)(a)2.a., 1003.4201 and 1008.25(3)(a), 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.*

Comprehensive System of Reading Instruction Expenditures	Amount	FTE (where applicable)
Elementary Expenses		
Literacy coaches		
Intervention teachers		
Scientifically researched and evidence-based supplemental instructional materials		
Third grade summer reading camps		
Summer reading camps		
Secondary Expenses		
Literacy coaches	\$3,500	\$3,500
Intervention teachers	\$57,250	\$62,658
Scientifically researched and evidence-based supplemental instructional materials	\$10,000	\$10,000
PreK-Grade 12 Expenses		
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	\$0	\$0
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	\$500	\$500
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential	\$1,000 paid by FDOE	\$0
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	\$0	\$0
Tutoring programs to accelerate literacy learning	\$0	\$0
Family engagement activities	\$0	\$0
Other – Please Describe (Add additional rows as needed.)\$71,250		
Estimated Sum of Expenditures	\$71,250	\$76,658

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals ([Rule 6A-6.053\(9\)\(b\)3.d., F.A.C.](#))

Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

For VPK, establish clear and measurable student literacy achievement goals based on percentiles from the Florida Assessment of Student Thinking (FAST).

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention	Urgent Intervention	At & Above Benchmark	At & Above

	<10 th percentile	<10 th percentile	40 th percentile & above	Benchmark 40 th percentile & above
VPK				

1. Describe how the district will improve literacy outcomes for VPK students based on an analysis of student performance data.

N/A

For K-10, establish clear and measurable student literacy achievement goals based on achievement levels from the FAST.

FAST				
Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Level 1	Level 1	Levels 3-5	Levels 3-5
K				
1				
2				
3				
4				
5				
6	20	16	52	57
7	24	20	56	60
8	16	12	54	58
9	28	24	40	50
10	28	24	48	53

B. Plan Implementation and Monitoring ([Rule 6A-6.053\(10\), 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		
Actions for continuous support and improvement		
Grades 6-8	District Level	School Level
Data that will be collected and frequency of review		Students in Grades 6-8 who scored a Level One attend Intensive Language Arts class each day using the Reading Plus 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. 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.
Actions for continuous support and improvement		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. 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. ELL students who need additional support are enrolled in an ESOL language arts class with a certified ESOL teacher. Summer Support is given to incoming ESE students to provide support in the areas of reading comprehension, writing, vocabulary and school familiarity.

Grades 9-12	District Level	School Level
Data that will be collected and frequency of review		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. Students in all grades use Reading Plus and ComminLit to assist with weekly progress monitoring and instruction. These are monitored and reviewed with administration once a quarter and after PM1 and PM2.
Actions for continuous support and improvement		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. 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. ELL students who need additional support are enrolled in an ESOL language arts class with a certified ESOL teacher. ELL students who need additional support are given extra support through push-in services on a weekly basis.
--	--	---

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 the frequency of 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 and Reading Plus 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 as defined in [Rule 6A-6.053\(4\), F.A.C.](#)?

☒ Yes

☐ No

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

Yes.

3. How is the district's literacy coach model 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 our 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 literacy 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.

7. How does the district measure the effectiveness of literacy coaches?

The Principal reviews progress monitoring (PM1, PM2 and PM3) as well as individual ELA instructors' student achievement and progress. The Principal also reviews Reading Plus data on a quarterly basis.

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 deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in [s. 1003.485, F.S.](#)

1. How does the district's strategic plan align with Florida's Formula for Reading Success for all students, including students with disabilities 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 (VPK, Exceptional Student Education (ESE) and other PreK) program's plan for assessment, standards, instruction and support to meet the needs of all learners.

N/A

2a. Describe the instructional materials your public school PreK (VPK, ESE and other PreK) program utilizes.

3. Describe the interventions provided to public school VPK students identified as having a substantial deficiency in early literacy skills as defined in [Rule 6A-6.053\(5\), F.A.C.](#)

B. Assessment/Curriculum Decision Trees ([Rule 6A-6.053\(9\)\(b\)4., F.A.C.](#))

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to [s. 1008.25\(9\)\(b\), F.S.](#), and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instructional materials and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions (Tier 3), what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial deficiency in reading or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Note: Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate or promising levels of evidence as defined in [20 United States Code \(U.S.C.\) s. 7801\(21\)\(A\)\(i\)](#):

- (A) ...an activity, strategy or intervention that –
- (i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –
 - (I) strong evidence from at least 1 well-designed and well-implemented experimental study;
 - (II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
 - (III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades VPK-5

1. Grades VPK-5 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST Star Early Literacy	☒ VPK ☒ Grade K	☒ Oral Language ☒ Phonological Awareness	☒ Screening ☒ Progress Monitoring	☒ 3 x Year

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
	☒ Grade 1	☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Summative	
FAST Star Reading	☒ Grade 1 ☒ Grade 2	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST ELA Reading	☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below any additional assessment(s) used to guide instructional decision-making for grades PreK-5 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades PreK-5) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment (Enter name of assessment. Then, select all that apply.)	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment (Enter name of assessment. Then, select all that apply.)	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

2. Students with a Substantial Deficiency in Reading ([Rule 6A-6.053\(6\), F.A.C.](#))

Students identified with a substantial deficiency in reading must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the minimum requirements set forth in [s. 1008.25\(4\)\(c\), F.S.](#) The individualized progress monitoring plan

must be developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available, and parents must be consulted in the development of the plan.

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student's reading deficiency. Nothing in [Rule 6A-6.053, F.A.C.](#), should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP.

A K-3 student is identified as having a substantial deficiency in reading if:

- The student is identified as in need of Tier 3 interventions;
- A student in grades K-3 demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and
 - For kindergarten, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning, middle or end of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#);
 - For grades 1 and 2, the student scores below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment for the specified testing window of the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#); or
 - For grade 3, the student scores below the twentieth (20th) percentile at the beginning or middle of the year on the coordinated screening and progress monitoring system pursuant to [s. 1008.25\(9\), F.S.](#)
- A student in grade 3 scores Level 1 on the end-of-year statewide, standardized ELA assessment pursuant to [s. 1008.22\(3\)\(a\), F.S.](#)

Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

2a. Describe the district's process (e.g., Multi-Tiered System of Supports (MTSS)) for identifying grades K-3 students in need of Tier 2/Tier 3 interventions.

2b. Describe the district's process (e.g., MTSS) for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

3. Students with Characteristics of Dyslexia ([Rule 6A-6.053\(7\), F.A.C.](#))

Students who have characteristics of dyslexia must be covered by one of the plans described in [s. 1008.25\(4\)\(b\), F.S.](#), and parents must be consulted in the development of the plan.

3a. If not included within the Decision Tree, describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia.

3b. Describe the district's process for providing additional screening to students with characteristics of dyslexia pursuant to [s. 1008.25\(9\), F.S.](#) Name the screener(s) utilized.

--

4. Explain how the effectiveness of Tier 1 instruction is monitored.

--

5. Explain how the effectiveness of Tier 2 interventions is monitored.

--

6. Explain how the effectiveness of Tier 3 interventions is monitored.

--

Grades K-5 Decision Tree	
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.)	
List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.	
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?	
Core Instruction	
Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	

Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.)		
Number of times per week interventions are provided:		
Number of minutes per intervention session:		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.		
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:		
Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.)		

Number of times per week interventions are provided:		
Number of minutes per intervention session:		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.		
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?		

7. Summer Reading Camps ([Rule 6A-6.053\(8\), 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.*

7a. Provide a description of the district's plan to meet each requirement for Summer Reading Camps required by [s. 1008.25\(8\), F.S.](#) As a reminder, instructional personnel providing services to retained third grade students, including those attending Summer Reading Camp, must be certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under [s. 1012.34, F.S.](#)

Summer Reading Camps for Retained Grade 3 Students
Schedule:
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i):
Alternative Assessment Used:
Additional Information (optional):

7b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency.

Summer Reading Camps for Students in Grades K-5
Will the district implement this option? ☐ Yes ☒ No
If yes, please describe the grade level(s) that will be invited to participate.

Grades 6-8

8. Grades 6-8 Assessments

FAST				
Name of the Assessment	Target Audience	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 6-8 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment (Enter name of assessment.)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics	☐ Screening ☒ Progress Monitoring ☒ Diagnostic	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 6-8) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Then, select all that apply.) Reading Plus	☒ Select Students	☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Summative	☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment (Enter name of assessment. Then, select all that apply.)	☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ All Students ☐ Select Student	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

9. Describe the district's process (e.g., MTSS) 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.

10. Explain how the effectiveness of Tier 1 instruction is monitored.

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.

11. Explain how the effectiveness of Tier 2 interventions is monitored.

The effectiveness of Tier 2 interventions will be monitored through classroom grades, progress monitoring, Common Assessments and FAST results.

12. Explain how the effectiveness of Tier 3 interventions is monitored.

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.

Tier 1 (Core) Only	
Beginning of Year Data Students must meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Students scoring a level 3 or higher on the 2024-2025 PM 3 FAST assessment.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Student score at proficient or above on the FAST assessment: Grade 6- Level 3 or above Grade 7-Level 3 or above Grade 8-Level 3 or above	
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? 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.	
Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
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.	Reading Plus 2024
	StudySync 2020
	HMH 2014
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 2025-2026 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	

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) ☐ Demonstrates performance below grade level on FAST assessments. ☐ Has a history of below-grade-level academic performance, including prior retention or consistent classroom academic concerns as indicated by previous report cards.		
Number of times per week interventions are provided: Three times weekly Number of minutes per intervention session: 15 minutes Course(s) where interventions take place: ELA Classrooms		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Houghton Mifflin Harcourt (HMH) Collections	Tier 2	HMH Collections is a standards-aligned ELA program for grades 6–8 that features thematic units built around engaging literary and informational texts. It emphasizes close reading, critical thinking, and evidence-based writing, with built-in supports for diverse learners and English language development.
StudySync	Tier 2	StudySync is a comprehensive, research- based English Language Arts (ELA) program designed for middle and high school students. It offers a rigorous, standards-aligned curriculum that blends print and digital resources to support reading, writing, speaking, listening, and language development. StudySync features diverse, high-interest texts, engaging multimedia content, and scaffolded instruction that meets the needs of all learners. Its flexible design allows for whole-group, small-group, and independent learning, making it a versatile tool for differentiated instruction and academic growth.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Houghton Mifflin	Tier 2	HMH Collections is a standards-aligned ELA program for grades 6–8 that features thematic

Harcourt (HMH) Collections		units built around engaging literary and informational texts. It emphasizes close reading, critical thinking, and evidence-based writing, with built-in supports for diverse learners and English language development.
StudySync	Tier 2	StudySync is a comprehensive, research- based English Language Arts (ELA) program designed for middle and high school students. It offers a rigorous, standards-aligned curriculum that blends print and digital resources to support reading, writing, speaking, listening, and language development. StudySync features diverse, high-interest texts, engaging multimedia content, and scaffolded instruction that meets the needs of all learners. Its flexible design allows for whole-group, small-group, and independent learning, making it a versatile tool for differentiated instruction and academic growth.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Houghton Mifflin Harcourt (HMH) Collections	Tier 2	HMH Collections is a standards-aligned ELA program for grades 6–8 that features thematic units built around engaging literary and informational texts. It emphasizes close reading, critical thinking, and evidence-based writing, with built-in supports for diverse learners and English language development.
StudySync	Tier 2	StudySync is a comprehensive, research- based English Language Arts (ELA) program designed for middle and high school students. It offers a rigorous, standards-aligned curriculum that blends print and digital resources to support reading, writing, speaking, listening, and language development. StudySync features diverse, high-interest texts, engaging multimedia content, and scaffolded instruction that meets the needs of all learners. Its flexible design allows for whole-group, small-group, and independent learning, making it a versatile tool for differentiated
Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:		

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.)		
Performing below grade level on FAST Assessments		
Tier II Interventions were unsuccessful.		
Number of times per week interventions are provided: Daily		
Number of minutes per intervention session: 25 minutes		
Course(s) where interventions take place: Intensive Language Arts Classroom		
Intensive, Individualized Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Reading Plus is used at the 6-8 grade level in all Intensive Reading Courses	Tier 3	Reading Plus is used at the 6-8 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. HMH Collections is a standards-aligned ELA program for grades 6–8 that features thematic units built around engaging literary and informational texts. It emphasizes close reading, critical thinking, and evidence-based writing, with built-in supports for diverse learners and English language development.to the individual student.
Houghton Mifflin Harcourt (HMH) Collections	Tier 2	HMH Collections is a standards-aligned ELA program for grades 6–8 that features thematic units built around engaging literary and informational texts. It emphasizes close reading, critical thinking, and evidence-based writing, with built-in supports for diverse learners and English language development to the individual student.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Reading Plus is used at the 6-8 grade level in all Intensive Reading courses	Tier 3	Reading Plus is used at the 6-8 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.

Houghton Mifflin Harcourt (MHM) Collections	Tier 2	HMH Collections is a standards-aligned ELA program for grades 6–8 that features thematic units built around engaging literary and informational texts. It emphasizes close reading, critical thinking, and evidence-based writing, with built-in supports for diverse learners and English language development.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Reading Plus is used at the 6-8 grade level in all Intensive Reading courses.	Tier 3	Reading Plus is used at the 6-8 grade level. It is a scientifically-based reading program that provides intervention in the area of literacy instruction. It is a comprehensive and adaptive program for the individual student.
Houghton Mifflin Harcourt (HMH) Collections	Tier	HMH Collections is a standards-aligned ELA program for grades 6–8 that features thematic units built around engaging literary and informational texts. It emphasizes close reading, critical thinking, and evidence-based writing, with built-in supports for diverse learners and English language development.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? Teachers participate in SWST meetings to discuss the implementation and impact of interventions on student progress. Ongoing monitoring is conducted collaboratively by the SWST team, administrators, and classroom teachers. Accountability for the fidelity and effectiveness of interventions is shared among administrators, SWST teams, grade-level teams, support staff, and individual teachers. Professional learning opportunities are provided to support educators in the problem-solving process across Tier 1 through Tier 3 instruction, ensuring that research-based interventions are delivered consistently and aligned with benchmarks and instructional goals. Through regular Department and SWST meetings, the effectiveness of Tier 3 interventions is continuously reviewed and adjusted based on data and student responses.		

Grades 9-12

13. Grades 9-12 Assessments

FAST				
Name of the Assessment	Target Audience (Grades 9-12)	What component of reading is assessed?	Assessment Type	How often is the data collected?
FAST ELA Reading	☒ Grade 9 ☒ Grade 10	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 9-12 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	Target Audience (Grades 9-12) (Select all that apply.)	What component of reading is assessed? (Select all that apply.)	Assessment Type (Select all that apply.)	How often is the data collected?
Other District Assessment (Enter name of assessment. Then, select all that apply.) Reading Plus	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Other District Assessment (Enter name of assessment. Then, select all that apply.) CommonLit	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

14. Describe the district's process (e.g., MTSS) 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.

15. Explain how the effectiveness of Tier 1 instruction is monitored.

Tier I students are monitored by tracking PM 1 through PM 3 data and teacher observation and input.

16. Explain how the effectiveness of Tier 2 interventions is monitored.

Progress is monitored by Reading Plus assessments.

17. 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.

18. Explain how the effectiveness of Tier 3 interventions is monitored.

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.

Grades 9-12 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) Performing below grade level on PM/FAST assessments. Performs below grade level historically (retained at any point) on PM/FAST or in classroom academics according to transcripts. Identified in matriculation meeting with previous school or teacher recommendation.	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. 80% of students will demonstrate proficiency by earning a 3 or better on the FAST/PM, as well as earning a 70% or better in their courses.	
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students? 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.	
Core Instruction Indicate the core curriculum utilized. Add additional rows as needed.	
Name of Program	Year of Program Adoption
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.	2023
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Scoring below grade level on PM 1, PM 2 or PM 3 or teacher recommendation.	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: (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		
Number of times per week interventions are provided: Four times per week Number of minutes per intervention session: 15 minutes Course(s) where interventions take place: Intensive Reading		
Supplemental Instruction/Interventions Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Reading Plus is used at the 9-12 grade level in all Intensive Reading courses.	Tier 3	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.
CommonLit	Tier 3	CommonLit is the core curriculum used for grades 9-12 ELA courses for progress monitoring.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.		
Students with Disabilities		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Reading Plus is used at the 9-12 grade level in all Intensive Reading courses.	Tier 3	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.
CommonLit	Tier 3	CommonLit is the core curriculum used for grades 9-12 ELA courses for progress monitoring.
English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Reading Plus is used at the 9-12 grade level in all Intensive Reading courses.	Tier 3	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.
CommonLit	Tier 3	CommonLit is the core curriculum used for grades 9-12 ELA courses for progress monitoring.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

No or little response to Tier II interventions

Performance on FAST is below 3

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

(Enter assessment criteria that will be used.)

Performing below grade level on FAST assessments

Tier II interventions were unsuccessful.

Number of times per week interventions are provided: 4-5 times per week.

Number of minutes per intervention session: 15-30 minutes

Course(s) where interventions take place: ELA, Intensive Reading

Intensive, Individualized Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Reading Plus is used at the 9-12 grade level in all Intensive Reading courses.	Tier 3	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.
CommonLit	Tier 3	CommonLit is the core curriculum used for grades 9-12 ELA courses for progress monitoring.

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, as applicable. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Reading Plus is used at the 9-12 grade level in all Intensive Reading courses.	Tier 3	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.
CommonLit	Tier 3	CommonLit is the core curriculum used for grades 9-12 ELA courses for progress monitoring.

English Language Learners		
Name of Program	ESSA Evidence Level	Verbiage (as needed)
Reading Plus is used at the 9-12 grade level in all Intensive Reading courses.	Tier 3	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.
CommonLit	Tier 3	CommonLit is the core curriculum used for grades 9-12 ELA courses for progress monitoring.
What processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? 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. Administrators, SWST teams, grade level teams, support staff, and individual teachers will be responsible for the fidelity and effectiveness of the interventions. Professional Learning is 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. Through utilizing the Department and SWST meetings, the effectiveness of Tier 3 interventions will continue to be evaluated and altered, depending on the data and student responses.		

5) Professional Learning ([Rule 6A-6.053\(9\)\(b\)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 FEFP 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.

Provide the Name of Professional Learning, Target Audience and Description. Add additional rows as needed.

Name of Professional Learning	Target Audience	Description
Literacy for ALL Institute	Literacy Instructors/Administrators	Sarasota County School provided workshop featuring experts in student-centered coaching.
Thinking Maps	All Instructors	Improve retention, recall and understanding. Build fluency with higher-order thinking skills. Accelerate learning for students with all backgrounds and disabilities. Enable teachers to focus on rich content in every classroom.
Thinking Maps/Pathways to Proficiency	All Instructors	Improve retention, recall and understanding. Build fluency with higher-order thinking skills. Accelerate learning for students with all backgrounds and disabilities. Enable teachers to focus on rich content in every classroom.
District Literacy Coach Meetings	Literacy Coaches	Professional Learning to provide research-based instructional strategies.
Instructional Personnel and Certified PreK Teachers Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction. All of our Professional learning opportunities either provide pathways to earn a Reading Endorsement, earn Professional Development credits to keep an endorsement or subject area, or support continuing education in an area of certification.		

Differentiated Professional Learning

Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.

Teachers who need extra support, based upon progress monitoring data, may be enrolled in a Beacon class, be asked to attend a specialized training or be asked to earn a certification in Exceptional Student Education, for example, to assist them in working with a specific population of students.

Mentor Teachers

Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.

SMA participates in the Sarasota County Schools Mentor (SCIP) program and has certified mentors on staff. In addition, we require all staff, including support staff, to conduct two classroom observations per year in order to gain a different perspective of their own teaching methods. When necessary, teachers who need mentor support will be assigned a mentor by the administration. Mentor teachers are chosen by looking at the overall experience, classroom management skills, professional skills, and student data.

Professional Learning Time

Describe how time is provided for teachers to meet weekly for professional learning.

School meetings are scheduled as part of the regularly contracted work day and occur in the morning or afternoon so people do not have to stay after the bell to attend meetings. Release time is also provided for professional learning opportunities during the work day and away from campus.

6) Tutoring Programs to Accelerate Literacy Learning ([Rule 6A-6.053\(9\)\(b\)3.b., F.A.C.](#))

Describe any tutoring programs available within your district and include targeted grade levels (e.g., Reading Achievement Initiative for Scholastic Excellence (RAISE) High School Tutoring). Add additional rows as needed.

Name of Tutoring Program	Target Audience	Description
N/A		

7) Family Engagement ([Rule 6A-6.053\(9\)\(b\)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 immediately notifying parents of students identified with a substantial deficiency in reading.

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

Describe the 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).

8) Assurances ([Rule 6A-6.053\(9\)\(b\)2., F.A.C.](#))

District 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 deficiency in reading 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(6)(c), F.A.C.
CB	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score 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):

Signature:

Date:



Sarasota Military Academy

SMA Board of Directors

2026-2027 Meeting Schedule

<u>Date</u>	<u>Time and Location</u>
August 25, 2026	2:30 pm. SMA High School Conference Room
September 22, 2026	2:30 pm. SMA High School Conference Room
October 13, 2026	2:30 pm. SMA High School Conference Room
November 17, 2026	4:30 pm. SMA Prep Middle School Room 518
December 15, 2026	2:30 pm. SMA High School Conference Room
January 19, 2027	2:30 pm. SMA High School Conference Room
February 23, 2027	2:30 pm. SMA High School Conference Room
March 23, 2027	4:30 pm. SMA Prep Middle School Room 518
April 27, 2027	2:30 pm. SMA High School Conference Room
May 18, 2027	2:30 pm. SMA High School Conference Room
June 22, 2027	2:30 pm. SMA High School Conference Room

SARASOTA MILITARY ACADEMY

Senior Army Instructor
801 North Orange Avenue
Sarasota, Florida 34236

23 June 2026

MEMORANDUM FOR GOVERNING BOARD, SARASOTA MILITARY ACADEMY

THRU: Superintendent Sarasota Military Academy

SUBJECT: Significant Activities Report (SAR)

Significant Activities (JUN 2026):

- **2-5 JUN 2026: SMA JROTC DEPT:** JROTC Junior Cadet Leadership Camp (JCLC) Camp Miles (Punta Gorda, FL)
- **8-30 JUN 2026: SMA JROTC DEPT:** Summer Prep & Supply Reorganization (SMA H.S. Campus)
- **18-19 JUN 2026: SMA JROTC DEPT:** NASP World Archery Tournament (Daytona Beach, FL)

Significant Activities (JUL 2026):

- **16-31 JUL 2026: SMA Supply Reorganization:** (SMA H.S. Campus)
- **21-25 JUL 2026: 6th Brigade Training Workshop:** (Orlando, FL)

SAI Summary and Outlook:

• **Summary:** The SMA JROTC Department finished off the 2025-2026 School Year on a high note after another successful Junior Cadet Leadership Camp (JCLC) held annually at Camp Miles in Punta Gorda, FL. SMA brought 37 cadets who participated in team activities and individual tasks/obstacles/challenges. Events included, canoeing, rappelling, High Ropes Obstacle Course, Drown Proofing, Map Reading/Orienteering, Archery, Team Building Challenges, Leadership Reaction Course, Athletic Competition, and team assigned Physical Gauntlet which incorporated a Rope Bridge, Canoeing, Swim Race, 10 Foot Wall Obstacle, and Running. Cadets were assessed and graded for their leadership ability by their assigned Platoon Training Advising and Counseling Cadre (TACs). There were five (5) Assigned Platoons for the camp rotation and each Platoon had roughly 45-48 Cadets assigned to them. One cadet was chosen from each Platoon to go before a board on the final night of camp to compete for Distinguished Honor Graduate in which three out of the five cadets selected from a pool of 240 total cadets to compete were from Sarasota Military Academy. Cadet Gabriella "Gaby" Fabyanic performed superbly throughout the camp and was selected as the 2026 JCLC Distinguished Honor Graduate.

Many of our other cadets were recognized at the graduation ceremony as well as SSG Fout who's Platoon was awarded Honor Platoon for the cycle having scored higher than the four others. The department is currently syncing our curriculum and class structure to directly feed into the next highest JROTC LET Level as they progress through SMA. We are also conducting annual inventory as we reorganize our supply operations and prepare for our upcoming JROTC Program for Accreditation (JPA) Unit Inspection next February. We expect a solid start to the 2026-2027 School Year and are very confident in our incoming Regimental Staff as well as our Battalion leadership.

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

FY27 Draft Budget

Based on 846 FTE

	100 - General Fund	300 - Capital Outlay Fund	Total
2027 Budget			
Income			
FEFP Funding	9,211,197	-	9,211,197
Capital District Funding	-	1,068,027	1,068,027
Millage District Funding	-	1,342,465	1,342,465
Federal Funds	221,571	-	221,571
Contributions and Grants	80,240	-	80,240
Interest, Gains/Losses	21,692	-	21,692
Other Income	576,277	-	576,277
Total Income	10,110,977	2,410,492	12,521,469
Expense			
Payroll and Benefits	8,221,880	-	8,221,880
Supplies	246,054	-	246,054
Curriculum	43,741	-	43,741
Student Activities	228,342	-	228,342
Technology	72,362	58,192	130,555
Professional Services	1,193,785	-	1,193,785
Transportation Operations	986	-	986
Facilities & Occupancy	13,795	-	13,795
Utilities	439,458	-	439,458
Insurance	206,340	210,420	416,760
Repairs & Maintenance	61,129	104,311	165,440
Equipment & Furniture	15,909	70,002	85,911
Debt Service	-	319,636	319,636
Depreciation & Amortization	-	845,602	845,601
Total Expense	11,797,696	554,249	12,351,945
Net Gain/Loss	(1,686,719)	1,856,243	169,524

FTE of 846 – enrollment at end of 25-26 was 868; district projection is 869

New transportation department with SSAS (drivers, diesel, FTE)

•SSAS paying \$10k per month for 12 months to cover add'l expenses

Millage lower due to district having debt to pay off

Preliminary Budget Estimate

VERSTAR
CONSTRUCTION SERVICES, LLC

Owner: Sarasota Military Academy
Project: Sarasota Military Academy - Fruitville Campus

Verstar Job #: 2026010
Revision Date: June 16, 2026

Estimated Cost for Rezoning

Civil Engineering	\$	20,000.00
Consultants and Fees	\$	52,000.00
Legal	\$	15,000.00
Surveyor	\$	15,000.00
Contingency	\$	20,000.00
Total	\$	122,000.00

Estimated Cost for Construction

Civil Engineering	\$	100,000.00
Vaulted Stormwater Management	\$	500,000.00
Offsite Fill Material	\$	400,000.00
Synthetic Turf Athletic Field	\$	900,000.00
Parking Lot, Landscaping, Fencing Misc.	\$	475,000.00
Building - Including A&E, Permit Fees, Site Prep. (27,000sf @ \$325/sf)	\$	8,775,000.00
Contingency	\$	500,000.00
Total	\$	11,650,000.00

Intention?

SMA Fruitville - Proposed Timeline

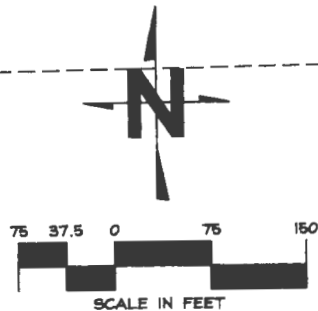


ID	Task Mode	Task Name	Duration	Start	Finish	Mar	Qtr 2, 2026	Qtr 3, 2026	Qtr 4, 2026	Qtr 1, 2027	Qtr 2, 2027	Qtr 3, 2027	Qtr 4, 2027	Qtr 1, 2028	Qtr 2, 2028
1		SMA Fruitville Campus - Proposed Timeline	456 days	Wed 7/1/26	Wed 3/29/28										
2		Rezoning	9 mons	Wed 7/1/26	Tue 3/9/27										
3		Engineering and Permitting - Stormwater, Parking Lot, & Athletic Field	9 mons	Wed 7/1/26	Tue 3/9/27										
4		Construction - Stormwater, Parking Lot, & Athletic Field	8 mons	Thu 4/1/27	Wed 11/10/27										
5		Construction - New Building	13 mons	Thu 4/1/27	Wed 3/29/28										

Project: 2026010 SMA Fruitville
Date: Tue 6/16/26

Task		Project Summary		Manual Task		Start-only		Deadline	
Split		Inactive Task		Duration-only		Finish-only		Progress	
Milestone		Inactive Milestone		Manual Summary Rollup		External Tasks		Manual Progress	
Summary		Inactive Summary		Manual Summary		External Milestone			

SARASOTA MILITARY ACADEMY BINDING DEVELOPMENT CONCEPT PLAN



How new parking

(NO NETLAND IMPACT)

135 new parking

SITE DATA

1. PROPOSED PARKING: 137 SPACES

Sheet 1 of 2

FRUITVILLE ROAD
(EX. PUBLIC RIGHT-OF-WAY WIDTH VARIES)

ENGINEERING
Consulting Civil Engineers
P.O. Box 111111, Sarasota, FL 34211-1111

(941) 927-3647
Fax: (941) 927-3646

JOHN F. CAVOLI, P.E.
FL REG. NO.: 48692

5/21/26
DATE

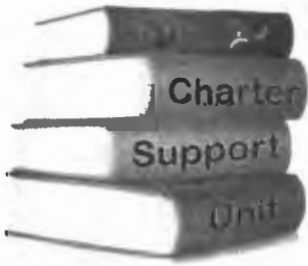
**SARASOTA MILITARY ACADEMY POLICY REGARDING
CONFLICTS OF INTEREST**

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>Zip Code</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

