

Sarasota Military Academy Prep
Charter Appendices

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**Sarasota Military Academy Prep
Charter**

Appendix 1

- **Charter Application**
- **Application Addenda**
- **Charter Review Committee Evaluation Findings and Final Ratings**

Sarasota Military
Academy Prep

Charter Application
2013-2014

**SARASOTA MILITARY
ACADEMY
PREP**



APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Sarasota Military Academy Prep (SMA Prep)

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Sarasota Military Academy Prep (SMA Prep)

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

NAME OF CONTACT PERSON: Daniel Kennedy

TITLE/RELATIONSHIP TO NONPROFIT: Headmaster, Sarasota Military Academy

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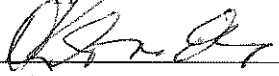
E-MAIL ADDRESS: daniel.kennedy@sarasotacountyschools.net

NAME OF PARTNER/PARENT ORGANIZATION (if any): Sarasota Military Academy

Projected School Opening: August 2014

School Year	Grade Levels	Total Projected Student Enrollment
First Year	6,7,8	425
Second Year	6,7,8	475
Third Year	6,7,8	525
Fourth Year	6,7,8	525
Fifth Year	6,7,8	525

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.


Signature

DANIEL KENNEDY
Printed Name

CEO/Headmaster
Title

7-29-13
Date

Executive Summary

Sarasota Military Academy Prep

Sarasota Military Academy Prep School (SMA Prep) will serve middle school students grades 6-8 within a newly constructed facility located on Fruitville Road, Sarasota, Florida. Students will receive a world class education within a highly rigorous and challenging curriculum, focused on “Global Leadership,” and grounded within a military-modeled organizational structure. SMA Prep will maintain a close working relationship with Sarasota Military Academy High School (SMAHS) with cadet leaders serving as mentors and role models.

Students and teachers will benefit from the continuity and articulation between SMA Prep and SMAHS. The Positive Behavior system will be utilized to support students, coupled with differentiated instruction within classrooms, to ensure that learning is accessible for all students. Ongoing formative and summative assessments will ensure that student’s individual academic needs are met, and that support and enrichment will be provided as warranted.

Critical, reflective, international-minded thinking will be taught by highly-qualified teachers following Common Core Standards and state of Florida requirements. Teachers will participate in Professional Learning Communities (PLC’s) to facilitate collaborative planning and cross-curricular connections. SMA Prep is committed to providing teachers with the time and resources needed to implement engaging, effective lessons.

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I. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

A. Provide the mission statement for the proposed charter school.

The mission of Sarasota Military Academy Prep (SMA Prep) is to cultivate global leaders of tomorrow. Through the combination of a rigorous academic curriculum in a structured, military-modeled environment, students will meet high academic and behavioral expectations. We endeavor to promote honor, leadership, patriotism, intercultural understanding and critical thinking, allowing students to make meaningful contributions to our global community.

SMA Prep will maintain a close working relationship with Sarasota Military Academy High School (SMAHS). SMAHS JROTC Cadet Leaders will serve as mentors and examples of honor, service, and academic success. The leaders will be visible and active on the SMA Prep campus throughout the year. SMA Prep students will participate in parades and community service activities side-by-side with SMAHS Cadets. Students will also benefit from the continuity of a structured, military-modeled environment throughout middle and high-school.

B. Describe how the school will utilize the guiding principles found in section 1002.33(2)(a), F.S.

- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.*

SMA Prep will meet high levels of academic achievement by aligning its curriculum with Next Generation Sunshine State Standards as well as Common Core Standards and enhancing the curriculum with the rigor and relevance of an internationally-minded curriculum framework. This combination is designed to challenge students with the highest academic standards while connecting these standards to engaging, real-world topics of interest.

A vital aspect of the School's approach to meeting high standards of student achievement will be through the empowerment and continuous professional development of highly-qualified teachers. Teachers will be challenged to evaluate their performance and adjust their practices based on student achievement data. Differentiated Instruction and the Gradual Release of Responsibility (GRR) model will serve as the foundation of research-based teacher best practices. Critical, reflective, intercultural-minded thinking will be infused into every learning

experience and high-standards for behavior and respect will create an environment that promotes student achievement.

Prior to enrollment, parents and students will have a clear understanding of the unique curriculum and behavioral expectations of SMA Prep. Information will be shared through the school website, open houses, printed media, community events, and student ambassadors. Families will also have the opportunity to meet with an SMA Prep faculty member to determine if the curriculum and structure of the School align with the needs and interests of the student. A commitment to consistent, informative community communication will ensure that parents are given the opportunity to choose among diverse educational opportunities within the Sarasota County public school system.

- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.*

SMA Prep will analyze data derived from annual State Accountability Reports in order to determine the level of success toward meeting student needs. The results of this analysis will be utilized during the development of the School Improvement Plan (SIP). The SIP will serve as a means of accountability that can be reviewed by all stakeholders over time. The goals and objectives outlined in the plan will be supported through necessary financial allocations.

The Governing Board of SMA Prep will ultimately be responsible for ensuring that the School has the resources it needs to meet high standards of academic achievement as outlined in the SIP. Using the SIP as a guide, the School will annually prepare an operating budget that must be approved by the Governing Board at a scheduled board meeting. School specific control of the operating budget will allow SMA Prep to utilize funds in way that aligns with the mission of the school. This will include the hire of highly-qualified teachers, ample professional development for all staff, technology that promotes student engagement, and safe, inviting facilities.

The operating budget will be evaluated each year based on the student achievement trends at SMA Prep. Continuous action research with applicable data will allow the School to identify the specific expenditures that are contributing to high student achievement. The Governing Board will rely heavily on this data when reviewing the operating budget each year.

- *Provide parents with sufficient information on whether their child is reading at grade level and whether the child gains at least a year’s worth of learning for every year spent in the charter school*

SMA Prep will utilize baseline reading assessments to identify each student’s level of achievement in Reading as well as each student’s level of mastery of specific standards within the Reading curriculum. Baseline assessments will include, but are not limited to, the Florida Comprehensive Assessment Test 2.0 (FCAT 2.0). Data from baseline assessments will drive reading instruction throughout the year. Instruction will be differentiated for each student according to his/her strengths and weakness as demonstrated on the FCAT 2.0. Scores on FCAT 2.0 in subsequent years will serve as evidence of reading gains. Students may demonstrate at least one year’s growth in reading achievement in one of three ways:

FCAT Achievement Level	Improve one or more achievement level (e.g. 1-2, 2-3, 3-4 or 4-5)		
Proficiency	Maintain a level of 3, 4, or 5 without dropping from a previous score		
Minimum Increase in Vertical Scale Score for Achievement Level 1 or 2	<u>Grade 6 to 7</u> Level 1: 8 Level 2: 7	<u>Grade 7-8</u> Level 1: 7 Level 2: 6	<u>Grade 8 to 9</u> Level 1: 6 Level 2: 5

SMA Prep is committed to parent communication regarding student reading achievement level and progress. All parents will receive a letter upon registration explaining, in plain language, how a student can demonstrate at least one year’s growth in reading. Progress Monitoring will then be utilized to ensure that students are making sufficient progress in reading throughout the year. SMA Prep will administer Florida Assessments for Instruction in Reading (FAIR) three times per year. The FAIR will serve as the formal progress monitoring tool at SMA Prep. Results of the FAIR tests with an explanation of scores will accompany report cards.

C. Describe how the school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.

- *Improve student learning and academic achievement.*

Academic success at SMA Prep begins with a structured learning environment that values mutual respect between students, teachers, staff, parents, and community members. SMA Prep will employ a military-modeled organizational structure that will encourage student-directed leadership. Leadership will build within the student body minimizing the need for administrative intervention. The Positive Behavior Support model will be used to support a positive culture at SMA Prep. Academic and personal integrity will be a daily focus.

Differentiated instruction with a focus on student engagement and interaction will result in improved student learning. This approach will be especially effective when targeting low-achieving students. SMA Prep will participate in all state level testing programs and will utilize this data to closely monitor student progress and better meet student needs. Specifically, data will be used to:

- Identify students reading below grade level
- Identify students performing below grade level in mathematics
- Identify high-achieving students who would benefit from additional enrichment
- Set annual goals for student learning in each core subject area
- Implement a comprehensive, research-based reading program
- Implement a proactive, effective remediation program

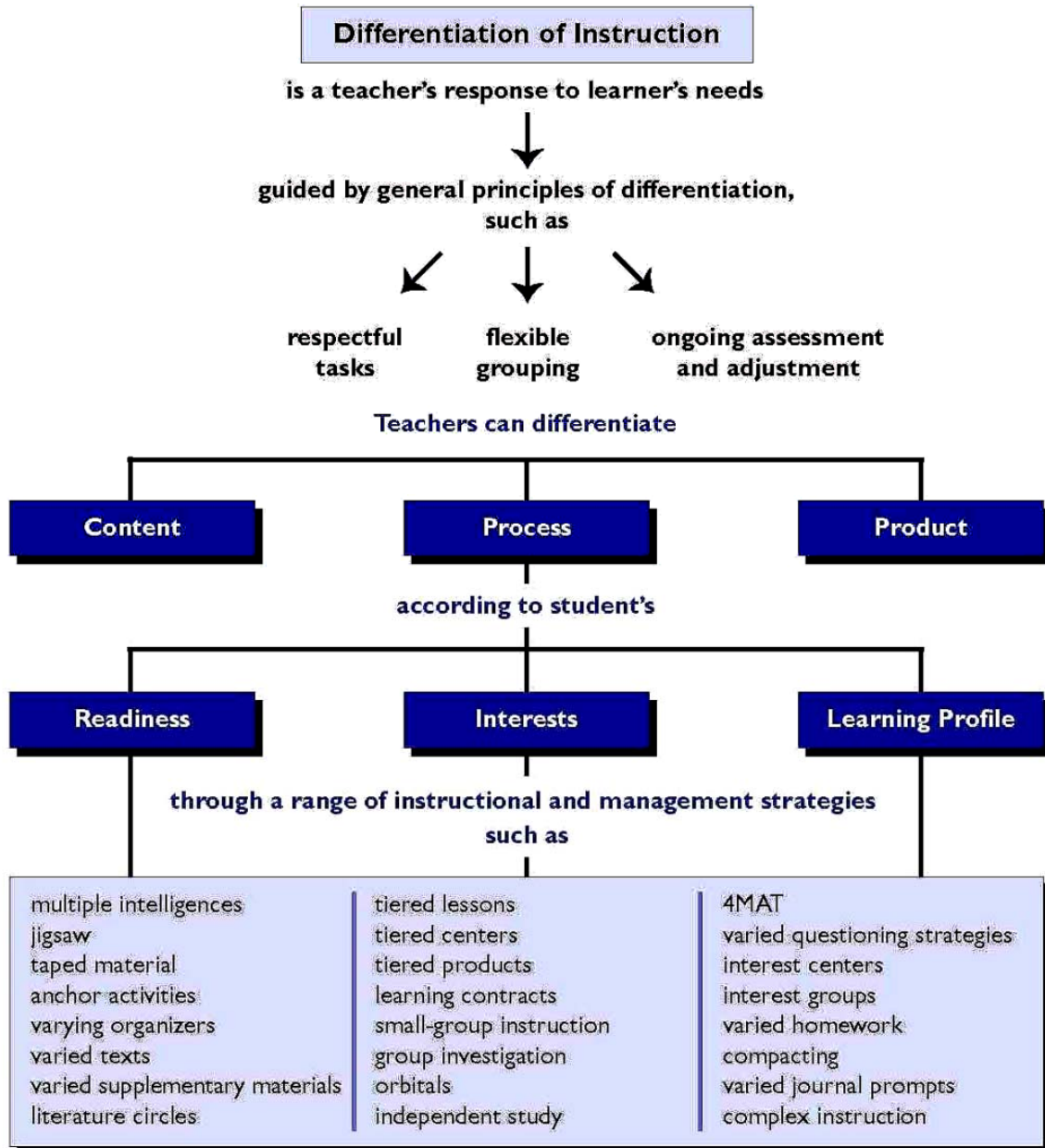
Parent participation will be integral to the success of SMA Prep. Parent volunteer opportunities will be made accessible and inviting. An effort will be made to tailor volunteer opportunities to meet the needs, demands, and capabilities of individual families. Parental involvement will also be fostered through the School's Student Information System which allows parents to receive real-time updates of their child's grades and attendance. In addition, every teacher at SMA Prep will be required to maintain a simple website or blog that clearly communicates the standards of focus for the week, an outline of weekly activities, and a complete list of all homework assignments. Training will be provided for teachers who need assistance with the development or upkeep of a website or blog. This level of open communication will eliminate many of the misunderstandings that lead to conflict between students, parents, teachers, and staff. With a reduction in conflict, SMA Prep staff can focus time and energy in areas that directly impact student learning, including the planning of dynamic lessons and learning experiences, data analysis, professional development, and varied assessment tools.

➤ *Increase learning opportunities for all students with a special emphasis on low-performing students and reading.*

The research-based instructional method at SMA Prep will be centered on Differentiated Instruction through the Gradual Release of Responsibility (GRR) instructional model. The School will ensure that all teachers have ample and continuous training in these areas, and reading instruction will be infused into all core subjects and exploratory studies. Students will feel this continuity of instructional methods across all classrooms and subject areas, allowing them to gain the most benefit from each learning opportunity. Differentiated Instruction through GRR was selected because of its effectiveness with students of all achievement levels. Low-performing students can flourish in this environment, while not feeling excluded or overly

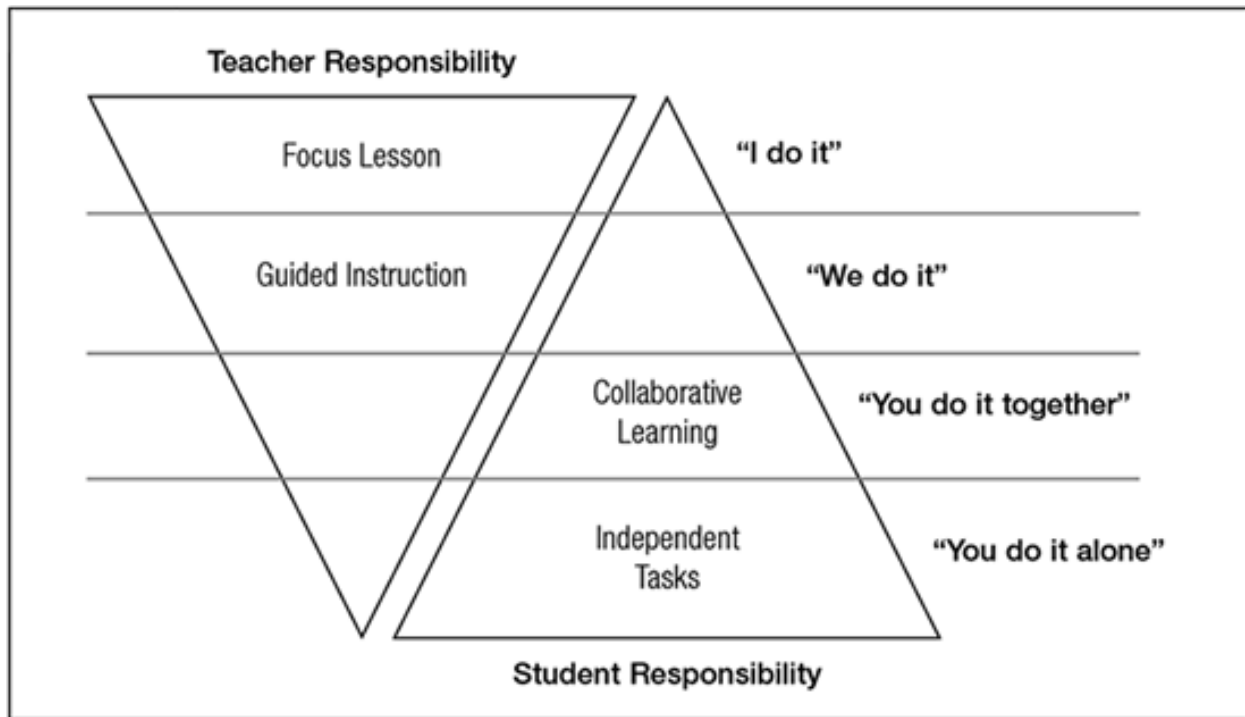
pressured. A graphic summary of Differentiated Instruction Methods and the GRR Instructional Model are included below.

Differentiated Instruction



(Tomlinson & Allan, 2000)

Gradual Release of Responsibility



(Frey & Fisher, 2008)

Additional Assistance

When learning gains are not progressing toward defined goals, additional resources will be readily available. For students that require additional support, tutoring will be available at the School 4 days per week. The goal of tutoring sessions is to offer small group and individual instruction to bring students up to grade level expectations.

Our plan for addressing low-performing students involves continuous collaboration between all stakeholders. Initiating and strengthening collaboration between school, home, and communities will provide the basis for support and reinforcement of student learning. Involving families in remediation decisions and interventions, and engaging families in a collaborative manner are critical to successful implementation.

➤ *Encourage the use of innovative learning methods*

Learning opportunities in all subject areas will be enhanced through the SMA Prep theme of "Global Leadership". Through hands-on, real-world application of standards, students will take ownership of their learning and will identify how they can use new knowledge to make positive contributions to our society. SMA Prep learners strive to be inquires, knowledgeable, thinkers,

communicators, principled, open-minded, caring, risk-takers, balanced, and reflective. This learner profile will serve as a means of uniting the School with a common focus on the whole person as a lifelong learner. It applies to students, teachers, parents and administrators. All members of the SMA Prep community will be challenged to be continually learning.

After gaining knowledge through engaging, effective lessons, students will be expected to internalize this knowledge through authentic extension activities. Student inquiry, rather than teacher directive, will drive projects and research. Students will be expected to answer genuine questions and make meaningful contributions through their work. SMA Prep recognizes the amazing potential of middle school students to formulate interesting ideas that have true value and that deserve respect and attention. Through its encouragement of authentic inquiry and research, SMA Prep aims to instill a feeling of value and purpose in each of its students.

➤ *Require the measurement of learning outcomes*

In addition to full participation in all state-mandated testing and accountability requirements, SMA Prep will conduct further analyses of student achievement through other proven assessment tools deemed appropriate and necessary. Data analysis will be used to identify students who are not making adequate progress toward annual learning gains in reading, mathematics, writing and science. SMA Prep will seek to view accountability reports from various perspectives to target specific areas of weakness. This process may include viewing data grouped by grade level, teacher, gender, socio-economic background, attendance, parental involvement, learning style, or any other aspect of the student population that will enhance understanding of student needs.

A key attribute of SMA Prep's data-driven instructional process will be its communication of learning measurements to all stakeholders. To promote such communication, the School will ensure that the state-issued Annual Accountability Report and the School Improvement Plan are made readily available to all stakeholders. These documents will provide results regarding learning outcomes and progress toward learning goals. Instructional practices will be re-evaluated on an annual basis to allow for adjustment of techniques, strategies, and curricula with the intention of more significantly affecting learning outcomes. Such adjustments will be incorporated into the SIP and will ultimately provide a vehicle for continuous, reflective improvement and overall academic success.

D. Describe how the charter school will fulfill, if applicable, the optional purposes of charter schools found in section 1002.33(2) (c), F.S.

➤ ***Create innovative measurement tools***

In addition to a focus on data derived from State Accountability Reports, SMA Prep will provide varied and authentic assessments within the classroom. These methods will include:

- Daily formative assessment (ex: exit tickets, one-minute papers, whiteboards, visual representation, journaling, observation)
- Self-assessment and reflection
- Student-directed research
- Hands on experimentation and investigation
- Open-ended problem solving
- Portfolios

The varied assessment methods utilized by SMA Prep teachers will allow students many opportunities to demonstrate their academic achievement and will distinguish SMA Prep as a school that values individualized, authentic assessment.

➤ ***Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.***

SMA Prep seeks to provide rigorous competition within the local school district through the creation of a school with the highest standards of behavior and academic achievement. The driving force of the School will be its military-modeled structure, rigorous curriculum, and emphasis on global leadership. While the School views traditional public schools as partners in improving public education, the School believes that its capacity to move all students to higher levels of performance and proficiency will provide a climate for rigorous competition within the district. Based on the principle that critical thinking and international-mindedness are of paramount importance to a well-rounded education, the School will not only provide a rigorous academic curriculum to its own students, but will also serve as a model for the district that will stimulate and motivate ongoing improvement for other public schools.

➤ ***Create new professional opportunities for teachers, including ownership of the learning program at the school site.***

Continuous professional development for teachers will be a top priority at SMA Prep. The School will employ teachers who exemplify lifelong learning and who welcome the opportunity

to improve their instructional practices. Professional development for all SMA Prep teachers will include (but is not limited to) the following research-based best practices:

- Differentiated Instruction
- Gradual Release of Responsibility
- Positive Behavior Support
- Authentic Assessment (formative and summative)
- Data-driven Instruction
- Classroom Management

SMA Prep administration will conduct a professional development needs assessment at the beginning of each school year. This needs assessment will be utilized when planning professional development opportunities for the year. At the end of each school year, teachers and administrators will complete a survey to provide feedback regarding the professional development provided throughout the year. These results will be analyzed and used along with student performance data to facilitate the school improvement process.

Section 2: Target Population and Student Body

A. Describe the anticipated target population to be served.

The School will serve students in grades 6-8 who reside in Sarasota County or neighboring counties. In accordance with Federal and State anti-discrimination laws and the Florida Educational Equity Act, Section 1000.05(2) (a), the School will not discriminate on the basis of race, gender, ethnicity, national or ethnic origin, or disability in the admission of students.

- *Provide the following projection for each year of proposed operation the grades that the school will serve, the projected number of students to be served in each grade, the number of students expected in each class, and the total number of students enrolled.*

SMA Prep aims to have an initial enrollment of 425 students and growing to 525 students by year three. The average class size will be 25 in core classes, 25 in exploratory classes, and 15 in intensive classes.

The table below summarizes the projected student enrollment by year:

	2014/2015	2015/2016	2016/2017
6th	150	175	180
7th	150	165	180
8th	125	135	165
TOTAL	425	475	525

- *Provide a description of how the student population projections were developed.*

Student population projects were developed based on the School's belief in the benefits of a small school that utilizes a team philosophy. Each teacher will be part of a Professional Learning Community (PLC) and will have daily collaborative planning or professional development with their PLC in addition to individual teacher planning. Designated individual and collaborative planning for all teachers supports the School's commitment to critical thinking through cross-curricular connections. SMA Prep is committed to providing teachers with the time and resources they need to implement engaging, effective lessons.

Section 3: Educational Program Design

A. Describe the school’s daily schedule and annual calendar, including the annual number of days and hours of instructional time.

SMA Prep will follow the academic calendar of Sarasota County Schools which provides 180 school days. The school day will run from 8:15 to 3:00 each day (6.75 hours per day, 1,215 hours per year). This schedule is intentionally staggered with the SMAHS schedule to allow Cadet Leadership from SMAHS to lead formation each morning at SMA Prep and to be active and visible on the SMA Prep campus in the afternoons. This will also be efficient in terms of shared transportation, security, and food service resources. Samples of teacher and student schedules are provided below.

SAMPLE TEACHER SCHEDULES

6th Core (4)	7th Core (4)	8th Core (4)	Spanish (3)	PE (2)	Art/Music	Reading
<i>formation</i>	<i>formation</i>	<i>formation</i>	<i>formation</i>	<i>formation</i>	<i>formation</i>	<i>formation</i>
Period 1	PLC	Period 1	Period 1	Period 1	planning	planning
Period 2	planning	Period 2	Period 2	Period 2	PLC	PLC
Period 3	Period 3	PLC	Period 3	planning	Period 3	Period 3
Period 4	Period 4	planning	Period 4	PLC	Period 4	Period 4
PLC	Period 5	Period 5	planning	Period 5	Period 5	Period 5
planning	Period 6	Period 6	PLC	Period 6	Period 6	Period 6

SAMPLE STUDENT SCHEDULES

***actual school times subject to change*

6th		7th		8th	
8:20-8:30	FORMATION	8:20-8:30	FORMATION	8:20-8:30	FORMATION
8:30-9:25	CORE	8:30-9:25	EXPLO	8:30-9:25	CORE
9:30-10:25	CORE	9:30-10:25	EXPLO	9:30-10:25	CORE
10:30-11:25	CORE	10:30-11:25	CORE	10:30-11:25	EXPLO
11:30-11:55	LUNCH	11:30-11:55	CORE (part 1)	11:30-12:25	EXPLO
12:00-12:55	CORE	12:00-12:25	LUNCH	12:30-12:55	LUNCH
1:00-1:55	EXPLO	12:30-12:55	CORE (part 2)	1:00-1:55	CORE
2:00-2:55	EXPLO	1:00-1:55	CORE	2:00-2:55	CORE
		2:00-2:55	CORE		

B. Describe the proposed charter school’s educational program.

SMA Prep will offer a comprehensive middle school curriculum utilizing the district curriculum guidelines and the state of Florida course descriptions. The School will also utilize the district’s "Middle School Student Progression Plan" to ensure that students may transfer into, and from, other district middle schools. The School will be scheduled on a 6 period day. Students will have 4 core classes (Language Arts, Math, Science, Social Studies) and 2 exploratory classes (Spanish, PE, Arts, Medal of Honor, intensive courses) each day. Technology that promotes student engagement and student-directed research will be infused into every classroom. SMA Prep will offer high-school credit in Algebra I, Geometry, and Spanish I. Student coursework each year is summarized in the table below:

2 Semester Subject Areas	1 Semester Subject Area	As Needed (replacing Spanish)
Language Arts	Physical Education	Intensive Reading
Math	Visual/Performing Arts	Intensive Math
Science	Medal of Honor	Course Recovery
Social Studies		
Spanish		

Military-Modeled Structure

The focus of the instructional program is to provide students with a strong developmental academic program built within a military-modeled concept. Students will begin each day with formation—a time to honor their country and come together as a student body. Through peer leadership, students will learn discipline, self- confidence, and the rewards of self-directed goal attainment. Peer leadership will be evident in every classroom and school activity. Both students and faculty members will wear uniforms, and students will be expected to provide full military courtesy to their teachers who will be given an honorary rank of Captain. The School will be organized along military authority lines, including the standard use of companies, platoons and squads with student leaders at each level. SMAHS JROTC Cadets will serve as visible, active role-models for SMA Prep students. SMAHS JROTC Cadets in leadership positions will rotate duties on the SMA Prep campus.

Instructional Methods

The Gradual Release of Responsibility (GRR) model is an instructional method that naturally promotes differentiated instruction and can be applied to all subject areas and grade levels (Fisher & Frey, 2008). The GRR model supports differentiated student learning through a gradual movement from teacher knowledge to student understanding and application. Rather than a lesson moving abruptly from teacher instruction directly to individual practice, a GRR lesson will move within four stages:

“I do it”- Teacher Focus Lesson

The Teacher Focus Lesson is usually brief and is an opportunity for the teacher to present the purpose of the lesson, establish the intended outcomes, activate background knowledge, and model teacher thinking and understanding.

“We do it”- Guided Instruction

Guided Instruction gives students the confidence to work with a new concept with the support of the instructor. Teachers prompt, question, facilitate, or lead students through activities that promote student understanding of the new concept. Guided instruction may be whole-class or small-group focused depending on the nature of the concept and the intended outcome.

“You do it together”- Collaborative Learning

In order to take ownership of a new concept, students must have the opportunities to discuss, debate, question, and think with other students. Collaborative activities, also called productive group work, must be designed to require an authentic group purpose with individual accountability. Student engagement and involvement is the key to this stage of the GRR model.

“You do it along”- Independent Tasks

Independent Tasks allow students to solidify understanding, demonstrate knowledge, and apply their knowledge to areas of interest. This stage of the GRR model will also include either formative or summative assessment. Results of these assessments will be utilized when planning subsequent lessons.

C. Describe the research base for the educational program.

The research base for the educational program at SMA Prep is focused on Gradual Release of Responsibility as well as evidence of an existing high-performing school design, Sarasota Military Academy High School (see section F).

Gradual Release of Responsibility

The gradual release of responsibility is a model of instruction that “emphasizes instruction that mentors students into becoming capable thinkers and learners when handling the tasks with which they have not yet developed expertise” (Buehl, 2005). The GRR model has been documented as an effective approach for improving achievement in writing (Fisher & Frey, 2003), reading comprehension (Lloyd, 2004), and literacy for English language learners (Kong & Pearson, 2003). In a study of students with diverse cultural and linguistic backgrounds, it was found that a gradual release of responsibility from the teacher to the student resulted gains in reading comprehension, reading unfamiliar sight words, and metacognitive control (Kong & Pearson, 2003). A study that focused on the questioning strategy of the GRR model found that students were more engaged in a lesson if they practiced the skills of discussion, summarizing, debating, and analyzing in context. Students were also better able construct meaning as they identified vocabulary in context, assisted other students, and contributed background information unique to their own experiences (Lloyd, 2004).

Fisher & Frey (2008) states:

We don't need more prescriptive teaching, but rather more precision in our teaching. Precision teaching requires that teachers know their students and content well, that they regularly assess students' understanding of the content, and that they purposefully plan lessons that transfer responsibility from the teacher to the student. It is through this very purposeful classroom structure that learning occurs.

D. Explain how the educational program aligns with the school’s mission.

The mission of Sarasota Military Academy Prep is to cultivate global leaders of tomorrow. Through the combination of a rigorous academic curriculum in a structured, military-modeled environment, students will meet high academic and behavioral expectations. We endeavor to promote honor, leadership, patriotism, intercultural understanding and critical thinking, allowing students to make meaningful contributions to our global community.

The educational program at SMA Prep will be well aligned with the school’s mission. Each component of the education program at SMA Prep was purposefully chosen to align directly with one or more components of the School’s mission. The curriculum will promote intercultural understanding, a global perspective, and critical thinking. The GRR model will ensure that the curriculum is implemented in a way that promotes differentiated instruction and high academic expectations for all students. The curriculum and instructional methods at SMA Prep will be enhanced through the military-modeled structure that places honor, leadership, and patriotism as the foundation of each school day. The culmination of these components will achieve our mission of cultivating “global leaders of tomorrow”.

E. Explain how the services the school will provide to the target population will help them attain the Next Generation Sunshine State-Common Core Standards, as required by section 1002.33, F.S.

The School proposes to meet high standards of student achievement by aligning its curriculum with the Next Generation Sunshine State Standards and Common Core Standards, then enhancing this curriculum through the GRR Instructional Method, and military-modeled structure. This unique approach to meeting high academic standards, coupled with a high degree of local parental choice, provides the standards, flexibility, and diversity intended by the Charter School Statute.

F. If the school intends to replicate an existing high performing school design, provide evidence that the existing design has been effective and successful in raising student achievement.

Sarasota Military Academy is looked to as a model of exemplary educational practices throughout the state of Florida. SMA Prep will work closely with SMAHS to adapt the leadership and structure methodologies that have been successful at SMAHS to a middle school environment. The military-modeled structure will be the foundation of SMA Prep. The many achievements of Sarasota Military Academy High School include:

- Ranked an “A” School by the State of Florida
- Fully accredited by the Southern Association of Colleges and Schools
- Sarasota’s only Five Star high school
- Recipient of the United States Army’s highest award, “Honor Unit With Distinction”

Section 4: Curriculum Plan

A. Describe the school's curriculum in the core academic areas, illustrating how it will prepare students to achieve the Next Generation Sunshine State-Common Core Standards.

The purpose of the instructional program is to provide appropriate research-based instruction and selected services to enable students to perform academically at their grade level or higher while recognizing the wide range of student abilities, motivation, interests and development. Differentiation will be utilized for students below, at, and above comprehension of content. Rigor and relevance will play an integral role in SMA Prep's curriculum and educational program. IEP/ELL/EP and 504 plans will strictly be adhered to and accommodations met according to law. The curriculum will adhere to the Sarasota County School District Middle School Progression Plan, Next Generation Sunshine State Standards and integration of the Common Core State Standards Benchmarks. Curricula will be aligned vertically and horizontally in order to prepare students for FCAT and End of Course state assessments. Teachers at SMA Prep will be required to document instruction of the Florida Next Generation Sunshine State Standards and Common Core Standards Benchmarks by completing daily lesson plans as well as records of weekly and monthly planning units. A generalized lesson plan format will be used by all teachers to ensure specific objectives are taught, benchmarks are met as listed in the curriculum, and ESE/EP/ELL, 504 and RtI practices are included. Faculty and staff will also utilize PLC's for Common Core Crosswalk with resources available through the FCAT Test Maker Pro.

SMA Prep will provide a smooth transition from elementary school to middle school through its emphasis on the whole child. The core of the curriculum consists of subject groups integrated through five interactive areas providing global contexts for learning, relevant to today's global society.

Students will be required to study language arts, social studies, science, mathematics, physical education, and arts/leadership with technology and literacy infused throughout. Teachers will organize the curriculum using the following five key core features:

- **Approaches to learning (ATL)**-are skills that students will develop and apply. Through approaches to learning, students are provided with the tools to enable them to take responsibility for their own learning. Central to this is "learning how to learn" and developing in individuals an awareness of how they learn best, of thought processes and of learning strategies.

- **Community and service**-considers how students can learn about their place within communities and be motivated to act in new contexts. The emphasis is on developing community awareness and concern, and the skills needed to make an effective contribution to society.
- **Health and social education**-is designed to help students identify and develop skills that will enable them to function as effective members of societies. Students also learn about how they are changing and how to make informed decisions that relate to their welfare. The aim is to develop in students a sense of responsibility for their own well-being and for their physical and social environment.
- **Environments**-explores how humans interact with the world at large and the parts we play in our virtual, natural and built environments. Through coursework and activities, teachers will help students to gain an understanding of related concepts and issues at the personal, local and global levels by guiding their investigations.
- **Human ingenuity**-deals with the way in which human minds have influenced the world and consider the consequences of human thought and action. This area of interaction allows students to explore in multiple ways the processes and products of human creativity, and to consider their impact on society and the mind.

These five core features provide the main focus for developing the connections between the disciplines, so that students will learn to see knowledge as an interrelated, coherent whole. The five core values are embedded in the subjects and developed naturally through them, along with the values of literacy, honor, leadership, and patriotism. These principles provide both an organization and an extension of learning within and across the subjects, through the exploration of real-life issues, inspired by special activities and interdisciplinary projects. These standards are a vehicle for refining conceptual understanding through different perspectives and guide reflection and lead from knowledge to thoughtful action.

Students will be prepared to achieve the Next Generation Sunshine State Standards-Common Core Standards (NGSSSS-CCSS) through the following means:

- SMA Prep will follow the same core curriculum as Sarasota County Public Schools, which is aligned to the Common Core Standards and Next Generation Sunshine State Standards at the appropriate grade levels.
- The objectives of the SMA Prep are built upon the Florida NGSSS and CCSS.
- Teachers at SMA Prep will be required to document instruction of the Florida NGSSS-CCSS by completing lesson plans as well as recording weekly and monthly thematic unit plans. The leadership team will identify monthly themes across the curriculum to ensure cross-content coverage. PLC's will generate vertical and horizontal alignment of

themes. A generalized lesson plan format will be used by all teachers to ensure specific objectives are taught, benchmarks are met as listed in the curriculum, differentiation is infused, and ESE, ESOL, and MTSS practices are included.

- The curriculum is designed to serve students of all ability levels. SMA Prep curriculum is performance-based in keeping with Florida's NGSSS-CCSS and results rather than processes are emphasized. Through differentiation of instruction students will be encouraged to use a variety of strategies to master the objectives.

Language Arts/Reading

SMA Prep will adopt the Comprehensive Research-Based Reading Plan (CRRP) and will incorporate the requirements of the Middle Grades Reform Act and the 2010 Next Generation State Standards (blended Common Core Standards) – English/Language Arts. SMA Prep will not have a reading series for students on or above level. All students will have ample opportunity to read through their literature, science, and social studies classes. Level 1 and disfluent Level 2 students Holt-McDougal *Bridges to Literature* will be used for Level 1 and Level 2 readers. *Language!* will be used for ESE students in need of reading intervention. SMA Prep will adhere to the procedures in Sarasota County Public School District's k-12 Comprehensive Reading Plan.

The language arts programs will strongly facilitate the overall SMA Prep commitment to written and verbal communication. Students will build their vocabulary and solid grammatical foundation to support their in-depth study of literature and composition. Students will explore and analyze the complexities of literature from classical works to modern masterpieces, with a global perspective. Each piece will be examined for its content and its social and cultural relevance. Students will acquire the ability to read critically, to identify stylistic and rhetorical devices of poetry and prose, and will develop understanding of the relationship between literary form and content.

Advanced comprehension skills are developed through the use of context clues, figurative language, point-of-view, and cause and effect. Students will learn to create summaries, identify main ideas, and compare and contrast story elements within various literary genres including: news, articles, short stories, persuasive texts and poetry. The writing component will focus on proofreading and editing skills, allowing students to apply their knowledge of conventions and appropriate use of grammar.

Language Arts and Literacy are the fundamentals to all curricular areas at SMA Prep. Language Arts exemplifies the academic rigor and standards of excellence found across the middle school curriculum through listening, speaking, and reading, and expanded writing skills. This includes

enriched vocabulary, sophisticated grammar skills, technology and differentiated instruction. Thematic units will be utilized and will incorporate Language Arts and Literacy.

Sixth Grade

In 6th grade English, students will read at least six major texts in various genres of literature including short story, poetry, essay (descriptive, narrative, expository, and persuasive), and novel. The course has goals for the areas of reading, writing, speaking and listening, and language in an effort to make students able to read and write confidently in all subject areas. In the area of reading students will learn to see how text supports their analysis and how a story's plot can proceed in small steps carried by the response of characters. They will learn how the meaning of words can change based off of how they are used and to analyze how specific sentences add to the development of the theme or plot. The students will be able to describe how the experience of reading a text differs from that of listening to the text or watching a live performance based on the text. Throughout the course students will develop proficiency in writing argumentative, informative, and narrative texts. They will learn to clearly show and develop their topic or theme with proper language and grammar. Students will also learn more about the editing and revising process for their essays. The students will learn how to conduct research in order to answer a question, gathering information from various but accurate sources. They will be able to support their writing using evidence found in other texts. To develop their speaking and listening skills students will practice presenting their own claims by giving their ideas in a logical order. They will also learn to use various multimedia components in their presentations and to give their presentations using strong speaking skills such as appropriate eye contact and clear pronunciation. The students will learn how to collaborate with others on grade level appropriate content by coming to discussions Prepared and following rules for friendly discussions. In all aspects of their writing and speaking students will show an appropriate command of the English language, particularly in terms of pronoun usage. Students will focus on using appropriate punctuation and spelling throughout their writing. Most of the major texts will be read in the literature circle format, meaning that students choose their own reading materials from an approved list of YA literature, set their own reading calendars, engage in small group discussion about their books, and present a group oral book project after finishing the book. All reading selections are chosen with an eye on issues of gender, ethnicity, and cultural diversity, as they exist in our contemporary world. While reading, students will strengthen literal comprehension of texts as well as develop an ability to draw inferences from implied meanings. They also analyze how a text is structured and how an author employs story elements. Students do journaling on their reading. As writers, students will produce poems, stories, and essays for class, taking all major pieces through the writing workshop process: prewriting, drafting, peer responding, revising, proofreading, and publishing. Students use the laptop writing-lab in class to work on keyboarding and other technology skills.

They will also have many grammar, spelling, and vocabulary lessons over the course of the year in order to enrich their own writing and make it more sophisticated and polished. At the end of the year, each student will produce a personal Heroic Journey Anthology of their 6th grade academic year. Sixth grade teacher's will work together to teach a variety of interdisciplinary lessons focused on a preselected theme. Throughout these interdisciplinary lessons, students are reading and writing across the curriculum—writing for history lessons and reading for science lessons while in English.

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Seventh Grade

Seventh grade English will be designed to support students in their enjoyment of reading and writing, while teaching and fostering the analytical skills necessary for literary analysis. The course has goals for the areas of reading, writing, speaking and listening, and language in an effort to make students able to read and write confidently in all subject areas. In the area of reading students will further develop their abilities to determine a text's main ideas and to analyze them based off of textual evidence. They will learn to analyze how an author organizes their text and the purpose of the chosen point of view. The students will develop the skills to compare and contrast the written and multimedia versions of a text, and how different writers approach the same topic. In terms of writing, the students will continue to develop their skills in writing argumentative, informative, narrative, and research texts. They will be able to produce clear writing that has appropriate organization and style for the topic at hand. The students will learn to use technology to produce and publish their writing and to link and cite sources. The students will continue to develop their research skills by drawing evidence from different texts that support their own writing. To develop their speaking and listening skills students will learn to ask good questions that lead to group discussion and to modify their own views in accordance with new information and ideas expressed by those around them. The students will

also practice speaking in front of a group while using relevant descriptions, facts, and details to support an opinion. Throughout their writing and speaking students will continue to show their command of the English language, particularly in the uses of phrases and clauses and varied types of sentences. While writing students will continue to practice conventions, specifically the uses of commas to separate coordinate adjectives. Students will read two class novels, three independent reading books, poetry, non-fiction, short stories, and a play. All reading selections will be chosen with an eye on issues of justice as they relate to our contemporary world. Students will continue to learn and practice multiple reading strategies and to expand their vocabularies within the context of their reading and writing. They will continue to learn and identify literary and poetic devices and expand upon their knowledge of grammar and spelling. Seventh grade English will use the writing workshop approach (periods of concentrated daily writing, with guided movement through all steps of the writing process, including self and peer editing, and individual writing conferences with the teacher) to generate literary essays, a persuasive letter, creative non-fiction, poetry, and narrative prose. Students will use the laptop mobile lab in class for research and word processing. Throughout the year, students will systematically make their way through a review basic writing rules (conventions) to help them solidify the mechanics of their writing. Independent reading project presentations and poetry recitations provide students with opportunities to practice their public speaking, both formally and informally.

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Eighth Grade

In eighth grade English, students will be encouraged to discover the existing links among literature, history, and humanity. The course has goals for the areas of reading, writing, speaking and listening, and language in an effort to make students able to read and write confidently in all subject areas. In the area of reading students will be able to determine the

main idea of a text and analyze the text using specific lines from the text and/or dialogue add to the story and support their analysis. The students will continue to practice using context clues to determine the meanings of words, but will also learn to use these clues to deduce figurative or connotative meanings. They will also learn to compare two different types of texts and discuss how those differences impact the meaning of the texts. Point of view will be understood as a way to change the connotations of a text. After completing this course students should be able to read and understand various types of literature appropriate for their grade level. In the area of writing the students will become adept at writing argumentative, informative, narrative, and research essays. They will learn to use clear and easy to understand writing with style and function appropriate to their topic. The students will learn how to revise and improve their writing using guidance from peers. The students will learn to research topics using valid and varied sources to gather important information. The proper use of citations and paraphrasing will be emphasized. The students will learn to use texts they have read in order to support their opinions and arguments in a logical way. To improve their speaking and listening skills students will learn to effectively engage in collaborative discussions and analyze information presented in various media and formats. They will learn to evaluate the soundness of reasoning in a speaker's argument and claims. Students will also learn to present their own claims and arguments in logical and coherent ways. They will be able to show a command of formal English language in order to support their claims. Throughout their writing and speaking students will demonstrate their command of English grammar and writing conventions. Texts used in this course will be thoughtfully chosen to call upon readers to consider individual and group identity, as well as social exclusion. Students will read, interpret, and write nonfiction, fiction, and poetry. As the year progresses, students will move from literal comprehension to a deeper understanding and appreciation of literary technique. Reading and writing are inextricably tied, so writing assignments will often be in response to published writers who represent a variety of stylistic devices and voices. Drafting, editing, and revision will be central to the curriculum, and a clearly structured self, peer, and teacher review process (via writing workshop) will encourage students to enrich their writing, as well as discover their own writing voice. Discussion will be an essential part of class as it requires students to reason, to produce evidence for their arguments, and to defend their ideas orally. It is through discussion that students recognize important issues, develop intellectual interests, and engage in problem solving. Periodically, students will be asked to consider controversial topics and learn to debate respectfully. Student ownership of discussion grows progressively from participating in small group discussions to conducting whole class inquiries. In addition to reading, writing, and discussion, students will conduct research during a multi-genre project which will encourage students to construct knowledge focused on a personal interest. After learning about the taxonomy and validity of questions, students will design their own essential question and methodology for research. They will then collect, store, and classify data, all while considering their question from multiple

perspectives. In addition to honing their critical thinking, reading, and writing skills, students will learn academic citation methods and refine their presentation skills.

Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices also helps student learning.

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

Mathematics

“In this changing world, those who understand and can do mathematics will have significantly enhanced opportunities and options for shaping their future . . . All students should have the opportunity and the support necessary to learn significant mathematics with depth and understanding.” From the National Council of Teachers of Mathematics

SMA Prep will follow the Florida Mathematics Curriculum utilizing the 2010 Next Generation State Standards-Common Core Standards, while incorporating FCAT test item specifications from the State of Florida in their daily lesson plans. Mathematics will provide students with an appreciation of the usefulness, power and beauty of the subject. One aspect of this is the awareness that mathematics is a universal language with diverse applications which promotes an understanding of how cultural, societal and historical influences from a variety of cultures have shaped mathematical thought. Students have a right to an education in mathematics that will ensure their mathematical literacy and development of concepts, skills and dispositions that are necessary for a productive life. The middle years are particularly critical when it comes to attitudes towards mathematics. The child’s attitude towards math can have a significant impact on their chances for success in high school and beyond.

SMA Prep intends to integrate thematic units including mathematics in order to create connections across content areas. The instruction will include hands-on activities, projects, applications of real-life situations and the use of technology. Literacy will continue to play an

integral role in the curriculum as well with the recognition of vocabulary, word walls, and journaling.

Students scoring at Level 1 and Level 2 on FCAT Mathematics will be placed in intensive math. Students will receive remediation, which may be integrated into the student's required mathematics course (s.1003.4156 (1)(c)).

Mathematics instruction will focus on abilities, interest, learning styles, and differentiated techniques.

Intensive Mathematics - The purpose of this course is to enable students to develop mathematics skills and concepts through remedial instruction and practice if the student requires more than intensive instruction within the regular mathematics course.

Course offerings will include:

- M/J Intensive Mathematics (Grades 6-8) for students who scored at level 1 or level 2 on FCAT Math 2.0 the previous year
- M/J Mathematics 1 (Grade 6)
- M/J Mathematics 1, Advanced (Grade 6)
- M/J Mathematics 2, (Grade 7)
- M/J Mathematics 2, Advanced (Grade 7)
- M/J Mathematics 3 (Grade 8)
- M/J Mathematics 3, Advanced (Grade 8)

Algebra 1 or Honors Algebra/Geometry - Beginning with 2011-2012 school year, to earn high school credit for Algebra 1, a middle school student must pass the Algebra 1 EOC Assessment. S.1003.4156 (1)(a)2. Beginning with the 2012-2013 cohorts the EOC will count 30% of the student's final grade.

Beginning with the 2012-2013 school year, to earn high school credit for Geometry, a middle school student must pass the Geometry EOC Assessment. S.1003.4146(1)(a)2.

Sixth Grade

Sixth grade is a time when all of the basic math skills will be solidified, strengthened and deepened. In tandem with this basic skills development will be an emphasis on creative problem-solving strategies and generalizing patterns to push the growth of each child's abstract thinking and logical reasoning ability. The beginning of algebraic thinking will be woven throughout the curriculum. Through a variety of assignments, activities, and projects, students

will have numerous opportunities to demonstrate their understanding of mathematics, their ability to apply their knowledge, and their ability to communicate effectively.

To satisfy the Common Core Standards for 6th grade mathematics this course focuses on four critical areas. First, students will learn to connect the ideas of ratio and rate to multiplication and division. If they can view ratios and rates as originating from and extending pairs of rows or columns the connection with multiplication and division allows students to expand on their skills. Second, the students will complete their understanding of the division of fractions and of the system of rational numbers, including negative numbers. They will understand the order and absolute value of rational numbers and the location of points on the four quadrants of the coordinate plane. Third, the students will learn to write and understand expressions and equations. The students will become able to write equations and expressions that describe a given situation. They understand that the solutions of an equation are the variables that make the equation true. The students learn to solve simple one-step equations and can create tables to describe the relationships between values. Fourth, the students will begin to develop an understanding of statistics. They will understand that data distribution may not have a definite center and that different methods of measurement can provide different values. The students will learn how to use and calculate the mean and median of a group of numbers. They learn how the measurement of variability helps to describe a set of data.

Students in Grade 6 also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposing them into pieces whose area they can determine. They reason about right rectangular prisms with fractional side lengths to extend formulas for the volume of a right rectangular prism to fractional side lengths.

Seventh Grade

Students will be introduced to many of the foundational concepts and skills of higher-level mathematics in specific areas: data collection and statistical analysis; geometry and trigonometry; rate, ratio, proportion, percent, and probability; numeration, number theory, and history; and the algebra of expressions and linear equations. Through the extensive use of cooperative problem-solving and individual projects, students will hone and expand basic and intermediate calculation skills, develop logical thinking skills, explore the constructive use of technology, continue to add each student's conceptual knowledge, and put skills and concepts into context through application and analysis.

This course follows the Common Core Standards for 7th grade mathematics and focuses on four critical areas. First, the students will develop an understanding of proportional relationships. They will use their understanding of ratios to develop an understanding of proportionality and solve single- and multi-step problems. The students will learn to use their understanding to solve a wide variety of percent problems. Students will learn how to graph proportional relationships and calculate and describe the slope of the line as a property used to describe a relationship. Second, the students will learn to understand operations with rational numbers and begin to work with expressions and linear equations. They will solidify their understanding of fractions, decimals, and percents as different ways to represent rational numbers. The students will become proficient in the addition, subtraction, multiplication, and division of negative numbers. Third, the students will learn to use two- and three-dimensional shapes to solve problems regarding area, surface area, and volume. They will continue to develop their understanding of area and circumference of a circle and surface area of three-dimensional objects. The students will use cross-sections of three-dimensional figures to relate the figures to two-dimensional shapes. Fourth, the students will learn to draw conclusions about populations based on samples. They will be able to compare data distributions to answer questions about different populations.

Eighth Grade

Students will be in either Pre-Algebra, Algebra I, or in Geometry. Our goal for creating and offering this program is to meet the individual child's needs as best we can. Scientific calculators and graphing calculators will be used to different degrees in each course. Upon successful completion of Algebra and Geometry coursework and End-of-Course exam, students will be awarded credit toward high School graduation.

This course is aligned with the Common Core Standards for 8th grade mathematics and focuses on three critical areas. First, the students will learn to formulate expressions and equations, show the association of data with a linear equation, and to solve linear equations. The students will become comfortable using the linear equation, $y = mx + b$. They will understand that m represents the rate of change of the two variables. In addition they will understand the graphs are lines through the origin. The students will become comfortable using a linear equation to describe the relationship between two values in bivariate data. They will also be able to solve problems with one linear equation and systems with two linear equations. Second, the students will learn to understand functions and to use a function to describe quantitative relationships. They will understand that functions help to describe situations where one quantity is dependent on another. Third, the students will learn to assess two- and three-dimensional shapes using distance, angle, and similarity using ideas about distance and angles and how they behave. The students will understand the Pythagorean Theorem and be able to explain why it is true. They will learn to use the theorem to find distances between points on the coordinate

plane, to find lengths, and to analyze triangles. The students will complete their study of volume by learning to solve for the volume of cones, cylinders, and spheres.

Science

SMA Prep will follow the Florida Curriculum for Science. Teachers will utilize the Next Generation Sunshine State Standards-Common Core Standards, while incorporating FCAT test item specifications from the State of Florida in their daily lesson plans.

The study of science aims to provide students with both a body of knowledge and an understanding of the scientific approach to problem solving. The ability to formulate hypotheses, design and carry out experiments to test them, and evaluate results constitutes the framework within which specific content is presented. The science curriculum will Prepare students to achieve NGSSS/CCSS by incorporating a hands-on approach to learning of the central science themes: life science, physical science, earth and space science, and the nature of science.

Among other skills, students are expected to:

- use basic laboratory equipment safely and efficiently
- make sensible estimates and take accurate measurements
- make scientifically supported arguments.

Students are also encouraged to relate the content of the classroom and laboratory to the realities of life as they develop critical-thinking and problem-solving skills.

Science courses promote an awareness of the increasingly international context of scientific activity—its impact and limitations—as well as the constant evolution of scientific knowledge and understanding. Students are encouraged to consider science as a constantly evolving cooperative venture between individuals and among members of the international community, influenced by social, economic, technological, political, ethical and cultural surroundings.

Different subtopics will be emphasized at each grade level in alignment with the NGSSS/CCSS. Students will have access to a state adopted text book series for use as a reference, but will also use team-based learning to investigate and master the material necessary to be successful on national and state level assessments.

The purpose of the science courses is to provide a sequence of a three-year course of study in exploratory experiences and activities in concepts of life, earth/space, and physical sciences. The content shall include, but not be limited to, scientific method, cells, human body, protists,

plants and animals, matter and energy, geology, astronomy, metrology, and oceanography. The course will meet requirements for sixth, seventh, and eighth grade students.

Science instruction will focus on abilities, interests, learning styles, and differentiated techniques.

Course offerings will include:

- Comprehensive Science I (Grade 6)
- Comprehensive Science II (Grade 7)
- Comprehensive Science III (Grade 8)

Biology - Beginning with the 2012-013 school year, to earn high school credit for Biology I, a middle school student must pass the Biology I EOC. S.1003.4156(1)(a)4.

Sixth Grade

In fulfillment of Florida's Next Generation Sunshine State Standards for 6th grade science, this class covers several different types of science such as physical science, ecology, and climatology. The students will learn about what scientists do and the similarities and differences between theories and laws. After reviewing the steps of the scientific method the students will design and conduct a scientific experiment. Students will discover what matter and atoms are made of and will learn how to read the periodic table. The class reviews the topics of force and motion, including Newton's laws of motion. The students will review the different types of energy and will learn about how energy is measured. Ecology is introduced to students as they learn about abiotic and biotic factors. The students will learn about how cells were discovered and will learn the basics of cell theory. Students will review major organ systems as they learn about how living things are organized. The students will learn about earth science, the water cycle, and the rock cycle. Finally, the students will learn about climate and how weather patterns are formed. They will also learn about the composition and function of the atmosphere.

After completing the course, students will be able to:

- Plan and implement an investigation using the scientific method.
- Collect, display and interpret data from a scientific investigation.
- Identify and describe the relationship between force and motion.
- Identify chemical and physical properties and classify matter based on these properties.
- Understand and describe the relationship between matter and energy.

- Explain the origin and path of energy and its importance to all life on earth.
- Understand that traits are inherited and that traits can change over time.
- Understand that organisms respond to external stimuli and identify these responses.
- Know and identify the basic structure and components of the solar system, the earth's atmosphere and the earth's surface.

The purpose of this course is to provide the first year of a sequential three-year course of study in exploratory experiences and activities. Sixth grade science will focus on the biology of marine life and the human body. In this life science class students will gain experience observing, dissecting, writing and organizing notes, drawing, problem solving, thinking critically, making oral presentations and creating a life-size paper model of their own skeleton and organs. Students will investigate the human body with the study of the skeletal, nervous, circulatory, endocrine and digestive systems, as well as the effects of alcohol, tobacco and drugs on mental and physical health. Study of marine life will include a survey of the major kingdoms of life, with a focus on the natural history, distribution and abundance of dominant marine invertebrate and vertebrate animals. This course will meet the requirements for sixth grade. Laboratory investigations of selected topics will be an integral part of this course.

Seventh Grade

This course is aligned with Florida's Next Generation Sunshine State Standards for 7th grade science. This class focuses mainly on life sciences, with additional discussions of scientific inquiry and energy. The students will review the nature of science and how to design an effective experiment. They will practice using the scientific method in order to answer a question about their lives. The students will then learn about sound and light, including why light reflects and why some materials allow light to pass through while others do not. They will then learn about energy transformations and the first and second laws of thermodynamics.

The rock cycle and the types of rock, including what they tell us about the Earth's history, are then discussed. The students will learn how and why the Earth changes through events like earthquakes and volcanoes. They will then learn about ecosystems, how much they can support and why, and how they can be damaged. The students will also learn about how organisms can interact with each other in terms of biodiversity and symbiosis. The flow of energy in ecosystems is explained through the interpreting of food chains and food webs. The students will then learn about how organisms and species evolve over time through natural selection and in response to changes in the environment. Finally, the students will learn about heredity and reproduction, including how to use a Punnett square to predict the traits of offspring.

After completing the course, students will be able to:

- Describe the scientific method and explain the value of observation and measurement in scientific investigations.
- Describe the general nature of the Solar System, the Earth and Moon and their movements.
- Explain how various Earth materials are formed and how the Earth changes over time through storms and other natural events such as volcanic eruptions.
- Explain the concepts of force and motion and describe simple machines.
- Know the systems of the human body and their functions.
- Explain how living things respond to their environment and change over time
- Understand concepts of ecology, and define terms such as habitat, ecosystem, producer and consumer.
- Know resources that we obtain from the Earth and the effects of human population on those resources.
- Explain how air and water become polluted.
- Describe what biodiversity is and why it is important to Earth.

The purpose of this course is to provide the second year of a sequential three year course of study in exploratory experiences and activities. Seventh grade science will aim to introduce students to basic lab and computer skills, expose them to different fields of physical science, and make explicit the ways that math is integrated into science and science is integrated into everyday life. Throughout the year, students will study and apply the scientific method. The content shall include, but not limited to, the natural science, geology topics including the rock cycle, earthquakes, volcanoes, plate tectonics, and oceanography and life science topics including cell theory, cell processes, a survey of plant and animal kingdoms, and energy movements through the ecosystems. This course will meet the requirements of seventh grade. Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety will be an integral part of the course.

Eighth Grade

This course follows Florida's Next Generation Sunshine State Standards for 8th grade science. This course offers a more in depth look at physical sciences, such as chemistry, physics, and astronomy. The students will review the nature of science and the steps of the scientific method. The students will then learn what matter is and will review its phases. They will learn about elements and atoms, including the structure of and organization of atoms. The students will then learn about how and why atoms join together to form compounds and molecules.

They will then learn the differences between mixtures and solutions and how a solution can be described. The students will then learn about the different types of chemical reactions that can occur. Radioactivity and radioactive isotopes will be explored so that the students will learn what they are and how radioactive exposure is changed by distance and time. The students will then learn about the different types of energy and how energy can be transformed from one type to another. They will explore work and simple machines, along with forces and motion. The students will learn about the properties of magnetism and electricity and how they are related to each other. The differences between temperature and heat will be explained while the students learn about how heat travels. Students will also learn about the nature of light and why some materials absorb light while others do not. They will review the process of photosynthesis, including how the process came to be understood by scientists. Finally, the students will learn about the universe, including the stars, the Sun, and theories of the origin of the universe.

After completing the course, students will be able to:

- Explain and use the methods and tools of scientific inquiry, applying them across scientific disciplines.
- Identify properties of an atom, element, compound, and mixture, and apply knowledge to use of formulas and equations.
- Describe the concepts of friction, gravity, waves, and kinetic and potential energy.
- Apply knowledge of structure and function of organisms to categorize them taxonomically and compare and contrast across the taxonomic levels.
- Define and give examples of adaptations and explain how they apply to genetics and evolution.
- Describe energy flow in terms of food webs and trophic levels, involving biotic and abiotic components.
- Identify features of the major biomes.
- Describe the environmental cycles involving water, nitrogen, and carbon and discuss the global implications of altering them.
- Identify sources of environmental distress and discuss different measures that humans are taking, or may take in the future, to improve the health of the planet.

The purpose of this course is to provide the third year of a sequential three-year course of study in exploratory experiences and activities. Eighth grade science is an introduction to physical science. Topics include volume and mass, mass changes in a closed system, characteristic properties, and solubility. In this laboratory-based class, students further refine

their application of the scientific method and improve their ability to observe and record; to make and refine hypotheses; and to design, run, and write up lab-based inquiries. Additionally, this course shall include, but not be limited to, the nature of science, chemistry and astronomy. It is a smooth transition to the high school science program. This course will meet the requirement for eighth grade. Laboratory investigations of selected topics in the content which also include the use of the scientific method, measurement, laboratory apparatus and safety will be an integral part of the course.

Social Studies

Middle School students at SMA Prep will be expected to take a critical and analytical approach to the study of American and world history and geography. Throughout their study, students will examine philosophical, religious, political, and social development by completing independent and group research projects, studying primary documents, and identifying with history's most influential figures through literature, film, and technology.

Social Studies have the potential to consist of a broad range of traditionally separate subjects, such as:

- geography
- history
- economics
- politics
- civics
- sociology
- anthropology
- psychology

Within the aims and objectives of social studies, there are concepts that students must address and skills that must be developed to include:

- the concepts of time, place and space, change, systems and global awareness
- technical, analytical, problem-solving and investigative skills

The primary aim of social studies is to develop the understanding and application of concepts and skills rather than prescribe and assess content.

Three middle school or higher courses in social studies are required and one semester must include the study of state and federal government and civics education. S.1003.4156(1)(a)3.

The study of social studies encourages students to be perceptive and engaged citizens in middle school, high school, and adulthood. Through social studies and civics courses, students will be introduced to the challenges and rewards of studying how societies have shaped the course of history and how to digest the information that is available and begin to understand the patterns of civilizations. Having a global perspective at its core, students will be exposed to multiple perspectives: political, religious, etc.

Students at SMA Prep will also be expected to take a critical and analytical approach to their study of American and world history and geography. Throughout their study students will examine philosophical, religious, political and social development by completing independent and group research projects, study primary documents, and identify with history's most influential figures through literature, film and technology. Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Course offerings will include:

- M/J World History (Grade 6)
- M/J Social Studies/Civics/Geography/Economics (Grade 7)
- M/J U.S. History (Grade 8)

Civics - Beginning with students entering Grade 6 in the 2012-13 school year, students must complete at least a one-semester civics education course in accordance with S.1008.22(3)(c).

The seventh grade social studies curriculum will consist of the following area strands: Civics, Geography, and Economics. The primary content for the course pertains to the principles, functions, and organization of government, the origins of the America political system, the roles, rights responsibilities of United States citizens, and methods of active participation in our political system. The course will be embedded with strong geographic and economic components to support civic education instruction. Students will complete the EOC exam beginning with the 2014-2015 school year, earning an Achievement Level 3 or higher on the Civics EOC exam in order to be promoted from middle school to high school. In 2013-2014, the Civics EOC will count 30% of the final grade.

Economics - Research from a 1990 National Council of Economics Education study on precollege economic education stated that young students can understand basic economics

concept that may help them make better decisions as consumers, workers, and citizens. Students will be introduced to these concepts through a modified portion of the JROTC training taking place at SMAHS.

Sixth Grade

This course follows Florida's Next Generation Sunshine State Standards for 6th grade social studies. The course begins with a short review of geography and how to read maps correctly. The rest of the class focuses on ancient civilizations, their cultures, and their histories. The students first learn about the very first civilizations such as the Sumerians and the Babylonians. Next the students learn about ancient Egypt, including the old, middle, and new kingdoms. They will then learn about ancient Israelites, including the lost tribes of Israel. The students then learn about ancient Greece and its impact on architecture, athletics, and medicine. Ancient India will be discussed next along with the idea of caste as a cornerstone of a civilization. The students will also learn about ancient China and the various dynasties and their impact. Ancient Africa is also studied, particularly the great cities of Timbuktu and Zimbabwe. Finally, the students will learn about ancient Rome. They will learn about the daily life of Romans, the culture of the time, and the fall of Rome.

Using Howard Gardner's Multiple Intelligences and other materials, in sixth grade history students tease out and reflect on their own best learning strategies, experiment with them, and refine them. In conjunction with English, students develop several techniques for reading textbooks and other texts containing increasingly challenging vocabulary. Multiple styles of note taking are practiced and each student eventually selects the formats that work best for him or her. Expository writing is also threaded together with language arts instruction. Students also receive guided practice in paragraph and essay writing, summarizing, and paraphrasing. Students explore the variety of ways social scientists – historians, geographers, archaeologists, and anthropologists study the past and present. They learn to view historical events from multiple perspectives. Current events figure regularly in the curriculum. Course work includes examining world history, geography, civics, and economics. The primary content for this course pertains to the world's earliest civilizations of Africa, Asia, and Europe.

Seventh Grade

This course follows Florida's Next Generation Sunshine State Standards for 7th grade social studies. This course focuses on the government of the United States, including federal, state,

and local governments. The students will learn about the rights, duties, and liberties that come along with citizenship. They will learn about the documents and values that the American government is founded. The students will learn about the federal government, including the three branches and their purposes. Next the students will learn about state and local governments and how they shape laws. The students will learn about elections, political parties, and the history of voting rights. American's foreign policy will be explained, along with how the United States takes on global issues. Finally, the students will learn about economics, the three main types of economics, and supply and demand.

Students will study the roots of U.S. democracy and the founding documents. They will examine the government as practiced in the United States and will relate founding principles to contemporary events and issues. Students will conduct an oral history project which involves conducting interviews and writing a mini-biography. In geography and the human experience students encounter mapping software, cartographic tools, and explore contemporary problems such as overpopulation and boundary disputes. Students hone skills in reading, vocabulary building, public speaking, writing, researching, and critical thinking. The seventh grade curriculum consists of the following content area strands, civics, geography, and economics. The primary content for the course pertains to the principals, functions, and organization of government, the origins of the American political system, the roles, rights and responsibilities of United States citizens, and methods of participation in our political system. Students will complete the End-of-Course Exam (EOC) beginning with the 2014-15 school year, earning an Achievement level of 3 or higher on the Civics EOC Exam in order to be promoted from middle school to high school.

Eighth Grade

This course follows Florida's Next Generation Sunshine State Standards for 8th grade social studies. This course focuses on the history of the United States from exploration and colonization to reconstruction after the Civil War. It also covers an overview of economics and civics. The students will learn about the different European colonies formed in America and will compare the characteristics of different colonies. They will learn about the American Revolution and the founding principles of the United States. The students will study the westward expansion of the country and its national and international causes. They will learn about the causes of the Civil War, the major battles of the war, and its effect on the country. The students will then learn about the types of economy and what type of things will impact economies. Finally, the students will learn about what it means to be a citizen and the rights and responsibility that come along with citizenship.

The eighth grade year in history students will write formal 5-paragraph essays and then have debates on a variety of topics. The eighth grade social studies curriculum consists of the following content area strands: American history, geography, economics, and civics. Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction period following the civil war. Students will be exposed to the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

Beginning with the 2014-15 school year, students must earn an Achievement Level 3 or higher on the Civics EOC Assessment in order to be promoted from middle school to high school

Career and Education Planning – The career and education planning course required by Section 1003.4156, Florida Statutes, will be integrated into this course. This course must include career exploration using CHOICES or a comparable cost-effective program and educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org and shall result in the completion of a personalized academic and career plan. *(The Career and Education Planning course is a required component of the Middle School Social Studies curriculum and will include online access to career planning options and tools. In grade 8, students will develop a personalized academic and career plan signed by student, teacher, and parent/guardian. The plan will be reviewed and updated by the student and school counselor.) (Sarasota County Public Schools Middle School Progression Plan 2011-12)*

Character Development Education – SMA Prep will have a character development education curriculum modeled after the Sarasota Military Academy High School program focused on leadership, honor, citizenship, and patriotism. This program follows the Medal of Honor Character Development Program. The Medal of Honor Character Development Program focuses on lessons of personal bravery and self-sacrifice and is designed to provide students with opportunities to explore the important concepts of courage, commitment, sacrifice, patriotism, integrity, and citizenship.

"The Medal of Honor Character Development Program is a resource designed by educators to provide middle and high school students with an appreciation of the important virtues of courage, sacrifice, and patriotism as seen in the lives of real heroes and to explore how these values can be exemplified in daily life. I endorse this program." William Bennett

The program was designed for use in a variety of education purposes, with lesson plans that use best practices based on national standards and core values. The program is enhanced by the

addition of video conferencing with a Medal of Honor recipient addressing student assemblies or classrooms and interacting with students in question and answer sessions. Teachers will receive training for best practices in using the program.

“A nation reveals itself not only by the men it produces, but also by the men it honors, the men it remembers.” President John F. Kennedy

There will be close articulation between SMAHS and SMA Prep using the Medal of Honor Character Education curriculum and there will be regular interaction between the two schools. Both Academies feel strongly that providing this type of education to students is as important as any other subject area. Character traits such as respect, honesty, responsibility, self-control, tolerance, kindness, citizenship, and cooperation will be emphasized and demonstrated.

B. Describe the research base and foundation materials that were used or will be used to develop the curriculum.

SMA Prep will follow the research-based State of Florida curriculum (NGSSS-CCSS) for the core curriculum. The benchmarks and objectives of the courses offered will be in alignment with the course descriptions provided by the Florida Department of Education and Sarasota County Public Schools. The Core Subjects will include Language Arts/English, Science, Biology, Social Studies, Intensive Reading, Mathematics, Intensive Mathematics, Algebra I, Honors Algebra, Geometry, and physical education. Enrichment courses (World languages, arts, physical education, JROTC, and technology) will be developed so that applicable NGSSS-CCS objectives are met but also expanded upon to meet the particular goals and needs of students attending SMA Prep.

It is SMA Prep’s goal that all instructors will receive Next Generation Content Area-Professional Development (NGCAR-PD) certification.

Instructional materials will include, but will not be limited to the following:

- Sarasota County School District k-12 Comprehensive or curriculum plan
- Sunshine State Standards in Writing
- Common Core Standards Benchmark’s
- Study Island
- Florida Writes! Materials
- Materials found to be researched based to enhance student achievement and meet requirements for IEP/ELL/504/EP
- Hands-on materials

- Laboratory materials
- Technology
- Content area textbooks meeting state requirements, as needed
- Remediation and Enrichment materials for differentiation

C. Describe the school’s reading curriculum. Provide evidence that reading is a primary focus of the school and that there is a curriculum and strategy for students reading below grade level.

- *The reading curriculum must be consistent with effective strategies and be grounded in scientifically-based reading research.*

Sarasota Military Academy Prep recognizes that literacy is the instrumental aspect necessary for academic success. Literacy must be infused campus wide with listening, viewing, speaking, reading and writing skills emphasized. In elementary school students are learning to read, however, in middle school the shift is for students to “read to learn.” *Comprehension Development is ... a long-term process. Learning to read is only the first step. This developmental journey extends from elementary through the middle and high school grades. Throughout this time, reading tasks and assignments grow increasingly longer, diverse, and complex.* (Rand, 2002)

It is well-documented that knowing how to read is necessary for academic and career success. The Florida Department of Education has made the teaching of reading a priority and Florida law requires it to be a focus of schools. The SMA Prep curriculum will provide for reading instruction both directly and indirectly for students at all instructional levels. Close reading, fluency and comprehension will be emphasized

With the new demands and emphasis on “close reading” and with the NGSSS/CCSS, the *Comprehension Instruction Sequence* (CIS) will be utilized as a multiple-strategy lesson structure that all teachers can use to scaffold complex text for all students in all content areas. Teachers will develop CIS lessons in three steps with integrated and sustained text-based discussions and writing used throughout. Multiple readings of the same text facilitate deeper thinking.

- Step one of a CIS lesson contains explicit instruction in vocabulary and close reading through text-marking and directed note-taking.
- In Step two, students generate questions that launch them into collaborative inquiry, supporting the practice of lifelong learning.

- Step three challenges students to use text evidence to validate positions they have formed over the course of the lesson.

To that end, our teachers will draw upon a variety of effective scientific research-based reading strategies to provide effective instruction to all students—including ESE, ELL, 504, and Level 1 and Level 2 readers. Teachers will employ the Gradual Release method to aid students through the transition of “learning to read” into “reading to learn.” Common Core Standards provide teachers with comprehensive tools and resources to aid in their literacy instruction. Common Core standards also provide a proven cycle of instruction that gradually transitions the responsibility of learning from the teacher to the student.

SMA Prep will have five campus-wide literacy initiatives that will permeate all aspects of the climate and culture of all classes. The five literacy initiatives will be displayed in all classrooms and are:

- **READING.** All students will be required to carry an independent reading book, of their choice, at all times. If there are free minutes during class, students will be asked to take out their independent book and read. Teachers may schedule independent reading time into their daily or weekly schedules. Research recommends reading a minimum of **15 pages a day**. Fifteen pages a day is the minimum suggested in order for improvement to be noticed (Gardner, 2001). Of course, we would encourage reading more than 15 pages daily.
- **WRITING.** All content area classes will be doing, at least, weekly writing. Writing will consist of short answer responses, long answer responses, essays, research projects, and/or quick writes. Reading and writing are closely related skills. A person can be a good reader but not a good writer; however, a person cannot be a good writer if they are not a wide reader. Writing requirements align with CSS/NGSS.
- **VOCABULARY.** Since one can only learn and understand the world around them through language, vocabulary is a vital component of academic success. Additionally, comprehension and critical thinking require strong vocabulary skills. Each Monday, there will be a new word-of-the-week (WOW). Teachers will display the WOW in their classrooms and everyone on campus will use the word as frequently as possible during the week.
- **CRITICAL THINKING.** Critical thinking transcends subject area divisions; it examines elements of thought implicit in all reasoning. Critical thinking employs a set of skills and questioning strategies that help guide students to an enhanced clarity and better reading comprehension. High level thinking questions are incorporated into classroom questioning aligning with CCSS/NGSS.

- **READING BY THE NUMBERS.** Students need the ability to locate information, organize, synthesize, and evaluate information from a variety of sources and interpret the information given within a text, graph or picture. Informational sections on standardized tests now comprise 70% of the reading material. Teachers will be incorporating these skills into all content area classes, aligning with CCSS/NGSS.

As outlined above, literacy is not the sole responsibility of the Language Arts teacher. All content classes will focus on career and college ready skills. All students will have ample opportunity to read through all of their classes. As part of the professional development plan for SMA Prep, teachers and administrative personnel will engage in ongoing workshops to ensure best practices are used for individual academic needs of the students. These workshops will center on NGSSS/CCSS, research-based content area literacy (NGCAR-PD), and integrating technology into the classroom.

Reading proficiency at the middle school level is usually defined as the ability to understand and learn from grade-level text. Of course, this is a very complex skill itself, but its most essential elements involve:

- the ability to read text accurately and fluently;
- enough background knowledge and vocabulary to make sense of the content;
- knowledge and skill in using reading strategies that improve understanding or repair it when it breaks down;
- the ability to think and reason about the information and concepts in the text; and
- motivation to understand and learn from text.

In other words, reading proficiency in adolescents requires that students be able to identify the words on the page accurately and fluently; that they have enough knowledge and thinking ability to understand the words, sentences and paragraphs; and that they be motivated and engaged enough to use their knowledge and thinking ability to understand and learn from the text. (FCRR, 2007)

SMA Prep will implement the *Just Read, Florida!* Initiatives in helping students become successful and independent readers through the use of *Comprehensive Research-Based Reading Plan (CRRP)*. Updated in 2011, this plan ensures all areas of the School are focused on the reading success of its students. SMA Prep will ensure literacy success through professional development training teachers using NGCAR-PD.

All students in grades 6-8 will take Language Arts. Students on- and above- level will have a class which will include literature, informational reading, vocabulary, grammar, and writing. Depending on the prior year FCAT 2.0 score, those students requiring an intervention would receive a separate Intensive Reading class with a Reading endorsed teacher, a certified reading teacher, or a reading specialist. Intensive reading classes will consist of no more than 15 students. A non-fluent student would need word attack skills while a fluent reader might need comprehension techniques. A student two or more years below level would have a double reading block in addition to language arts instruction. The literature component would be taught through *Bridges to Literature*. Students that scored a Level 2 on the FCAT 2.0 reading and were fluent as indicated on the FAIR may receive intervention through a CAR-PD or NGCAR-PD trained content area teacher. The reading remediation would require classroom differentiation integrating NGSSS-CCSS benchmarks specific to the subject area. This final determination will be made by the data-indicating needs of the student. All students regardless of Level attained on the FCAT 2.0 reading will be in a language arts class. Finally, reading instruction using ESOL strategies or through ESOL classes will be used when appropriate for the ELL/LED students.

Other methods expected of all teachers include:

- Teacher Read-Aloud (modeling fluency)
- Teacher Directed Instruction
- Use of repeated readings, alternate and choral reading, and self-timing
- Identifying reading materials for students' independent reading levels
- Book Talks
- Modeling metacognitive strategies
- Varying questions and asking open-ended questions
- Emphasizing key strategies, including questioning, predicating, summarizing, clarifying, and associating the unknown to the known
- Demonstrating and implementing THIEVES as a textbook strategy

Literacy Leadership Team – As required, the School will appoint a literacy leadership team consisting of the Director of Instruction, the ESE Coordinator, the ESOL Liaison, a content-area teacher, and the Reading Specialists. The team will conduct classroom visitations (Reading Walk Throughs – RWT), monitor lesson plans and ensure that reading strategies are implemented with fidelity across the curriculum. Classroom teachers needing assistance will be

supported by the literacy leadership team and reading specialists. In addition, all faculty members must address strategies for reading instruction in their annual Individual Professional Development Plans. These strategies must be constantly updated based on the results and analysis of progress monitoring in reading. The K-12 CRRP School Level Self Reflection Tool will be a vehicle for evaluating the School's implementation of the CRRP.

Screening and Progress Monitoring – SMA Prep will participate in the testing program of Sarasota County. This includes the assessments that will be used to monitor progress in reading, mathematics, and science (NGSSS-CCSS); provide teachers with classroom assessment tools that will provide student-level benchmarks; and provide students with information on their progress on specific benchmarks.

FAIR will be assessed three times a year. Two Broad Screening tasks will be administered to all students in order to identify those most likely to be on or above grade level in reading. The Screening tasks include an adaptive reading comprehension measure. This Reading Comprehension Screen will predict student success on the FCAT and will also provide a Lexile score for each student. Low performance on the Broad Screening measures will indicate the need for further assessment using the Targeted Diagnostic Inventory. The Inventory includes Maze and Word Analysis, which may also be used for progress monitoring. Progress monitoring measures will be available to assess student progress between administrations of the Broad Screening measure in Letter Sounds, Word Analysis, Word Building, and Oral Reading Fluency. The Diagnostic Toolkit is a formative assessment which can be administered to students in Grades 3-12. The Diagnostic Toolkit contains Phonics and Sight Word Inventory, a Comprehension Strategy Inventory, and Teacher Guides for Scaffolding Comprehension in order to probe for deeper understanding of the passage. If the FCAT score from the previous spring is Level 1 or Level 2, FAIR (Maze) would be used to assess accuracy and rate. At that point, depending on scores, the student may be placed in Intensive Reading. Students scoring Level 1 on the FCAT will be automatically scheduled into Intensive Reading. Students scoring Level 2 on FCAT reading and deemed fluent based on Maze scores would be eligible for content area reading intervention with a NGCAR-PD teacher.

Intensive Reading – For each year in which a student scores a Level 1 or Level 2 Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course and/or a content area course in which reading strategies are delivered by an NGCAR-PD certified teacher and are designed and delivered by diagnosis of needs. Reading courses shall be designed and offered pursuant to the comprehensive reading plan required by S.1011.62(9), F.S.

SMA Prep will comply with all state laws mandating reading intervention for students who score at Level 1 or Level 2 on FCAT reading (section 1003.4156, F.S.). A Supplemental Intervention Reading Program will provide flexible use of differentiated instruction and/or intensive interventions to meet student learning needs in specific areas. An Individual Reading Inventory will be conducted to determine and diagnosis any deficiencies in decoding and/or text efficiency and these students will receive extended time in the form of double block of reading instruction. Additionally, the Individual Reading Inventory will diagnosis specific reading data, progress monitoring results, and diagnostic assessments (i.e., DAR) will be used to determine appropriate interventions for each student.

The Intensive Reading classes will be taught by teachers that have Reading Endorsement or Certification in Reading (Grades k-12) pursuant to section 1008.25, F.S.. Research-based reading materials will be selected from Just Read, Florida! recommendations that align with Common Core benchmarks.

The double block reading instruction courses will include, but not be limited to:

- Whole group instruction
- Small group differentiated instruction
- Independent reading practice, utilizing classroom reading material monitored by teacher
- Integration of Common Core Standard benchmarks specific to the subject area if blocked with the intensive reading course (science, social studies, etc.)
- A focus on informational text at a ratio matching FCAT
- Opportunities for accelerated achievement in order to facilitate efficient reading and deeper understanding of grade level texts.

Level 2 students who do not need instruction in decoding or text efficiency will be provided support through NGCAR-PD, or reading endorsed teachers, or teachers otherwise qualified in reading interventions, in content area classes. They will use their content area text and other supplemental materials based on their content for vocabulary and comprehension instruction.

Educational technology will be used for additional support in reading. Study Island will be used in all content area classrooms to provide enrichment and support as deemed necessary. Additionally, Study Island will be used as the technology component of the intensive reading classes. Study Island will supplement instruction, not supplant instruction.

The Comprehensive Intervention Reading Program (CIRP) will provide instruction in multiple areas of reading during a 90 minute block. The goal is to accelerate growth in reading to return

students to grade level proficiency. For many students in grades 6-8, success in subject area courses is contingent upon intensive reading intervention.

Although a quality reading curriculum will provide the foundation for effective instruction teachers will differentiate within the classroom to ensure all students can access information. Based on assessment data students will have multiple opportunities to learn reading and writing strategies in a variety of content area classroom settings. When building the literacy component into instruction, SMA Prep will:

- Be student-centered
- Respond to individual student needs
- Included regular inclusion of reading and writing activities
- Focus on positive outcomes
- Incorporate a variety of reading and writing research-based strategies

Classroom instruction will be adapted by teaching the specific skills and strategies that students need to learn, making instruction explicit and systematic, providing appropriate text on students reading levels (not too easy and not too difficult), and monitoring students mastery of skills and strategies and re-teaching when necessary.

Research-based practices that work for all students will include Pre-Reading activities, Active Reading, and After Reading activities. Pre-reading activities will include previewing with students the reading material before it is read. This will give students an idea of what to look for beforehand as well as to build on background knowledge. Some pre-reading activities might be: K-W-L charts, Think-Pair-Share activities, Pre-teaching vocabulary, Previewing text materials focusing on text structure. Students will be taught Active Reading strategies to encourage students to engage in active rather than passive reading. Some of these strategies will include: Read Alouds, Shared Readings, Guided Readings, and Independent Reading. After reading students will receive assessments so that mastery and understanding can be monitored. Assessments can take many forms, to include: multiple choice assessments, writing activities, projects, and oral presentations. Teachers will then analyze results to determine if mastery of the content has occurred. If necessary teachers will accelerate student progress through enrichment activities or provide extra small-group instruction to ensure that all students learn.

A high quality reading program has professional development that provides teachers with the essential knowledge to teach all students to read proficiently. At SMA Prep professional will be continuous with follow-up support provided. To implement an effective reading program, the reading knowledge base of the teacher is critical to its effectiveness and, consequently, to successful reading outcomes of students. To positively impact student learning gains in reading

throughout all of the grades, teachers must become proficient in the appropriate application of comprehensive literacy instructional practices. Therefore, SMA Prep reading and language arts teachers and all content area teachers will complete professional development in NGCAR-PD and/or CAR-PD, and Gradual Release of Responsibility. These trainings will provide teachers with skills to implement into their lesson components that emphasize teacher modeling, small group collaborative learning with differentiation provided through teacher guidance, and independent practice. Students' literacy needs are addressed through this model.

All readers must be given instruction that best fits his or her needs. SMA Prep has developed a reading program that allocates opportunities for their students to meet the Sunshine State Standards. These specifications identify the major factors that support high quality reading instruction and create opportunities for students to learn to read well. Such instruction is a dynamic system that changes the lives of students.

D. Explain how students who enter the school below grade level will be engaged in and benefit from the curriculum

SMA Prep has designed the curriculum to serve students of all ability levels. If a student enters with previous FCAT or FAIR scores, that data will be used to inform instruction until current data can be obtained. A student entering with a current IEP, 504, or ELL/LEP Plan will be serviced according to the plan. Students entering below grade level in reading will be afforded immediate intervention through appropriate MTSS methods as indicated by teacher observation and screening/diagnostic assessments. Students will be placed in the least restrictive environment for instruction. SMA Prep will use the Florida Center for Reading Research Progress Monitoring and Reporting Network (PMRN), a data management system hosted by the Florida Center for Reading Research, to assist in developing plans for students with reading deficiencies. Information from the PMRN will be used to plan reading instruction and evaluate student progress. A team consisting of the regular classroom teacher, special education teacher, and reading specialist will be formed to evaluate a student displaying reading deficiencies. If indicated, a Student Improvement Plan will be formulated showing current weaknesses, strategies for remediation, a projected timeline for the remediation, and appropriate progress monitoring. It is expected that most students will be placed into regular classes in an inclusive model with reading specialist or special education teachers using push-in model of support. If additional support is deemed necessary for teachers or students, it will be provided either by the special education teacher, reading specialist, or contracted services (behavioral therapy, occupational therapy, speech therapy). SMA Prep assures that it complies with federal/state and local regulations/policies regarding Special Education.

E. Describe proposed curriculum areas to be included other than the core academic areas.

World Languages

The primary aim of world languages is to encourage students to gain competence in a modern language other than their mother tongue. In addition:

- encourage in the student a respect for and understanding of other languages and cultures
- provide a skills base to facilitate further language learning.
- provide access to a broader range of experiences and perspectives
- encourage enjoyment of being able to communicate in a language other than their mother tongue.

It is also acknowledged that learning another language greatly contributes to the holistic development of students and is believed to raise achievement in other subject areas.

Sixth Grade

Sixth grade students may choose one of three languages to study for their three Middle School years: Spanish, French, or Chinese. These introductory courses are designed to help students gain proficiency in listening, speaking, reading and writing in the target language. Students begin to lay a strong foundation for further language study and sharpening their language learning strategies. In the sixth grade year, the focus is on learning the structure of the language and practical vocabulary words that are relevant and meaningful to their daily personal and school life. Students learn short, discreet sentences and question formats. Students also research and study the cultures where the language is spoken. As much of the instruction as possible is in the target language. Teachers partner with students best learning strategies, experiment, and then refine them.

Seventh Grade

Seventh grade students continue studying the language they selected in sixth grade. In Spanish and French, students expand their vocabularies, understanding of grammar, verb conjugations, and plurals and tenses, and learn to write longer pieces. Spanish students study Mexican and Central American holidays and cultural practices, and view and respond to two films that highlight prejudice and illegal immigration issues. French students conduct oral interviews, research art and music in francophone countries, and perform skits. Chinese students continue to add to their repertoire of characters, vocabulary words, and grammatical structures, and learn to read and write longer messages. A strong focus during this year helps students to create with the language and to use interrogative sentences so that they can take a more active role in their conversations.

Eighth Grade

All language classes build upon the skills and vocabulary of previous years and include cultural studies, geography, and history of places where the language is spoken. Language learning skills and strategies are also emphasized while students expand their listening, speaking, writing and reading skills. By eighth grade, most instruction is in the target language, and students are expected to communicate as much as possible in their chosen language during language class.

The Arts

The arts subject group of the curriculum encompasses:

- visual arts
- performing arts

From the earliest times, artistic expression has been common to all cultures as human beings make statements through a variety of non-verbal forms and create objects that are aesthetically pleasing. Beyond barriers of language, the discovery of the cultural values of civilizations through their artistic production is one of the best ways to promote international understanding.

Students are brought into contact with the art forms and aesthetic values of other cultures as well as their own, and are helped to develop perceptions between ideas and art. They are also encouraged to identify particular creative abilities and to master techniques appropriate to that form of expression.

In addition, the course:

- organizes learning around the creative cycle—a dynamic, ongoing process of sensing, planning, creating and evaluating art, and one in which all the senses are involved
- encourages creative energy, communication, interaction and reflection
- aims to help the student become a developing artist—one who is able to assess the level of skill and target the areas that need development
- seeks to acquaint young people with the creations of men and women whose works have proved to be of enduring worth.

Sixth Grade

Sixth-graders rotate through drama, studio arts, and music during the year. Drama class introduces basic acting and theater skills. Students often find that skills learned in drama support their oral presentations for other classes. Studio art for sixth-graders focuses on black

and white drawing, using value studies, shading, contour line, and awareness of light source. Color theory and mixing is next, with composition in several media. Later in the year, block printing, mask design, and imaginative drawing come into play. Music classes include: learning jazz-styled canons, the basics of a computer program called “Garage band,” traditional music notation, and composition using various instruments.

Seventh Grade

In seventh grade, students will rotate through drama, studio art, music, and media art. Drama students study basic acting techniques while learning to audition, rehearse, and design a performance. Students in the music rotation study sound score using music technology. Students in studio arts concentrate on learning to draw the human head using value, shading, color, and symmetry. They do four drawings: one focused on value, the next on color, a self-portrait, and a final drawing in one of several styles. Media arts class focuses on filmmaking, covering techniques from types of camera shots to stop-motion animation. Students edit their projects on laptops.

Eighth Grade

Eighth-graders elect one of four areas to focus on during the year. Drama students have a theatrical year made up of a variety of dramatic experiences. In the classroom, students learn performance and teamwork skills. Students use theatrical techniques to engage with social issues, collaborating in small groups to create performance pieces. Studio art focuses on art history. The rotation has three components: research, creating artwork in the style of an artist or period of art, and solving a mural square design problem. Students research a chosen artist using websites and books from museums. They discover when the artist lived, how he or she worked, and the influences and events that shaped the artist’s life and work. Then the imaginative challenge for students is to create a piece of art in the style of the artist they studied. Music focuses on the elements, historical roots, and major influences of rock and roll. Students learn to play a twelve-bar blues pattern on classroom instruments and how to accompany it with a rock beat. The final eighth grade selection is media arts, where students produce sophisticated videos on a topic of their choice. Skills involved in pre-production, location shooting, and post-production are covered.

Physical Education

The aim of physical education in the Middle Years Program is to facilitate:

- physical
- intellectual
- emotional, and

- social development.

The aim of this course is to cultivate a healthy and active lifestyle for students. It therefore advocates activities that are not only enjoyable but also contribute to healthy living. Students are helped to develop the motor skills necessary to enable them to participate successfully in a variety of physical activities, and to learn about the nature of physical fitness.

This subject area also serves to promote intercultural awareness, since physical education is a reflection of elements of history, culture and values. It also enables students to establish links between different areas of experience and provides opportunities for different forms of self-reflection, communication and team work.

Sixth, Seventh, and Eighth Grade

At SMA Prep, we see physical activity as a critical component to the development and maintenance of good health. The students take part daily in a wide array of activities that help work towards creating life-long fitness habits. The goal of our program is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. A physically educated person:

- Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.
- Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.
- Participates regularly in physical activity.
- Achieves and maintains a health-enhancing level of physical fitness.
- Exhibits responsible personal and social behavior that respects self and others in physical activity settings.
- Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

Section 5: Student Performance, Assessment and Evaluation

- A. State the School’s educational goals and objectives for improving student achievement. Indicate how much academic improvement students are expected to show each year, how student progress and performance will be evaluated, and the specific results to be attained.**

Educational goals and objectives will be established at SMA Prep that will support high academic, social and emotional standards for our students. These goals and objectives will be identified in the School Improvement Plan and reviewed periodically throughout the school year. SMA Prep will align its curriculum with Next General Sunshine State Standards as well as Common Core Standards. Differentiation of instruction will enhance the curriculum, providing rigor and relevance. This combination of curriculum is designed to challenge students with the highest academic standards while engaging in real-world topics of interest.

Students are expected to demonstrate at least one year’s growth in all academic areas, specifically reading. Students may demonstrate at least one year’s growth in reading achievement in one of three ways:

FCAT Achievement Level	Improve one or more achievement level (e.g. 1-2, 2-3, 3-4 or 4-5)		
Proficiency	Maintain a level of 3, 4, or 5 without dropping from a previous score		
Minimum Increase in Vertical Scale Score for Achievement Level 1 or 2	<u>Grade 6 to 7</u>	<u>Grade 7-8</u>	<u>Grade 8 to 9</u>
	Level 1: 8 Level 2: 7	Level 1: 7 Level 2: 6	Level 1: 6 Level 2: 5

Progress monitoring/benchmark assessments will be utilized to ensure that students are making sufficient progress in all areas throughout the year. SMA Prep will administer Florida Assessments for Instruction in Reading (FAIR) three times per year. The FAIR will serve as the formal progress monitoring tool at SMA Prep.

Additional measurable objectives will include:

- Baseline achievement scores will be established for each student entering SMA Prep in the Fall, 2014. Students will then participate in progress monitoring according to the

District Testing Calendar, using FLKRS, Math Benchmark tests, and Science Benchmark tests at the appropriate grade levels.

- Benchmark testing will also take place according to the District Testing Calendar as it relates to the appropriate End-of-Course (EOC) exams.
- By Spring, 2015, the percentage of students scoring at or above proficiency level on the FAIR Test will equal or exceed that of Sarasota County Public Schools as stated in the District Reading Plan.
- The adequate progress of students scoring in the lowest quartile will increase, particularly decreasing the number of students scoring in Achievement Levels 1 and 3 at least 3% annually on FCAT 2.0/PARCC Reading and Mathematics overall.
- 100% of students enrolled in 7th Grade Civics or High School Algebra or Biology will pass the EOC exams for the 2014-2015 school year.
- Students will score proficient in writing, reading, math and science at a percentile equivalent to that of the District average as measured by the annual FCAT 2.0/PARCC exams. PARCC Assessments in the areas of ELA/Literacy and Math will be administered according to grade levels and sessions according to Performance-Based Components and End-of-Year Components based on the Common Core State Standards (CCSS).
- 100% of students will participate in a Leadership/Medal of Honor Program each year.
- SMA Prep recognizes the changes in testing/assessments and evaluation methods and will adjust accordingly as indicated by the District and State Standards. The outcome measures for student performance will be aligned to state and federal accountability requirements for student performance and specific enough to determine progress on an annual basis.

B. Describe the school's student placement procedures and promotion standards.

Consistent with the provisions of the approved application, the School will comply with the District's plan for Student Progression, including requirements for middle school course recovery and transition to high school to meet high school graduation requirements.

SMA Prep will administer its own internal placement assessments and evaluations in order to help determine student placement as deemed necessary. The assessments will be research-based and will meet state requirements for student placement, promotion and/or retention. The Stanford 10 assessment will be utilized as well.

C. Not applicable.

**D. Describe how baseline achievement data will be established, collected and used.
Describe the methods used to identify the educational strengths and needs of students and how these baseline rates will be compared to the academic progress of the same students attending the charter school.**

In addition to full participation in all state and district-mandated testing and accountability requirements, SMA Prep will conduct further analysis of student achievement through other research-based assessment tools deemed appropriate and necessary. The school is responsible for all costs associated with the purchase of test materials, test inventory, test administration, scoring and reporting of the school level assessments. Currently, the Stanford 10 assessment will be utilized.

Data analyses will be used to identify students who are not making adequate progress toward annual learning gains in reading, mathematics, writing and science. Data analysis will also be utilized to identify students who are meeting and/or excelling in these areas as well. SMA Prep will seek to view accountability reports from various perspectives to target specific areas of weakness. This process may include viewing data grouped by grade level, teacher, gender, socio-economic background, attendance, parental involvement, learning style, or any other aspect of the student population that will enhance understanding of student needs.

E. Identify the types and frequency of assessments that the school will use to measure and monitor student performance.

SMA Prep agrees to follow the State and District Testing Calendar, which includes benchmark testing and FAIR testing. The school agrees to the baseline standard of achievement, the outcomes to be achieved, and the methods of measurement that have been agreed upon in the School Improvement Plan submitted to the District annually. The school may choose to administer school level assessments that are not part of the district's assessment system and is responsible for those costs.

F. Describe how student assessment and performance data will be used to evaluate and inform instruction.

Student assessment and performance data will be used to measure and monitor student performance. Progress monitoring will take place daily within the classroom and through periodic progress monitoring/benchmark assessments to establish adequate progress. In addition to district and state-mandated monitoring/assessments, SMA Prep may include formative and summative assessments, FAIR, FCAT, PARCC, attendance and discipline records.

Students who indicate a marked increase in academic achievement will receive differentiated instruction with enrichment opportunities. These may be based on the student's learning and interest inventories as well. Students will be highly encouraged to collaborate in this process of instructional design. Students will be recognized for high attendance rates, no discipline issues and community service events.

Students who indicate a drop in academic achievement, attendance, discipline and social-emotional areas will be referred to the RtI/MTSS Team. This team will consist of teachers from each content area, grade level, and student support services and will recognize students who are at risk. This team will follow district guidelines.

Continuous collaboration between all stakeholders will take place, initiating and strengthening collaboration between school, home, and communities. Involving families in remediation decisions and interventions, and engaging families in a collaborative manner are critical to successful implementation.

The research-based instructional method at SMA Prep will be centered on Differentiated Instruction through the Gradual Release of Responsibility (GRR) instructional model, which will provide support for at-risk students. Low-performing students can flourish in this environment, while not feeling excluded or overly pressured.

All exceptional education students (504, IEP, ESOL) will be monitored in accordance with their 504 Plan or Individualized Education Plan (IEP). Student progress will be reviewed often and accommodations will continue or change in accordance with student needs. The Exceptional Student Education (ESE) Department and support services will closely monitor student progress in conjunction with the student's instructions. Data will be recorded in accordance with ESE regulations.

Instructional practices will be evaluated on an annual basis to allow for adjustment of techniques, strategies, and curricula with the intention of more significantly affecting learning outcomes. Such adjustments will be incorporated into the SIP and will ultimately provide a vehicle for continuous, reflective improvement and overall academic success.

G. Describe how student assessment and performance information will be shared with students and with parents.

Student performance will be communicated to students, parents and instructors on a frequent basis. Students and parents will utilize the district Crosspointe system that allows continuous

access to grades and attendance. Students and parents will be expected to login at least once a week and teachers are expected to post grades on a weekly basis.

All district and state-mandated assessments will be mailed home on a timely basis and documented in the appropriate site for immediate availability to instructors and administrators.

Parent conferences will also be a tool for communication with parents and students. Parent conferences may be in reference to low or high academic achievement, attendance, discipline and any other concerns.

IEP and accommodations for other special needs children (504 Plan) meetings will be scheduled accordingly.

Student planners will be provided for each student and will serve as a communication tool for parents as well. The students will be expected to complete the planner on a daily basis, and when needed, students will be expected to review the planner and obtain parent signature.

Back to school nights will be scheduled, at least three times a year.

Section 6: Exceptional Students

A. Please indicate the level of service that the school will provide to students with disabilities:

1. The School will ensure that exceptional students are provided with programs implemented in accordance with Federal, state and local policies and procedures; and, specifically, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, Sections 1000.05 and 1001.42(4) (l) of the Florida Statutes, and Chapter 6A-6 of the Florida Administrative Code. This includes, but is not limited to:
 - a. A non-discriminatory policy regarding placement, assessment, identification, and selection.
 - b. Free Appropriate Public Education (FAPE).
 - c. Individual Educational Plans (IEP's), to include an annual IEP meeting with the student's family.

2. Students with disabilities will be educated in the least restrictive environment, and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The School shall provide the following levels of service, including required related services, to students with disabilities:
 - a. General education classroom with consultation or direct instructional services as needed by special education staff (79% or more of school day spent with non-disabled peers).
 - b. General education classroom with resource room instructional services provided by special education staff (40% to 79% or more of school day spent with non-disabled peers).

3. The School shall clearly delineate in its parent handbook and all registration materials the levels of special education, including required related service available at the school, in order to assist parents in making informed decisions regarding enrollment of students with disabilities.

If, after careful review of the student's existing IEP, the School accepts a student, it is the School's responsibility to assure that students with disabilities are provided a Free Appropriate Public Education (FAPE) in the least restrictive environment. Those students whose needs cannot be adequately addressed at the School shall not be accepted for

enrollment. Parents of students with disabilities will be afforded procedural safeguards in their native language, consistent with the manner that those safeguards are provided in the Sponsor's traditional schools.

4. In the event there is a Due Process Hearing in accordance with the Individuals with Disabilities Education Act involving the provision of education and related services to a student with disabilities at the School, the Sponsor shall have the right to assume the defense of the case. The School shall bear all the costs of the hearing, including the legal fees incurred by the Sponsor.
5. ESE services covered by the five percent (5%) administrative fee Exceptional Student Education administrative fee include legal and ESE compliance training for charter school administration and staff, and professional development provided to all schools related to the following topics: Positive Behavior Support, Response to Intervention, Differentiated Instruction, Modifications and Accommodations for ESE students, Alternate Assessment, and IEP Development and Implementation, state and district test administration. The Sponsor will provide support and guidance for individual ESE cases and overall school programming for ESE students, and other supports and services as agreed to by the school and the sponsor.
6. Gifted and talented students will be placed in at least one core class taught by a gifted certified teacher. This teacher will also serve as the gifted case manager for that student. Gifted IEPs will be reviewed annually in a meeting that will include student, parent, teachers, and the ESE liaison. Specific, measurable goals will be outlined at this meeting and will be regularly reviewed by teachers throughout the year. Use of the GRR instructional model will naturally support the differentiation necessary to serve gifted and talented students. Gifted students will also be encouraged to participate in a student-driven culminating project. This interdisciplinary project will begin in 6th grade, build each year, and will culminate in a formal presentation at the end of the 8th grade year. This project will stretch gifted students in their area of talent, increase student motivation, prepare students for rigorous high-school programs, and support implementation of common core standards.

Section 7: English Language Learners

A. Describe how the school will comply with state and federal requirements for serving English language learners, including the procedures that will be utilized for identifying such students and providing support services.

The School will include all of the information required to service English Language Learners (ELLs), as applicable to School in the Sponsor's District Plan for English Language Learners, e.g., language proficiency assessment data from IPT and/or CELLA, level of language proficiency using the IPT Oral Test and/or other state approved language assessments and home language surveys. Additionally, it will include all of the information required for students with disabilities and students of gifted.

B. Identify the staffing plan for the school's English language learner program, including the number and qualifications of staff.

Students at the School who are ELL will be served by English to Speakers of Other Languages (ESOL) certified personnel who will follow the Sponsor's District Plan for English Language Learners. The School shall attend the Sponsor's ESOL Procedures Training(s) and comply with the ESOL Policy and Procedures and submit to the Sponsor compliancy documentation. The Sponsor's or School's state approved plan, which meets the requirements of the League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree is available to the School via the Sponsor's website or through the ESOL office.

C. Explain how English Language Learners who enter the school below grade level will be engaged in and benefit from the curriculum.

- Diagnostic testing prior to entrance to ensure that all ELL students working below grade level are identified immediately
- Implementation of an internationally minded curriculum to increase engagement
- Differentiated instruction in all classroom to allow an inclusion model that meets the needs of all students
- Additional assistance provided after-school at no cost when needed

Section 8: School Climate and Discipline

A. Describe the school's planned approach to classroom management and student discipline.

The School shall have clearly defined Classroom Procedures and Expectations posted in all classrooms and distributed to parents and students. Noncompliance to the Classroom Expectations will result in consequence by either the classroom teacher or the appropriate administrator.

The school will have the expectation of a Drug Free student body. All students will sign a contract upon admissions into SMA Prep complying with random drug screening, which will be conducted throughout the school year.

The Positive Behavior Support (PBS) model will be implemented to promote good decision making and positive behavior among the students. Rewards and data regarding high-incident behavioral concerns will be used to focus proactively on discipline.

The School will not engage in the corporal punishment of students.

B. Describe the school's Code of Conduct, including the school's policies for discipline, suspension, and dismissal.

Code of Conduct

The School will adopt the Code of Student Conduct of Sarasota County Schools. The School will track and report each month the number of violations of the code, by offense, to be included in the District's discipline reporting. Following the adopted Code of Student Conduct, the School may refer students to other community programs, or contracted services programs in lieu of suspension from the School. Students recommended for expulsion will be referred to the District for appropriate disposition. Only the District may expel a student. In the event one of the School's students requests a hearing to contest his/her expulsion, the School shall bear all the costs of the hearing including the legal fees incurred by the District.

Student Withdrawal and Dismissal Policies and Procedures

Dismissal procedures shall be clearly defined in the Parent Contract, the School's admissions policy, posted on the School's web site and shared with students and parents. The School will not withdraw or transfer a student involuntarily, unless the withdrawal or transfer is accomplished through established administrative procedures.

In cases where a student has met the conditions for dismissal, the parents will receive written notice of the dismissal including the reasons for dismissal and a summary of the actions taken to assist the student no less than ten (10) days prior to dismissal. The District will be provided a copy of the dismissal notice at the same time as the parent. The School must enter the appropriate dismissal/withdrawal and discipline code(s) into the district's Student Information System.

The School shall work in conjunction with the parent(s) and the receiving school to assure that such dismissals occur at logical transition points in the school year (e.g., grading periods or semester breaks) in order to minimize impact on the student's grades and academic achievement. The School will refrain from dismissing students thirty (30) days prior to a scheduled state assessment and work with the District to coordinate a process to serve the needs of the student and minimize disruption to the classroom and School learning environment.

II. ORGANIZATIONAL PLAN

Section 9: Governance

- A. The School, SMA Prep, will be the legal Florida not-for-profit entity, and shall manage its activities and affairs. Voting shall control the organization, and only the governing board shall vote. The officers shall consist of, at a minimum, a president, a vice president, a treasurer, and a secretary.
- B. The School's governing body shall be its governing board. The governing board will consist of a minimum of 5 and not to exceed 11 voting members with a majority of voting members constituting a quorum. The Board shall be locally determined and members will reside in Sarasota County or the adjacent counties of Charlotte, Manatee and Desoto, Florida. This Board will develop and implement policies regarding educational philosophy, program, and financial procedures. The Board will oversee assessment and accountability procedures to assure that the School's student performance standards are met or exceeded.
 - 1. The School's governing body will be held accountable to its students, parents/guardians, and the community at large, through a continuous cycle of planning, evaluation, and reporting as set forth in Florida Charter School Statute, F.S. §1002.33.
 - 2. The governing board, in consultation with School staff and administration, will be responsible for the over-all policy decision making of the School, including the approval of the curriculum and the annual budget.
 - 3. All board members, current and future, will be required to participate in governing board training pursuant to Florida Statute 1002.33, including training in how to comply with the Government in the Sunshine Law.
 - 4. Within 30 days of appointment to the School's governing board, the members will be fingerprinted pursuant to §1002.33(12) (g) Florida Statute.
 - 5. The governing board will not be involved in day-to-day operation of the School including supervision of teachers, support, and contractual staff. Such staff will be directly supervised by the Principal or Director.
 - 6. A School Advisory Council (SAC) will be established to facilitate achievement of the mission of the School, and to ensure that the School meets the needs of the children and community it is developed to serve. The governing board may serve as the SAC.
 - 7. As indicated above, the School Principal/Director and support staff will be responsible for administrative school functions, such as bookkeeping, pursuant to the rules and policies developed by the School's governing board.

8. No member of the School's governing board or his/her immediate family will receive compensation, directly or indirectly from the school's operations. Violation of this provision or any violation of F.S. §1002.33(24) shall constitute a material breach of the Contract.
- C. The School's governing board will publish a calendar, according to the Florida Sunshine Law requirements, containing a schedule of all governing board meetings for the school year, including the date and time of the meetings and their locations. All governing board meetings shall be held in Sarasota County. The School will provide reasonable notice to the Sponsor of any changes or cancellation of scheduled meetings, to the extent practical. The School agrees to hold meetings at least monthly during the school year.
 - D. The School will allow reasonable access to its facilities and records to duly authorized representatives of the Sponsor. Conversely, the Sponsor will allow reasonable access to its records to duly authorized representatives of the School to the extent allowable by law.
 - E. If an organization (management organization), including but not limited to: 1) a management company, 2) an educational service provider, or 3) a parent organization, will be operating or providing significant services to the School, the contract for services between the management organization and the governing board of the School shall be provided to the Sponsor and attached as an appendix to the School's charter. Any contract between the management organization and the school must ensure that:
 1. Members of the charter school governing board will not be employees of the management organization, nor should they be compensated for their service or selected by the management organization.
 2. The school governing board will have an independent attorney, accountant, and audit firm working for the board, not the management organization.
 3. The contract will clearly define each party's rights and responsibilities including specific services provided by the management organization and the fees for those services. The contract will also allow for the board to terminate the contract with the management organization under defined circumstances and without excessive penalties for the school.
 4. All public funds paid to the charter school will be paid to, and controlled by, the governing board, which in turn will pay the management organization for successful provision of services.

5. All equipment and furnishings that are purchased with public funds will be the property of the school, not the management organization and any fund balance remaining at the end of each fiscal year will belong to the school, not the management organization.
 6. All loans from the management organization to the school, such as facility loans or loans for cash flow, will be appropriately documented and will be reimbursed at market rates.
 7. A copy of any changes to the contract between the management organization and the governing board of the School shall be submitted to the Sponsor within five (5) days of execution.
- F. The contract between the governing board of the School and the management organization will require that the management organization operate the School in accordance with the terms stipulated in the School's charter and all applicable laws, ordinances, rules, and regulations.
- G. Any default or breach of the terms of the Contract by the management company shall constitute a default or breach under the terms of the Contract between the School and Sponsor.
- H. We feel confident that there will be harmony between our parents and the school based on several factors that will be addressed during parent orientation:
- We will ensure continued, productive communication with parents through newsletters, web page, meetings and e-mails so that they are informed at all times.
 - For issues involving discipline, attendance or academics, we ensure parents are informed and will utilize the MTSS/RtI team in order to provide all supports necessary for student success.

In the remote possibility that staff and the principal are unable to reach resolution with a parent, the Board of Directors will have an "Open to the Public" opportunity at every board meeting. This will provide parents an opportunity to present concerns. The Board will discuss the concern and if the dispute remains unresolved, the parent may request mediation in accordance with Florida law and Florida Rules of Civil Procedure. If the dispute is not satisfactorily resolved, either the parent or the school may submit the matter to a Circuit Court for resolution by a presiding judge. In any regard, SMA Prep will abide by requirements as specified by f.s. 1002.20 regarding parental and student rights.

Section 10: Management

A. Describe the management structure of the school. Include job descriptions for teachers and each administrative position that identify key roles, responsibilities and accountability.

SMA Prep will have a management structure as shown in Addendum A. The school will be led by the Principal. The Principal will primarily be assisted by a designated Assistant Principal.

The Principal will supervise the daily school operation. Focus will include academic issues such as scheduling, curriculum, hiring of teachers and staff, teacher evaluation, staff professional development, ESE and ELL activities, and student recruitment. The Principal will be the primary representative to the Board of Directors. Direct reports to the Principal will include the Assistant Principal, Registrar, Guidance Counselor, ESE Liaison, designated Lead Teachers, and Teachers. The Principal will be evaluated annually by members of the Board by observation and reports at Board meetings.

The Assistant Principal will be responsible for school operations including financial management, discipline, transportation, food service, and facilities maintenance. His/her direct reports will include the school's accountant, the school nurse, attendance, the facility manager, contracted bus service providers, and food service caterers. A search for the Assistant Principal will begin after this application is approved. The Principal will evaluate the Assistant Principal annually based on observation and reports. The evaluation will be in writing and copies of the written evaluation will be retained in personnel files.

Lead teachers may be identified to assist the Principal/Assistant Principal in teacher oversight of core subject areas. Initially, their area of responsibility will include, but is not limited to, curriculum development that is in line with the mission and vision of SMA Prep, and ensures consistency and maintenance of Next Generation Sunshine State and Common Core Standards. Additionally, they will ensure content is infused with reading throughout all subject areas.

Teachers have the vital responsibility of implementation of the educational programs. They have ultimate oversight of classroom management and student behavior that is in accordance with SMA Prep rules requiring an orderly learning environment. They are the critical link; the difference between success and failure of student achievement. Specifically, their functions will include:

- Maintain certification within content areas of instruction

- Development of appropriate lessons and lesson plans, and presenting content in accordance with the mission and vision of SMA Prep
- Provide differentiated instruction to accommodate the various learners
- Follow policies and procedures in accordance with SMA Prep standards
- Assist in the development of IEP's, 504 Plans, ELL Plans and any behavior plans as needed
- Interpreting diagnostic data for program evaluation
- Communicating effectively, and often, with parents
- Maintaining web pages on the SMA Prep website
- Develop assessment strategies to ensure continuous student achievement
- Maintain a safe, secure environment
- Aware of and follows emergency procedures
- Participates in school activities
- Models professional and ethical conduct as described in the District and State Professional Code of Conduct
- Continues Professional Development
- Recognizes signs of abuse and reporting issues through appropriate channels as required by law.

B. Outline the criteria and process that will be used to select the school's leader and the process by which the school leader will be evaluated.

The school leader will be determined by the Board of Directors and will be evaluated by the Board of Directors annually based on the District adopted Florida School Leader Assessment.

The SMAHS Board of Directors will work in conjunction with the current Headmaster in order to determine the leadership team for SMA Prep. There is a proposed date of October, 2013 for this determination.

C. Provide a staffing plan for each year of the charter aligned with the school's projected enrollment as detailed on the cover page of this application.

SMA Prep will develop a full staffing plan based on enrollment. As indicated in the opening section, content area teachers will be employed in accordance with classes offered and adjusted in accordance with enrollment.

Additionally, based on ESE and reading level enrollment, we will require certain ESE and ELL teacher certifications.

D. Explain the school's plan for recruitment, selection, development, and evaluation of staff.

Faculty and staff will be hired based on advertisement in appropriate publications and networking. The Sarasota County School District Human Resources department will also be utilized as a resource.

One month prior to opening SMA Prep, a week-long staff orientation/workshop will be conducted to help employees become familiar with policies and procedures established by SMA Prep, the District, State and Federal guidelines.

The School is responsible for ensuring that all administrators and all full-time teachers are trained prior to the start of school in the most relevant components of the School's staff development plan, which will address federal and state requirements, as applicable.

Professional development and training needs shall be based on student achievement and other student outcome data as well as be aligned to the needs of the individual employee based on the results of the teacher/principal evaluation results.

Employees of the School may participate in professional development activities offered by the Sponsor on a space available basis. Professional development that is a component of a federally funded program in which the School is participating shall be provided at no cost to the School. Any costs associated with non-federally funded professional development for which there is an additional fee will be the responsibility of the School or individual Charter School employee.

The School shall comply with Section 1012.34, F.S. related to performance evaluations requirements for charter school instructional personnel and school administrators in effect for the 2014-2015 school-year and thereafter.

The evaluation must be based on the required Florida educator practice standards and the student growth component. The evaluation systems will utilize the state-adopted student growth measures and must account for at least 50% of the teacher/principal's evaluation or 40% if less than three (3) years of student growth data are available.

The School shall notify the Sponsor sixty (60) days prior to July 1 of each school year as to the School's intent to participate in the district's Teacher and Principal Evaluation System or if the School will adopt the state-approved teacher and principal evaluation models for charter schools for implementation in the subsequent school year.

The School's implementation of these personnel evaluation systems will be monitored by the Sponsor as part of the Sponsor's responsibility to ensure that the School is in compliance with all applicable laws and regulations.

The School agrees to submit all teacher and instructional staff personnel evaluation data to the Sponsor without delay in order for the Sponsor to meet the state's reporting requirements.

Section 11: Not Applicable

Section 12: Human Resources and Employment

- A. Hiring Practices
 - 1. The School will select its own employees.
 - 2. Hiring and employment practices will be nonsectarian.
 - 3. The School will not violate the anti-discrimination provisions of Section 1000.05, Florida Statutes, and the Florida Education Equity Act.
 - 4. The teachers employed by or under contract to the School will be designated as a “highly qualified” teacher and be certified as required by Florida Statutes and federal regulations. In the event that an employed teacher is identified as a non-highly qualified teacher, the School will provide the District with a plan to remedy the teacher’s status within 30 days of such determination.
- B. Employment Practices
 - 1. The School will not employ an individual to provide instructional services or to serve as a teacher’s aide if the individual’s certification or licensure as an educator is suspended or revoked by this or any other state.
 - 2. The School will disclose to the Sponsor (within 10 business days) the employment of any person who is a relative of a founding board member, a governing board member, an administrator, or a vendor providing services to the School.
 - 3. The School will not knowingly employ an individual who has resigned from a school or school district in lieu of disciplinary action with respect to child welfare or safety or who has been dismissed for just cause by any school or school district with respect to child welfare or safety or who is under current suspension from any school or school district.
- C. The School will disclose to the Sponsor and to the parents the qualifications of its teachers. The School will provide to the Sponsor and to parents, prior to the opening of school, the qualifications and assignments of all staff members. Changes will be provided to the Sponsor at the end of each grading period.
- D. The School will implement written policies and procedures for the hiring and dismissal of personnel; policies governing salaries, contracts, unemployment compensation and benefits packages; and the procedures for responding to a finding that a governing board member or staff member has a criminal record. This policy will also detail the procedures for screening of all volunteers and mentors.
- E. The School will require all employees and the members of the governing board to be fingerprinted by an authorized law enforcement agency and processed by the State Department of Law Enforcement and the Federal Bureau of Investigation for criminal background checks. The cost of fingerprinting will be borne by the School or the individual being fingerprinted. The results of all such background investigations and

fingerprinting will be reported in writing to the Superintendent of Schools or his/her designee. The governing board's fingerprints will be taken within one month of the contract signing and subsequently within one month of new governing board members' assuming office. No employee or governing Board member may be on campus with students until his/her fingerprints are processed. The school will ensure that it complies with all fingerprinting and background check requirements, including those relating to vendors, pursuant to Florida Statutes, Sections 1012.32, 1012.465 and 1012.467, and will follow Sponsor's policy with regard to the fingerprinting and background check requirements of volunteers. The school will notify the district Human Resource Department when a staff member is no longer employed at the school.

- F. The School, if a public employer, may participate in the Florida Retirement System upon application and approval as a "covered group" under Section 121.021(34), Florida Statutes. If the School participates in the Florida Retirement System, the School employees will participate in the Florida Retirement System in a manner consistent with applicable statutes. The School will make contributions to the Florida Retirement System for all teachers and/or employees who elect to participate in the Florida Retirement System.
- G. Teacher and principal evaluation systems
 1. The School will comply with Section 1012.34, F.S. related to performance evaluations requirements for charter school instructional personnel and school administrators in effect for the 2014-2015 school year and thereafter.
 2. The evaluation must be based on the required Florida educator practice standards and the student growth component. The evaluation systems will utilize the state-adopted student growth measures and must account for at least 50% of the teacher/principal's evaluation or 40% if less than three (3) years of student growth data are available.
 3. The School will notify the Sponsor sixty (60) days prior to July 1 of each school year as to the School's intent to participate in the district's Teacher and Principal Evaluation System or if the School will adopt the state-approved teacher and principal evaluation models for charter schools for implementation in the subsequent school year.
 4. The School's implementation of these personnel evaluation systems will be monitored by the Sponsor as part of the Sponsor's responsibility to ensure that the School is in compliance with all applicable laws and regulations.
 5. The School will submit all teacher and instructional staff personnel evaluation data to the Sponsor without delay in order for the Sponsor to meet the state's reporting requirements.
- H. Professional development and leadership development.

1. The School will be responsible for ensuring that all administrators and all full-time teachers are trained prior to the start of school in the most relevant components of the School's staff development plan, which must address federal and state requirements, as applicable.
2. Professional development and training needs will be based on student achievement and other student outcome data as well as be aligned to the needs of the individual employee based on the results of the teacher/principal evaluation results.
3. Employees of the School may participate in professional development activities offered by the Sponsor on a space available basis. Professional development that is a component of a federally funded program in which the School is participating will be provided at no cost to the School. Any costs associated with non-federally funded professional development for which there is an additional fee will be the responsibility of the School or individual employee.

Section 13: Student Recruitment and Enrollment

A. Describe the plan for recruiting students, including strategies for reaching the school's targeted populations and those that might otherwise not have easy access to information on available educational options.

Public notice will include newspaper announcements, notice to guidance counselors at area schools, flyers and bulletins throughout the community, and radio public service information announcements.

B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools.

All public notice will include written notice and public service announcement in any native language that represent at least 5% of the District's overall ELL population.

C. Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, criteria and/or any preferences for enrollment, and lottery process.

- The School will enroll an eligible student by accepting a timely application through June 30 of each year. If the target goal of students is not met by June 30, the School will give sufficient public notice and extend the application deadline through August.
- If the number of applications exceeds the capacity of the program, class, grade level, or building, all applicants who submitted an application within the enrollment period will have an equal chance of being admitted through a random selection process. Preference may be given to siblings of students enrolled in the School, to the child of a member of the governing board of the School, or to the child of an employee of the School.
- If space becomes available during the academic year, admission will be given based on a random selection of those desiring admission. If the number of applicants is below the desired number of students, the School reserves the right to extend the application deadline provided sufficient public notice is given. In future years, applications will be accepted with a cutoff date of June 30th.
- Enrollment is subject to compliance with the provisions of Section 1003.22, Florida Statutes, concerning school entry health examinations and immunizations.
- The School will be in compliance with Florida Constitutional Class Size Requirements, as applicable to charter schools.
- If the charter is not renewed or is terminated, a student who attended the School may be enrolled in another public school. Normal application deadlines shall be disregarded under

such circumstances but program enrollment limits will be maintained in specialized programs.

- A student may withdraw from the School at any time and enroll in another public school, as determined by School Board policy. The School shall work in conjunction with the parent(s) and the receiving school to assure that, to the greatest extent possible, such transfers occur at logical transition points in the school year (e.g. grading periods or semester breaks) that minimize impact on the student's grades and academic achievement.
- Students at the School are eligible to participate in interscholastic extracurricular activities at the public school to which the student would be otherwise assigned to attend pursuant to F.S. 1006.15 (3)(d).

D. Explain any student and/or family contracts that will be used as a requisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts.

SMA Prep will have the expectation of a Drug Free student body. All students will sign a contract upon admissions into the School complying with random drug screening, which will be conducted throughout the school year.

E. Explain any other efforts to encourage parental and community involvement, if applicable.

SMA Prep and SMAHS students will stay continuously active in community service and events. This will include participation in both the Veterans Day and Memorial Day parades, Wreaths across America, and various music and artistic performances. Parents and teachers will be encouraged to participate in community and service activities with SMA Prep students. This common purpose is an excellent avenue for building unity at SMA Prep.

III. BUSINESS PLAN

Section 14: Facilities

- A. The School will provide a copy of the lease agreement or ownership documents and certificate of occupancy documenting compliance with all applicable codes, by July 15 of the same school year. If the School will change sites or facilities during the school year, the School will provide the Sponsor a copy of the lease agreement or ownership documents and certificate of occupancy documenting compliance with all applicable codes one month prior to the move.
- B. The School will use facilities that comply with the State Uniform Building Code for Public Education Facilities Construction adopted pursuant to Florida Statutes. The School will utilize facilities that comply with the Florida Building Code, pursuant to chapter 553, and the Florida Fire Prevention Code, pursuant to chapter 633, as adopted by the authority in whose jurisdiction the facility is located. The School will provide the Sponsor with a list of the facilities to be used and their location. The School will allow periodic health and safety inspections conducted by district safety staff.
- C. Future plans for the facilities: See Addendum B
- D. If the school secures facilities to temporarily relocate in response to an emergency or other unforeseen event, the school will notify the Sponsor within forty-eight (48) hours of reaching an agreement on the new property or location.
- E. If the Sponsor has facilities or property, including textbooks, available as surplus, marked for disposal, or otherwise unused, it may be provided for the School's use on the same basis as such property is made available to other public schools. The School will not sell or dispose of such property without the written permission of the Sponsor.
- F. In the event the School is dissolved or is otherwise terminated, all of the School's property and improvements, furnishings, and equipment, subject to settlement of any outstanding liens or encumbrances, purchased with public funds, in part or in whole, or surplus property obtained from the Sponsor will be peacefully delivered to the Sponsor and automatically revert to full ownership by the Sponsor.
- G. Pursuant to the School's obligation to be non-sectarian in its educational program the School will prohibit displaying religious or partisan political symbols, statues, artifacts on or about the school facility.

Section 15: Transportation Service

- A. Describe the school's plan for transportation, including any plans for contracting services. Your plan should discuss, to the greatest extent possible, the issues relevant to the school's transportation plans.**

SMA Prep will provide transportation of students consistent with the requirements of Florida Statutes. The School will ensure that transportation shall not be a barrier to equal access for any student residing within reasonable distance of the School as determined in the School's designated district as stated in the application.

Should the School choose to schedule its instructional day to accommodate the regular bus transportation schedule of Sarasota County Schools ("Sponsor"), the Sponsor may agree to provide transportation to and from the School for students residing along already established transportation routes in the district. The Sponsor and the School would negotiate the compensation for transportation services and the Sponsor would deduct such amount from the School's revenue disbursements. The School may enter into a separate agreement with the Sponsor to receive additional transportation services for extracurricular events, field trips, and other activities.

SMA Prep will demonstrate compliance with all applicable transportation safety requirements. Should the School choose to provide its own transportation plan rather than contract with the Sponsor for transportation services, it shall submit a transportation plan to the Sponsor for review and approval. The School shall not initiate its own transportation services until its transportation plan has been reviewed and approved by district's staff to ensure compliance with all applicable federal and state transportation safety requirements.

Section 16: Food Service

A. Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program.

SMA Prep will comply with the federal requirements for free and reduced meal service. If the School utilizes the Sponsor for the provision of free and reduced meal service, the parents of students eligible for free or reduced priced meals will be required to complete an application and submit it to the Sponsor's Food and Nutrition Services Department for review and processing. The School will be responsible for picking up meals or may contract with the Sponsor for delivery. If the School desires meal service for students not eligible for free or reduced priced meals, the Sponsor will provide such meals at the regular rate per student. If meal service is utilized, the School and the Sponsor will enter into a separate contract.

Section 17: Budget

A. Project initial budget: see Attachment A

B. Annual Budget

1. The school shall annually Prepare and operating budget for the School. The budget shall be formally adopted by the Governing Board at a scheduled board meeting. The adoption of the budget shall be documented in the minutes of the meeting.
2. The School shall provide a copy of the approved budget and a copy of the minutes to the Governing Board meeting documenting adoption of the budget, no later than August 31, of each fiscal year.

C. Amended Budget

Any amendments to the budget shall be approved by the Governing Board at a scheduled board meeting, and a copy provide to the Sponsor within 10 business days of the meeting at which the budget was amended.

Sarasota Military Academy Prep
Proposed Budget

Revenue all sources:	First Year 425 Students	Second Year 475 Students	Third Year 525 Students
Base Student Allocation @ 3,600 / FTE	1,530,000	1,710,000	1,890,000
Additional Allocations @ 2,775 / FTE	1,179,375	1,318,125	1,456,875
Total Base + Supplemental	2,709,375	3,028,125	3,346,875
Community Donations	40,000	45,000	50,000
Total Revenue not including capital allowance	2,749,375	3,073,125	3,396,875
Capital allowance @ 400 / FTE	170,000	190,000	210,000
Total Revenue	2,919,375	3,263,125	3,606,875
Estimated Expenses			
Facility lease & Maintenance	600,000	650,000	775,000
Salaries:	Instructional	725,000	850,000
	Administrative	275,000	300,000
	Staff	350,000	400,000
Other Expenses: (Equipment; Insurance; Utilities; Supplies; etc)	850,000	900,000	950,000
Total Estimated Expenses	2,800,000	3,100,000	3,400,000
Margin above expenses	119,375	163,125	206,875

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V# FEFP/PROJ

General Fund Florida Finance Program Revenue Distribution								
Instructional Program	Student FTE	Program Cost Factor	Weighted FTE	Base Student Allocation	District Cost Differential	Total Earnings	Prior Distributions	Current Month Distribution
Basic Education k-3 Program 101	0.00	1.125	0.00	\$3,752.30	1.0010	\$0		\$0
Basic Education 4-8 Program 102	405.00	1.000	405.00	\$3,752.30	1.0010	\$1,521,201		\$126,767
Basic Education 9-12 Program 103	0.00	1.011	0.00	\$3,752.30	1.0010	\$0		\$0
K-3 Basic with ESE Services Program 111	0.00	1.125	0.00	\$6,106.37	1.0010	\$0		\$0
4-8 Basic with ESE Services Program 112	20.00	1.000	20.00	\$6,106.37	1.0010	\$122,250		\$10,187
9-12 Basic with ESE Services Program 113	0.00	1.011	0.00	\$6,106.37	1.0010	\$0		\$0
ESOL Services all grades Program 130	0.00	1.145	0.00	\$3,752.30	1.0010	\$0		\$0
ESE Support Level 4 Program 254	0.00	3.558	0.00	\$3,752.30	1.0010	\$0		\$0
ESE Support Level 5 Program 255	0.00	5.089	0.00	\$3,752.30	1.0010	\$0		\$0
9-12 Career Education Program 300	0.00	1.011	0.00	\$3,752.30	1.0010	\$0		\$0
Total	425.00		425.00			\$1,643,451	\$0	\$136,954

Other Charter School Distributions based upon the Charter School percentage of Weighted FTE to the District's total W.F.T.E and Unweighted FTE							
Revenue Category	Charter School FTE % Computation			Charter School WFTE % Computation			
	School FTE	District FTE	School %	School FTE	School WFTE	District WFTE	School %
	425.00	41,011.15	0.01096304		425.00	44,168.35	0.00962227

Revenue Category	District Total	FTE or WFTE Percentage	Total Earnings	Prior Distributions	Current Month Distribution
Discretionary Millage	\$31,359,408	0.00962227	\$301,749		\$25,146
Referendum Millage	\$41,924,343	0.00962227	\$403,408		\$33,617
Supplemental Academic Instruction	\$8,348,718	0.01096304	\$86,518		\$7,210
Reading Allocation	\$1,984,793	0.01096304	\$20,568		\$1,714
Discretionary Lottery	\$0	0.00962227	\$0		\$0
Declining Enrollment	\$0	0.00962227	\$0		\$0
Safe Schools	\$1,129,308	0.00962227	\$10,867		\$906
State FEFP Enhancement for Salaries	\$0	0.00962227	\$0		\$0
Technology Tools	\$0	0.00962227	\$0		\$0
Class Size PK - Grade 3	\$1,320.15		\$0		\$0
Class Size Grade 4 - Grade 8	\$900.48		425.00	\$382,704	\$31,892
Class Size Grade 9 - Grade 12	\$902.65			\$0	\$0
Total General Fund Allocation (Note to be used for school personnel and related instructional materials)			\$2,849,264	\$0	\$237,439

Less District Administrative Fee (Note % is dependent upon the charter school being Highly Performing or Not)				
Category	Percentage	FTE 250 Max		
High Performing	2.00%			
Regular Charter School	5.00%	250.00		
Less Administrative Fee			(\$83,802)	(\$6,983)

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The Legislature capped the administrative fee to be paid to the District at 250 students. The balance of the fee based on the total earnings is to be used for capital purposes by the Charter School. Below is the amount of the reduction that must be used for capital expenditures.					
High Performing Regular Charter School	\$58,661.32				
School Bus Transportation Calculation					
Classification of Transportation Calculation	Revenue Per Student	District Cost Per Student	Number of students being Transported		
Charter schools transporting their own students					
Charter School Students Transported by the District	\$390.39	(\$714.71)	50		
Net Transportation Revenue or (Expense)					
				(\$16,216)	(\$1,351)
Less amount loaded for warehouse supplies Cost Strip 1101-5102-0510-1314-0000					
Less other amounts the charter school has requested to be paid directly by the district					
Less summer school fee of \$500 per student					
Summer School Fee	# of Students	Fee (\$500.00)			
			\$0		\$0
Net Charter School Payment				\$2,749,246	\$0
Florida Education Finance Program Revenue District cost strip		(1101-5102-0397-1314-0000)	\$1,845,182		\$153,765
Discretionary Lottery District cost strip		(1101-5102-0397-1314-0449)	\$0		\$0
Referendum Millage Allocation District cost strip		(1101-5102-0397-1314-0485)	\$403,408		\$33,617
Supplemental Academic Instruction District cost strip		(1101-5102-0397-1314-0460)	\$86,518		\$7,210
Reading Allocation District cost strip		(1101-5102-0397-1314-0466)	\$20,568		\$1,714
Class Size Reduction District Cost Strip		(1101-5102-0397-1314-1353)	\$382,704		\$31,892
Safe Schools Allocation District cost strip		(1101-5102-0397-1314-0687)	\$10,867		\$906
Transportation Revenue if not using district transportation department		(1101-7800-0397-1314-0000)			\$0
Total Distribution				\$2,749,246	\$0

The State Categorical Instructional Material Allocation for the Charter School has been loaded into the district account (below) for the purchase of textbooks.							
Cost Strip fund source (1101), function Grade 4 thru 8 (5102), object State Textbooks (0522), project Instructional Materials (2387)							
State Categorical Instructional Material Allocation Calculation							
Instructional Material Computation	District Amount	FTE %	Number of Dual Enrollment Students	Charter School Instructional Material Alloc.	Less Amount Previously Paid	Balance Available	
Instructional Material Allocation - Cost Strip 1101-5102-0522-1314-2387	\$2,951,083	1.0363%		\$30,582		\$30,582	
Science Laboratory Materials - Cost Strip 1101-5102-0510-1314-2387	\$49,305	1.0363%		\$511		\$511	

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Library Media Materials - 1101-6200-0610-1314-2387	Cost Strip	\$180,385	1.0363%			\$1,869			\$1,869
Dual Enrollment is based on number of students in 9-12 dual enrollment The dollar amount per student is in the district amount column		\$325							0
									0
									0
Total Instructional Materials						\$32,962	0		\$32,962
Capital Outlay 1.5 mill Computation at 30% based upon the school's percentage of Weighted FTE									
	District Amount @30%	Schools WFTF Percentage	Total allocation	Less Amount Previously Paid	Balance Available				
Amount	\$18,835,722	0.9622%	\$181,242		\$181,242				
Carryforward Balance as of 6/30/13:					\$0				
Distribution for Charter School Capital Outlay:					\$0				
Available Balances (Net of Encumbrances):			\$181,242	\$0	\$181,242				
Detail of the number of funded student FTE submitted for State Funding									
Instructional Program	Estimated July	Estimated October	Estimated February	Estimated June	Total FTE	Approved for Payment			
Basic Education k-3 Program 101					0.00				
Basic Education 4-8 Program 102		202.50	202.50		405.00				
Basic Education 9-12 Program 103					0.00				
K-3 Basic with ESE Services Program 111					0.00				
4-8 Basic with ESE Services Program 112		10.00	10.00		20.00				
9-12 Basic with ESE Services Program 113					0.00				
ESOL Services all grades Program 130					0.00				
ESE Support Level 4 Program 254					0.00				
ESE Support Level 5 Program 255					0.00				
9-12 Career Education Program 300					0.00				
Total	0.00	212.50	212.50	0.00	425.00				

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V # FEFP/PROJ

General Fund Florida Finance Program Revenue Distribution								
Instructional Program	Student FTE	Program Cost Factor	Weighted FTE	Base Student Allocation	District Cost Differential	Total Earnings	Prior Distributions	Current Month Distribution
Basic Education k-3 Program 101	0.00	1.125	0.00	\$3,752.30	1.0010	\$0		\$0
Basic Education 4-8 Program 102	453.00	1.000	453.00	\$3,752.30	1.0010	\$1,701,492		\$141,791
Basic Education 9-12 Program 103	0.00	1.011	0.00	\$3,752.30	1.0010	\$0		\$0
K-3 Basic with ESE Services Program 111	0.00	1.125	0.00	\$6,106.37	1.0010	\$0		\$0
4-8 Basic with ESE Services Program 112	22.00	1.000	22.00	\$6,106.37	1.0010	\$134,474		\$11,206
9-12 Basic with ESE Services Program 113	0.00	1.011	0.00	\$6,106.37	1.0010	\$0		\$0
ESOL Services all grades Program 130	0.00	1.145	0.00	\$3,752.30	1.0010	\$0		\$0
ESE Support Level 4 Program 254	0.00	3.558	0.00	\$3,752.30	1.0010	\$0		\$0
ESE Support Level 5 Program 255	0.00	5.089	0.00	\$3,752.30	1.0010	\$0		\$0
9-12 Career Education Program 300	0.00	1.011	0.00	\$3,752.30	1.0010	\$0		\$0
Total	475.00		475.00			\$1,835,966	\$0	\$152,997
Other Charter School Distributions based upon the Charter School percentage of Weighted FTE to the District's total W.F.T.E and Unweighted FTE								
	Charter School FTE % Computation			Charter School WFTE % Computation				
	School FTE	District FTE	School %	School FTE	School WFTE	District WFTE	School %	
	475.00	41,011.15	0.01158222		475.00	44,168.35	0.01075431	
Revenue Category	District Total	FTE or WFTE Percentage				Total Earnings	Prior Distributions	Current Month Distribution
Discretionary Millage	\$31,359,408	0.01075431				\$337,249		\$28,104
Referendum Millage	\$41,924,343	0.01075431				\$450,867		\$37,572
Supplemental Academic Instruction	\$8,348,718	0.01158222				\$95,697		\$8,058
Reading Allocation	\$1,984,793	0.01158222				\$22,988		\$1,916
Discretionary Lottery	\$0	0.01075431				\$0		\$0
Declining Enrollment	\$0	0.01075431				\$0		\$0
Safe Schools	\$1,129,308	0.01075431				\$12,145		\$1,012
State FEFP Enhancement for Salaries	\$0	0.01075431				\$0		\$0
Technology Tools	\$0	0.01075431				\$0		\$0
Class Size PK - Grade 3	\$1,320.15					\$0		\$0
Class Size Grade 4 - Grade 8	\$900.48			475.00		\$427,728		\$35,644
Class Size Grade 9 - Grade 12	\$902.65					\$0		\$0
Total General Fund Allocation (Note to be used for school personnel and related instructional materials)						\$3,183,640	\$0	\$265,303
Less District Administrative Fee (Note % is dependent upon the charter school being Highly Performing or Not)								
Category	Percentage	FTE 250 Max						
High Performing	2.00%							
Regular Charter School	5.00%	250.00						
Less Administrative Fee						(\$83,780)		(\$6,982)

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The Legislature capped the administrative fee to be paid to the District at 250 students. The balance of the fee based on the total earnings is to be used for capital purposes by the Charter School. Below is the amount of the reduction that must be used for capital expenditures.					
High Performing Regular Charter School	\$75,402.00				
School Bus Transportation Calculation					
Classification of Transportation Calculation	Revenue Per Student	District Cost Per Student	Number of students being Transported		
Charter schools transporting their own students					
Charter School Students Transported by the District	\$390.39	(\$714.71)	50		
Net Transportation Revenue or (Expense)				(\$16,216)	(\$1,351)
Less amount loaded for warehouse supplies Cost Strip 1101-5102-0510-1314-0000					
Less other amounts the charter school has requested to be paid directly by the district					
Less summer school fee of \$500 per student					
Summer School Fee	# of Students	Fee (\$500.00)		\$0	\$0
Net Charter School Payment				\$3,083,644	\$0
Florida Education Finance Program Revenue District cost strip		(1101-5102-0397-1314-0000)	\$2,073,219		\$172,768
Discretionary Lottery District cost strip		(1101-5102-0397-1314-0449)	\$0		\$0
Referendum Millage Allocation District cost strip		(1101-5102-0397-1314-0485)	\$450,867		\$37,572
Supplemental Academic Instruction District cost strip		(1101-5102-0397-1314-0460)	\$96,697		\$8,058
Reading Allocation District cost strip		(1101-5102-0397-1314-0466)	\$22,988		\$1,916
Class Size Reduction District Cost Strip		(1101-5102-0397-1314-1353)	\$427,728		\$35,644
Safe Schools Allocation District cost strip		(1101-5102-0397-1314-0687)	\$12,145		\$1,012
Transportation Revenue if not using district transportation department		(1101-7800-0397-1314-0000)			\$0
Total Distribution				\$3,083,644	\$0
State Categorical Instructional Material Allocation Calculation					
The State Categorical Instructional Material Allocation for the Charter School has been loaded into the district account (below) for the purchase of textbooks					
Cost Strip fund source (1101), function Grade 4 thru 8 (5102), object State Textbooks (0522), project Instructional Materials (2387)					
Instructional Material Computation	District Amount	FTE %	Number of Dual Enrollment Students	Charter School Instructional Material Alloc.	Less Amount Previously Paid
Instructional Material Allocation - Cost Strip 1101-5102-0522-1314-2387	\$2,951,083	1.1582%		\$34,180	\$34,180
Science Laboratory Materials - Cost Strip 1101-5102-0510-1314-2387	\$49,305	1.1582%		\$571	\$571

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Library Media Materials - 1101-6200-0610-1314-2387	Cost Strip	\$180,385	1.1582%						
					\$2,089		\$2,089		
Dual Enrollment is based on number of students in 9-12 dual enrollment The dollar amount per student is in the district amount column		\$325					0		
							0		
							0		
Total Instructional Materials					\$36,840	0	\$36,840		

Capital Outlay 1.5 mill Computation at 30% based upon the school's percentage of Weighted FTE

	District Amount @30%	Schools WFTE Percentage	Total allocation	Less Amount Previously Paid	Balance Available		
Amount	\$18,835,722	1.0754%	\$202,565		\$202,565		
Carryforward Balance as of 6/30/13:					\$0		
Distribution for Charter School Capital Outlay:					\$0		
Available Balances (Net of Encumbrances):			\$202,565	\$0	\$202,565		

Detail of the number of funded student FTE submitted for State Funding

Instructional Program	Estimated July	Estimated October	Estimated February	Estimated June	Total FTE	Approved for Payment
Basic Education k-3 Program 101					0.00	
Basic Education 4-8 Program 102		226.50	226.50		453.00	
Basic Education 9-12 Program 103					0.00	
K-3 Basic with ESE Services Program 111					0.00	
4-8 Basic with ESE Services Program 112		11.00	11.00		22.00	
9-12 Basic with ESE Services Program 113					0.00	
ESOL Services all grades Program 130					0.00	
ESE Support Level 4 Program 254					0.00	
ESE Support Level 5 Program 255					0.00	
9-12 Career Education Program 300					0.00	
Total	0.00	237.50	237.50	0.00	475.00	

The School Board of Sarasota County, Florida
 Estimated Enrollment @ 525 Students
 School Earnings Report for the Fiscal Year 2013-2014
 Based Upon the Senate Budget

V # FEFP/PROJ

General Fund Florida Finance Program Revenue Distribution								
Instructional Program	Student FTE	Program Cost Factor	Weighted FTE	Base Student Allocation	District Cost Differential	Total Earnings	Prior Distributions	Current Month Distribution
Basic Education k-3 Program 101	0.00	1.125	0.00	\$3,752.30	1.0010	\$0		\$0
Basic Education 4-8 Program 102	495.00	1.000	495.00	\$3,752.30	1.0010	\$1,859,246		\$154,937
Basic Education 9-12 Program 103	0.00	1.011	0.00	\$3,752.30	1.0010	\$0		\$0
K-3 Basic with ESE Services Program 111	0.00	1.125	0.00	\$6,106.37	1.0010	\$0		\$0
4-8 Basic with ESE Services Program 112	30.00	1.000	30.00	\$6,106.37	1.0010	\$183,374		\$15,281
9-12 Basic with ESE Services Program 113	0.00	1.011	0.00	\$6,106.37	1.0010	\$0		\$0
ESOL Services all grades Program 130	0.00	1.145	0.00	\$3,752.30	1.0010	\$0		\$0
ESE Support Level 4 Program 254	0.00	3.558	0.00	\$3,752.30	1.0010	\$0		\$0
ESE Support Level 5 Program 255	0.00	5.089	0.00	\$3,752.30	1.0010	\$0		\$0
9-12 Career Education Program 300	0.00	1.011	0.00	\$3,752.30	1.0010	\$0		\$0
Total	525.00		525.00			\$2,042,620	\$0	\$170,218
Other Charter School Distributions based upon the Charter School percentage of Weighted FTE to the District's total W.F.T.E and Unweighted FTE								
	Charter School FTE % Computation			Charter School WFTE % Computation				
	School FTE	District FTE	School %	School FTE	School WFTE	District WFTE	School %	
	525.00	41,011.15	0.0128014		525.00	44,168.35	0.01188634	
Revenue Category	District Total	FTE or WFTE Percentage				Total Earnings	Prior Distributions	Current Month Distribution
Discretionary Millage	\$31,359,408	0.01188634				\$372,749		\$31,062
Referendum Millage	\$41,924,343	0.01188634				\$498,327		\$41,527
Supplemental Academic Instruction	\$8,348,718	0.0128014				\$106,875		\$8,906
Reading Allocation	\$1,984,793	0.0128014				\$25,408		\$2,117
Discretionary Lottery	\$0	0.01188634				\$0		\$0
Declining Enrollment	\$0	0.01188634				\$0		\$0
Safe Schools	\$1,129,308	0.01188634				\$13,423		\$1,119
State FEFP Enhancement for Salaries	\$0	0.01188634				\$0		\$0
Technology Tools	\$0	0.01188634				\$0		\$0
Class Size PK - Grade 3	\$1,320.15					\$0		\$0
Class Size Grade 4 - Grade 8	\$900.48			525.00		\$472,752		\$39,396
Class Size Grade 9 - Grade 12	\$902.65					\$0		\$0
Total General Fund Allocation (Note to be used for school personnel and related instructional materials)						\$3,532,154	\$0	\$294,346
Less District Administrative Fee (Note % is dependent upon the charter school being Highly Performing or Not)								
Category	Percentage	FTE 250 Max						
High Performing	2.00%							
Regular Charter School	5.00%	250.00						
Less Administrative Fee						(\$84,099)		(\$7,008)

The School Board of Sarasota County, Florida
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 Based Upon the Senate Budget

V # FEFP/PROJ

<p>The Legislature capped the administrative fee to be paid to the District at 250 students. The balance of the fee based on the total earnings is to be used for capital purposes by the Charter School. Below is the amount of the reduction that must be used for capital expenditures.</p>						
High Performing Regular Charter School	\$92,508.81					
School Bus Transportation Calculation						
Classification of Transportation Calculation	Revenue Per Student	District Cost Per Student	Number of students being Transported			
Charter schools transporting their own students						
Charter School Students Transported by the District	\$390.39	(\$714.71)	50			
Net Transportation Revenue or (Expense)				(\$16,216)		(\$1,351)
Less amount loaded for warehouse supplies Cost Strip 1101-5102-0510-1314-0000						
Less other amounts the charter school has requested to be paid directly by the district						
Less summer school fee of \$500 per student						
Summer School Fee	# of Students	Fee (\$500.00)				
			\$0			\$0
Net Charter School Payment				\$3,431,839	\$0	\$285,987
Florida Education Finance Program Revenue District cost strip		(1101-5102-0397-1314-0000)	\$2,315,054			\$192,921
Discretionary Lottery District cost strip		(1101-5102-0397-1314-0449)	\$0			\$0
Referendum Millage Allocation District cost strip		(1101-5102-0397-1314-0485)	\$498,327			\$41,527
Supplemental Academic Instruction District cost strip		(1101-5102-0397-1314-0460)	\$106,875			\$8,906
Reading Allocation District cost strip		(1101-5102-0397-1314-0456)	\$25,408			\$2,117
Class Size Reduction District Cost Strip		(1101-5102-0397-1314-1353)	\$472,752			\$39,396
Safe Schools Allocation District cost strip		(1101-5102-0397-1314-0687)	\$13,423			\$1,119
Transportation Revenue if not using district transportation department		(1101-7800-0397-1314-0000)				\$0
Total Distribution				\$3,431,839	\$0	\$285,987
<p>The State Categorical Instructional Material Allocation for the Charter School has been loaded into the district account (below) for the purchase of textbooks. Cost Strip fund source (1101), function Grade 4 thru 8 (5102), object State Textbooks (0522), project Instructional Materials (2387)</p>						
State Categorical Instructional Material Allocation Calculation						
Instructional Material Computation	District Amount	FTE %	Number of Dual Enrollment Students	Charter School Instructional Material Alloc.	Less Amount Previously Paid	Balance Available
Instructional Material Allocation - 1101-5102-0522-1314-2387	\$2,951,083	1.2801%		\$37,778		\$37,778
Science Laboratory Materials - 1101-5102-0510-1314-2387	\$49,305	1.2801%		\$631		\$631

The School Board of Sarasota County, Florida
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							V #	FEFP/PROJ			
Library Media Materials - 1101-6200-0610-1314-2387	Cost Strip	\$180,385	1.2801%		\$2,309		\$2,309				
Dual Enrollment is based on number of students in 9-12 dual enrollment The dollar amount per student is in the district amount column		\$325					0				
							0				
							0				
Total Instructional Materials					\$40,718	0	\$40,718				
Capital Outlay 1.5 mill Computation at 30% based upon the school's percentage of Weighted FTE											
	District Amount @30%	Schools WFTF Percentage	Total allocation	Less Amount Previously Paid	Balance Available						
Amount	\$18,835,722	1.1886%	\$223,888		\$223,888						
Carryforward Balance as of 6/30/13:					\$0						
Distribution for Charter School Capital Outlay:					\$0						
Available Balances (Net of Encumbrances):			\$223,888	\$0	\$223,888						
Detail of the number of funded student FTE submitted for State Funding						Approved for Payment					
Instructional Program	Estimated July	Estimated October	Estimated February	Estimated June	Total FTE						
Basic Education k-3 Program 101					0.00						
Basic Education 4-8 Program 102		247.50	247.50		495.00						
Basic Education 9-12 Program 103					0.00						
K-3 Basic with ESE Services Program 111					0.00						
4-8 Basic with ESE Services Program 112		15.00	15.00		30.00						
9-12 Basic with ESE Services Program 113					0.00						
ESOL Services all grades Program 130					0.00						
ESE Support Level 4 Program 254					0.00						
ESE Support Level 5 Program 255					0.00						
9-12 Career Education Program 300					0.00						
Total	0.00	262.50	262.50	0.00	525.00						

Section 18: Financial Management and Oversight

A. Maintenance of Financial Records

The School shall use the standard state format contained in the Financial and Program Cost Accounting and Reporting for Florida Schools (The Red Book) for all financial transactions and maintenance of financial records.

B. Financial and Program Cost Accounting and Reporting for Florida Schools

The school agrees to do an annual cost accounting in a form and manner consistent with generally accepted governmental accounting standards in Florida.

C. Financial Reports

1. Monthly Financial Reports

The School will submit a monthly financial report to the Sponsor no later than the last day of the month following the month being reported. The monthly report will be in a year-to-date format and include all revenue and expenditure activities related to the operation of the school.

2. Annual Property Inventory

The School will submit annually to the Sponsor a property inventory of all items purchased with public funds (including grant funds) that cost more than \$750. The property inventory shall include the date of purchase, description of the item purchased, the cost of the item, and the item location. The property inventory shall be submitted to the Sponsor annually at the same time the School's Annual Audit is submitted.

3. Program Cost Report

The School agrees to deliver to the sponsor its annual cost report in a form and manner consistent with generally accepted governmental accounting standard in Florida, no later than the last working day in August.

4. Annual Financial Audit

The School will annually obtain a financial audit, from a licensed Certified Public Accountant. The audit will be performed in accordance with Generally Accepted Auditing Standards; Governing Standards and the Rules of the Auditor General for the State of Florida. The School

will provide a copy of its annual financial (including any School responses to audit findings) to the Sponsor no later than November 1.

5. Form 990, if applicable

If the School has obtained federal tax exempt status as a 501(c) (3) organization, the School shall provide the Sponsor copies of any correspondence from the Internal Revenue Service (IRS) confirming the School's 501(c)(3) status and will provide to the Sponsor a copy of its annual Form 990 within 15 business days after filing it with the IRS.

D. The School shall provide all required financial documents noted herein in a timely manner consistent with the terms of this agreement. The Sponsor reserves the right to withhold monthly disbursements in the event that any required financial reports including monthly financial reports, the annual financial report or the annual financial audit are not received within 30 calendar days from the due date.

E. The School's Fiscal year shall be July 1— June 30.

F. Financial Recovery Plan and Corrective Action Plan as required by statute and State Board of Education rule. Furthermore, if the School's independent audit reveals a deficit financial position, the auditors are required to notify the School's governing board, the Sponsor and the Department of Education. The Independent Auditor shall report such findings in the form of an exit interview to the principal or the principal administrator of the School and the chair of the Governing Board within seven (7) working days after finding the deficit position. A final report shall be provided to the entire Governing Board, the Sponsor and the Department of Education within fourteen (14) working days after the exit interview.

Sarasota Military Academy Prep
Proposed Budget

Revenue all sources:	First Year 425 Students	Second Year 475 Students	Third Year 525 Students
Base Student Allocation @ 3,600 / FTE	1,530,000	1,710,000	1,890,000
Additional Allocations @ 2,775 / FTE	1,179,375	1,318,125	1,456,875
Total Base + Supplemental	2,709,375	3,028,125	3,346,875
Community Donations	40,000	45,000	50,000
Total Revenue not including capital allowance	2,749,375	3,073,125	3,396,875
Capital allowance @ 400 / FTE	170,000	190,000	210,000
Total Revenue	2,919,375	3,263,125	3,606,875
Estimated Expenses			
Facility lease & Maintenance	600,000	650,000	775,000
Salaries:	Instructional	725,000	850,000
	Administrative	275,000	300,000
	Staff	350,000	400,000
Other Expenses: (Equipment; Insurance; Utilities; Supplies; etc)	850,000	900,000	950,000
Total Estimated Expenses	2,800,000	3,100,000	3,400,000
Margin above expenses	119,375	163,125	206,875

Section 19: Action Plan

A. Present a projected timetable for the school's start-up

06/2013-11/2013:	Identifying and securing facility
12/2013-01/2014:	Policy adoption by Board (if necessary)
01/2014-08/2014:	Student enrollment
01/2014- 06/2014:	Recruiting and hiring staff
06/2014:	Lottery, if necessary
06/2014-08/2014:	Staff training
06/2014-08/2014:	Governing Board training

III. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for Sarasota Military Academy Prep is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

- Will be nonsectarian in its programs, admission policies, employment practices and operations.
- Will enroll any eligible student who submits a timely application, unless the school receives a greater number of applications than there are spaces for students, in which case students will be admitted through a random selection process.
- Will adhere to the antidiscrimination provisions of section 1000.05, F.S.
- Will adhere to all applicable provision of state and federal law relating to the education of students with disabilities, including the Individuals with Disabilities Education Act; section 504 of the Rehabilitation Act of 1974; and Title II of the Americans with Disabilities Act of 1990.
- Will adhere to all applicable provisions of federal law relating to students who are limited English proficient, including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Will participate in the statewide assessment program created under section 1008.22, F.S.
- Will comply with Florida statutes relating to public records and public meetings, including Chapter 119, Florida Statutes, and section 286.011, F.S., which are applicable to applicants even prior to being granted a charter.
- Will obtain and keep current all necessary permits, licenses and certifications related to fire, health and safety within the building and on school property.
- Will provide for an annual financial audit in accordance with section 218.39, F.S.

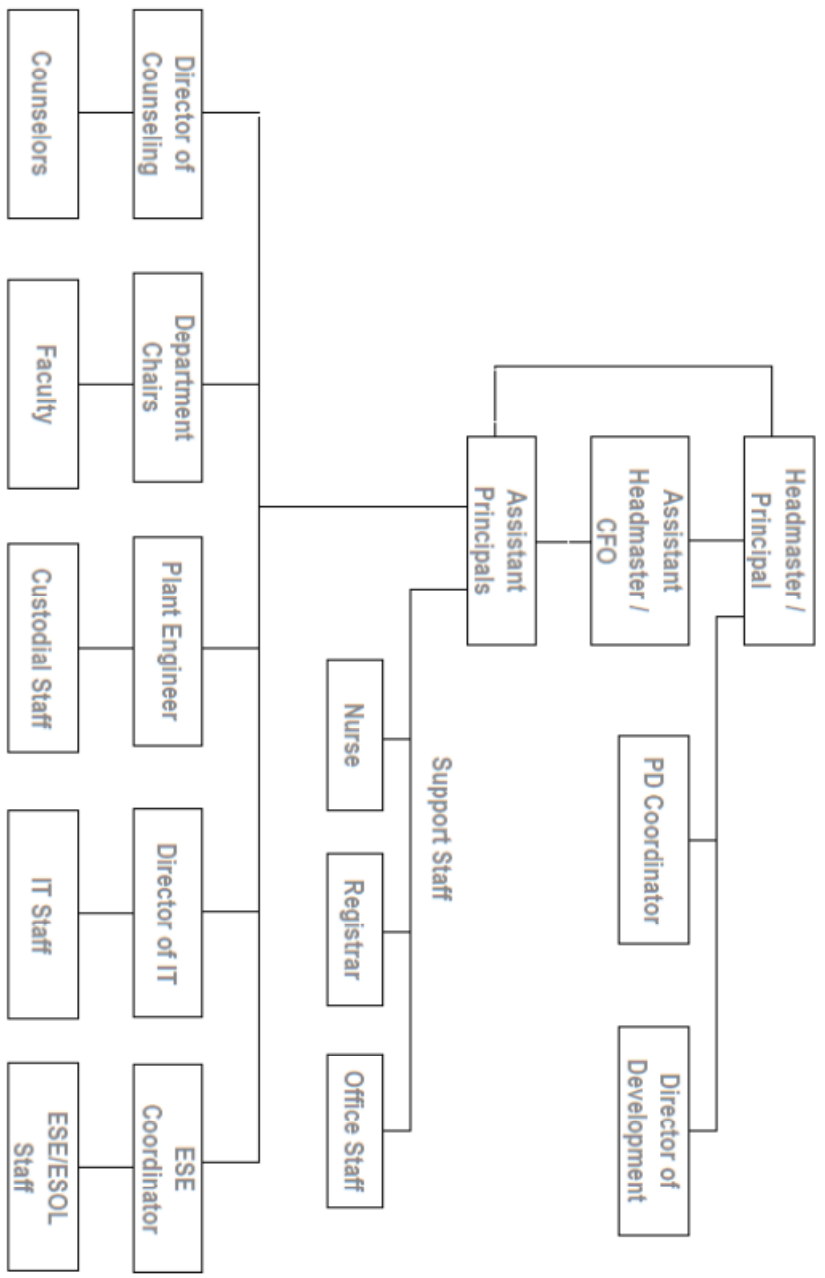
The governing board, at its discretion, allows _____ (name), _____(title) to sign as the legal correspondent for the school.

Signature

Date

Printed Name

Sarasota Military Academy Prep School Organizational Chart



Revised 2013-02-07

Addendum B

FRED M. STARLING, INC.

5969 Cattlebridge Blvd., Suite 200 - Sarasota, FL. 34232 - 941/378-3811 Fax 941/378-3670
Lic. #: CGC014805

June 21, 2013

RE: Sarasota Military Academy Middle School project

Attn: Dan Kennedy

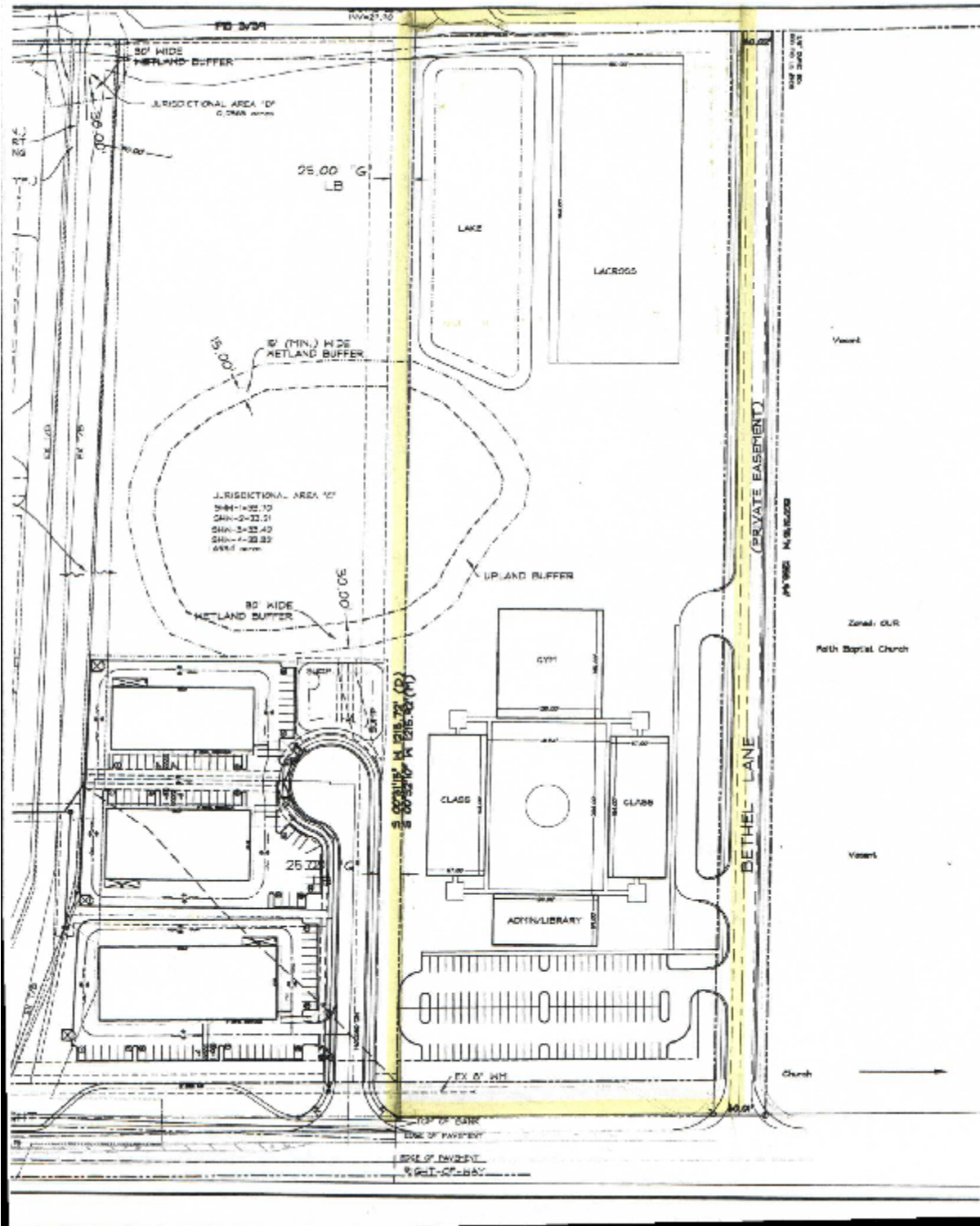
Dear Dan,

In the attached proforma, we have outlined for you the estimated costs for the above referenced project. Without a complete set of plans to work from, we have based this estimate on certain assumptions, outlined below, based on the information you provided us as to your initial needs, using state and/or county guidelines for class sizes, building code requirements and experience. These assumptions are as follow:

- Using the basis of an anticipated initial enrollment of approximately 350 students with a maximum class size of 20 students per class, we estimated a need for 18 classrooms. With an average class size of just over 800 square feet and 10 classrooms per building, plus restrooms, we allowed for two classroom buildings at 9,600 square feet each.
- We assumed combining the admin building and cafeteria into the same building. Cafeteria size was estimated using the Florida Building Code requirement of 15 square feet per student. Combined with the admin area, this building would be roughly 7,800 square feet.
- The fourth and final building would be the gymnasium. We determined this building to be roughly 15,000 square feet, using the standard basketball court size with court buffer zone, room for bleachers, and boys and girls locker rooms and restrooms.
- We propose these buildings to be of the pre-engineered steel type with concrete masonry exterior walls and hallways with drywall over metal stud partition walls and acoustical ceilings as we have found this type of building to be the most expeditious and cost effective to erect, efficient to heat and cool and economical to maintain.
- Land costs were determined with the assumption that the property can be purchased for \$750,000.00
- Estimated hard and soft costs were determined based on historical data of other projects we have constructed of similar size and scope.
- We have also provided a comparison between erecting all new buildings and using a combination of portables for the classrooms and fixed structures for the gymnasium and admin/cafeteria buildings.

To summarize, enough data was available to demonstrate with reasonable accuracy what the costs of this project would be. We feel this proforma provides Sarasota Military Academy the most cost effective and efficient way to achieve your goal of opening a middle school in this very desirable location.







THE STARLING GROUP

5969 CattleRidge Blvd., Suite 200 • Sarasota, FL 34232 • (941) 378-3811 • Fax (941) 378-3670

**SARASOTA MILITARY ACADEMY
MIDDLE SCHOOL CAMPUS
FRUITVILLE ROAD AND BETHEL LANE**

SCHEDULE OF EVENTS

- | | |
|---|--------------------|
| 1. Rezone Pre-Application Meeting | July 18, 2013 |
| 2. Contract Property | August 1, 2013 |
| 3. Execute Lease Agreement | August 15, 2013 |
| 4. Submit Rezone Application | September 1, 2013 |
| 5. Hire Architects and Engineers | September 1, 2013 |
| 6. Finalize Site Plan and Building Elevations | September 15, 2013 |
| 7. Submit Plans for Permit | November 1, 2013 |
| 8. Planning Commission Meeting | November 2013 |
| 9. County Commission Meeting | December 2013 |
| 10. Obtain Permits for Site and Buildings | December 2013 |
| 11. Close on Property | Late December 2013 |
| 12. Begin Construction | January 2014 |
| 13. Complete Construction | July 31, 2014 |
| 14. Outfit Classrooms | August 1-15, 2014 |
| 15. Classes Begin | August 18, 2014 |

SMA MIDDLE
42,000 S.F.

LAND COST

BUILDABLE S.F. \$ 17.86 42,000 \$ 750,000.00 \$ 750,000.00

HARD COST

BUILDING VERTICAL CONSTRUCTION

SHELL \$ 72.00 X 42,000 \$ 3,024,000.00
 INTERIOR FINISH \$ - X 42,000 \$ -
 FEES & PERMITS \$ 4.50 X 42,000 \$ 189,000.00

SITE WORK

PAVING, GRADING, STORMWATER
 MANAGEMENT, LANDSCAPE, SOD
 IRRIGATION \$ 350,000.00
\$ 3,563,000.00 \$ 3,563,000.00

SOFT COSTS

ARCHITECT/ ENGINEER \$ 150,000.00
 LEGAL/ ACCOUNTING \$ 10,000.00
 MANAGEMENT FEE \$ 3,583,000.00 X 3% \$ 106,890.00
 BANK FEES/CLOS.COST \$ 3,500,000.00 X 1% \$ 35,000.00
 CONSTRUCTION INTEREST \$ 3,500,000.00 @ 5%
 180 DAYS @ 65% \$ 56,095.89

INTEREST DURING LEASE UP
 OR SALE \$ @ 8%
 12 MONTHS @ 25% \$ -

MARKETING/ LEASING \$ -
 MISC. - TAXES, INSURANCE,
 CLOSING COST(land) \$ 30,000.00

\$ 387,985.89 \$ 388,000.00
TOTAL COST \$ 4,701,000.00

COST PER SQUARE FOOT \$ 111.93

INCOME & VALUE - LEASE

SQUARE FEET 42,000 @ \$ 10.63 \$ 446,460.00
 LESS VACANCY 0% @ \$ 10.63 \$ -
N.O.I. \$ 446,460.00

References

Buehl, D. (2005). Scaffolding. Retrieved May 4, 2013 from <http://www.weac.org/News/2005-06/sept05/readingroomoct05.htm>

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Kong, A. & Pearson, P. (2003), The Road to Participation: The Construction of a Literacy Practice in a Learning Community of Linguistically Diverse Learners, *Research in the Teaching of English*, 38, 85-124.

Lloyd, S. (2004). Using Comprehension Strategies as a Springboard for Student Talk, *Journal of Adolescent and Adult Literacy*, 48, 114-124.

Tomlinson, C. & Allan, S. (2000). *Leadership for Differentiating Schools and Classrooms*. ASCD. Alexandria, VA.

Sarasota Military
Academy Prep

Application Addenda



**Sarasota Military Academy
Expectations for Success**

E	Everyone acts responsibly
A	Always do your best
G	Give respect
L	Lifelong Learners
E	Everyone is honorable

SMA CLASSROOM PROCEDURES

1. Be on time for class.
2. Bring necessary materials to class.
3. Upon entering, stow backpacks by bookcase or back of room.
4. Bring necessary materials from backpacks to your seat; there is no going back.
5. Raise hand to speak and wait to be addressed.
6. When acknowledged, stand to speak.
7. Address teachers as "Ma'am" or "SIR" or by rank.
8. Use restrooms before class.
9. No food or drinks in classroom (except bottled water).
10. Do not leave classroom without teacher's permission and hall pass/cadet planner.
11. Approach teacher's desk only on request.



SMA PREP

PARENT CONTRACT

As a parent/guardian of a SMA PREP cadet, I _____ promise to:

- Support the total SMA PREP program, staff and administration, and the Parent, Teacher, Cadet Council (PTCC).
- Support the standards of student conduct.
- Support the school's codes of behavior, dress, and discipline.
- Furnish a suitable study area for my child at home.
- Be available for conferences by request.
- Attend all regular PTCC meetings in person.
- Participate in school activities including volunteer work (minimum 9 hours/year) as agreed upon by the school and myself. Four of these hours must be completed prior to Dec. 31st of each year.
- Immediately notify the school office, in writing, of any change of address and/or telephone number where I can be reached during the school day.
- Make arrangements to have my child taken home from school during the school day if I am asked to for illness or for disciplinary reasons. This includes making advance arrangements with a third party in the event I cannot provide immediate pickup myself.
- Understand that SMA PREP is a drug free environment.
- Understand and agree that my child may be subject to mandatory drug testing.
- Ensure that my child practices required grooming habits.
- Ensure that my child arrives to school on time for formation each day.
- Ensure that my child knows that they are to arrive to each class on time each day.
- Ensure my child will arrive to school in his/her complete uniform and understand that my child may be detained in In-School Suspension or sent home until the required uniform parts are secured.
- Understand that my child may be returned to his/her district school should this contract not be fulfilled

Parent Signature

Date



SMA PREP

STUDENT CONTRACT

As a cadet of SMA PREP, I _____, promise to:

- Wear the proper uniform correctly every day, in accordance with the Regulation for Wear and Appearance of the SMA PREP Uniform.
- Remain quiet, orderly and on task in the classroom.
- Be responsible for completing and turning in class work assignments and homework.
- Care for textbooks, furniture, equipment and rooms, leaving them unmarked and in as good a condition as they were found.
- Help ensure the school grounds remain clean and presentable at all times.
- Refrain from being disrespectful of others' rights and property.
- Demonstrate proper military courtesy to staff and faculty at all times.
- Speak courteously to any adult or child and display good manners at all times.
- Refrain from intimidating, harassing, or threatening others, fighting and using profane language
- Exhibit the principles of good sportsmanship.
- Move from one area of the school to another in a quiet and orderly manner.
- Abide by the school rules as outlined in the SMA PREP Cadet Manual.
- Be responsible for bringing any notice from my teacher, parents, or guardian to or from the school.
- Understand my behavior at all other locations off school property reflects on the Academy (bus stops, field trips, after-school activities, etc). Accordingly, I will maintain the same standards of behavior expected while at school.
- Adhere to the Academy Honor Code – Honoring Self, Family, Community, and Nation.
- Comply with the school mandatory Drug Testing Policy.
- Further, I understand that SMA PREP requires cadets with self – discipline, integrity, endurance, determination, willingness to work hard, and a strength of character. Additionally, I am entering SMA PREP only because I want to – not because of pressure from parents, counselors, coaches, or peers. I understand that my personal commitment is essential to my success at SMA. In consideration of all the above, I agree to return to my district school if this contract is not fulfilled.

STUDENT SIGNATURE:

DATE:



SARASOTA MILITARY ACADEMY

— *Honoring* —

**Self, Family, Community
and
The United States
of America**





Sarasota Military Academy

YOU WILL NOT BE REGISTERED UNTIL YOU MAKE AN APPOINTMENT AND SIT DOWN WITH OUR REGISTRAR, LINDA DAYSH.

PLEASE CALL: 926-1700 EXT. 255 TO MAKE AN APPOINTMENT.

IF YOU ARE FROM OUT OF COUNTY OR FROM A PRIVATE SCHOOL, PLEASE BRING ALL OF THE ITEMS LISTED ON THE ATTACHED PAGE.

AGAIN, TURN IN ALL PAPERWORK TO LINDA DAYSH ONLY.

THE REGISTRAR'S OFFICE IS THE FIRST DOOR BY THE 10TH STREET ENTRANCE TO THE SCHOOL.

THANK YOU.

LINDA DAYSH



Sarasota Military Academy

ATTN: LINDA DAYSH
(941) 926-1700 ext. 255
801 N. ORANGE AVENUE
SARASOTA, FL 34236
FAX: (941) 806-1593

BEFORE I CAN REGISTER YOUR CHILD, I WILL NEED THE FOLLOWING:

1. Birth Certificate
2. Blue Florida 680/Immunization Records (shots)
3. Yellow Physical within one year
4. FCAT Scores or most recent test scores
5. Report card/any grades/credits
6. Custody paperwork from the Court (if this applies)
7. Social Security Card (not mandatory)
8. Proof of Residency (water bill or FPL bill)

If you have any questions, please feel free to contact me at 926-1700 ext. 255.

Thank you.

Linda Daysh
Registrar



THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

1960 LANDINGS BOULEVARD

SARASOTA, FLORIDA 34231-3331

TELEPHONE (941) 927-9000 • FAX (941) 927-4020

HUMAN RESOURCES DEPARTMENT

To: All Sarasota County Students and Parents

From: Michael Jones, Executive Director
Human Resources and Labor Relations

Date: January 20, 2010

Subject: Social Security Number Policy

The law requires us to inform you of the ways in which your social security number is being used or may be used by the Sarasota County Public Schools.

Currently, it is used for:

1. State Reporting: The district is required to report student's SSN to the state on student surveys.
2. Identification in our student information system.

We are required to inform you of any new uses of your social security number.

It is prudent for you to safeguard your number. If at any time you are concerned about how your number is being used by the Sarasota County Public Schools, please feel free to discuss that with your school or the Human Resources Department. It is our expressed intent to handle your number with the utmost security and care.



Sarasota Military Academy

801 N. ORANGE AVE.
SARASOTA, FL. 34236
941-926-1700
FAX: 941-806-1593
ATTN: LINDA DAYSH

REQUEST FOR RECORDS

TO: _____
PREVIOUS OR CURRENT SCHOOL

STREET ADDRESS

CITY, STATE

ZIP CODE

Re: _____
Student's Last Name First Name

Date of Birth

Grade Level

The above named student is enrolling in the Sarasota Military Academy. Please forward all school records to Linda Daysh.

Parent Signature

Date



SMA PREP

STUDENT CONTRACT

As a cadet of SMA PREP, I _____, promise to:

- Wear the proper uniform correctly every day, in accordance with the Regulation for Wear and Appearance of the SMA PREP Uniform.
- Remain quiet, orderly and on task in the classroom.
- Be responsible for completing and turning in class work assignments and homework.
- Care for textbooks, furniture, equipment and rooms, leaving them unmarked and in as good a condition as they were found.
- Help ensure the school grounds remain clean and presentable at all times.
- Refrain from being disrespectful of others' rights and property.
- Demonstrate proper military courtesy to staff and faculty at all times.
- Speak courteously to any adult or child and display good manners at all times.
- Refrain from intimidating, harassing, or threatening others, fighting and using profane language
- Exhibit the principles of good sportsmanship.
- Move from one area of the school to another in a quiet and orderly manner.
- Abide by the school rules as outlined in the SMA PREP Cadet Manual.
- Be responsible for bringing any notice from my teacher, parents, or guardian to or from the school.
- Understand my behavior at all other locations off school property reflects on the Academy (bus stops, field trips, after-school activities, etc). Accordingly, I will maintain the same standards of behavior expected while at school.
- Adhere to the Academy Honor Code – Honoring Self, Family, Community, and Nation.
- Comply with the school mandatory Drug Testing Policy.
- Further, I understand that SMA PREP requires cadets with self – discipline, integrity, endurance, determination, willingness to work hard, and a strength of character. Additionally, I am entering SMA PREP only because I want to – not because of pressure from parents, counselors, coaches, or peers. I understand that my personal commitment is essential to my success at SMA. In consideration of all the above, I agree to return to my district school if this contract is not fulfilled.

STUDENT SIGNATURE:

DATE:



SMA PREP

PARENT CONTRACT

As a parent/guardian of a SMA PREP cadet, I _____ promise to:

- Support the total SMA PREP program, staff and administration, and the Parent, Teacher, Cadet Council (PTCC).
- Support the standards of student conduct.
- Support the school's codes of behavior, dress, and discipline.
- Furnish a suitable study area for my child at home.
- Be available for conferences by request.
- Attend all regular PTCC meetings in person.
- Participate in school activities including volunteer work (minimum 9 hours/year) as agreed upon by the school and myself. Four of these hours must be completed prior to Dec. 31st of each year.
- Immediately notify the school office, in writing, of any change of address and/or telephone number where I can be reached during the school day.
- Make arrangements to have my child taken home from school during the school day if I am asked to for illness or for disciplinary reasons. This includes making advance arrangements with a third party in the event I cannot provide immediate pickup myself.
- Understand that SMA PREP is a drug free environment.
- Understand and agree that my child may be subject to mandatory drug testing.
- Ensure that my child practices required grooming habits.
- Ensure that my child arrives to school on time for formation each day.
- Ensure that my child knows that they are to arrive to each class on time each day.
- Ensure my child will arrive to school in his/her complete uniform and understand that my child may be detained in In-School Suspension or sent home until the required uniform parts are secured.
- Understand that my child may be returned to his/her district school should this contract not be fulfilled

Parent Signature

Date



Sarasota Military Academy

PLEASE CONTACT CHILDREN'S WORLD TO PURCHASE THE UNIFORM THAT THE STUDENT WEARS EVERY FRIDAY AND WILL WEAR EVERY DAY UNTIL THEY ARE ISSUED THE JROTC UNIFORM. THE JROTC UNIFORM IS FREE FOR THE STUDENTS. THEY WEAR THIS UNIFORM MONDAY THROUGH THURSDAY. THE UNIFORM THAT THEY ARE TO WEAR EVERY FRIDAY IS A WHITE POLO AND BLUE PANTS. YOU CAN PURCHASE THE SHORT AND/OR LONG BLUE PANTS. THE STUDENT IS TO WEAR REGULAR TENNIS SHOES WITH THIS UNIFORM. YOU WILL ALSO GET THE BELT THERE FOR THIS UNIFORM. CHILDREN'S WORLD IS LOCATED AT 4525 BEE RIDGE ROAD IN SARASOTA. ALL SALES ASSOCIATES ARE INFORMED THERE AS TO WHAT EACH STUDENT WILL NEED TO PURCHASE.

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA

STUDENT REGISTRATION FORM - PLEASE PRINT



Student ID # _____	School _____		
Entry Date _____	Code _____		
Teacher/Team _____	Appt/Reg Date _____		
Time _____			
<input type="checkbox"/> Address verification	<input type="checkbox"/> Birth certificate	<input type="checkbox"/> Language survey	<input type="checkbox"/> Bus number _____
<input type="checkbox"/> Custody verification	<input type="checkbox"/> Immunizations	<input type="checkbox"/> Reassignment	<input type="checkbox"/> Car/Walk/Bike _____
<input type="checkbox"/> Custody alert	<input type="checkbox"/> Physical	<input type="checkbox"/> Pin number _____	<input type="checkbox"/> After school care _____

Special custody/health problems we should be aware of _____

Student legal name - Last	Jr., III, Etc.	First	Middle	Entering Grade
Home phone _____	Unlisted <input type="checkbox"/> YES <input type="checkbox"/> NO		AKA/Nickname _____	
Street address - Apt. no. _____		Mailing address - Apt. no. - if different _____		
City/State/Zip _____		City/State/Zip _____		
Student social security number _____	Sex <input type="checkbox"/> M <input type="checkbox"/> F	Date of birth _____	Birth place - City and state or country _____	Born in the U.S. ? <input type="checkbox"/> YES <input type="checkbox"/> NO
Ethnicity: Hispanic/Latino Origin? <input type="checkbox"/> Yes <input type="checkbox"/> No (Explanation on back of form)		Number of full years in U.S. schools _____		If NO, date entered the U.S. _____
Race - Please check all that apply				
<input type="checkbox"/> American Indian or Alaska native	<input type="checkbox"/> Asian	<input type="checkbox"/> Black	<input type="checkbox"/> Native Hawaiian or other Pacific Islander	<input type="checkbox"/> White

Student lives with Both parents Mother only Father only Parent and step parent Other _____

Name _____	Name _____
Relationship _____	Relationship _____
Phone Home _____ Cell _____	Phone Home _____ Cell _____
Work _____	Work _____
Email _____	Email _____

Emergency contacts and phone - Other than parent/guardian

Name	Relationship	Home Phone	Cell Phone	Work Phone	Pick-up Y or N
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Name of Last School or Pre-School Attended _____	This school was a	Was student ever retained? <input type="checkbox"/> YES <input type="checkbox"/> NO
Address _____	<input type="checkbox"/> Sarasota County Public School	
City _____	<input type="checkbox"/> Public school outside Sarasota County	
State/Territory _____ Zip Code _____	<input type="checkbox"/> Private school within USA	If YES, what grade level? _____
Country _____	<input type="checkbox"/> Home Ed.	Was student ever enrolled in Sarasota County? <input type="checkbox"/> YES <input type="checkbox"/> NO
	<input type="checkbox"/> Never enrolled/Out of country	

Has student been in any special program? YES NO

<input type="checkbox"/> Specific Learning Disability	<input type="checkbox"/> Other Health Impairment	<input type="checkbox"/> Deaf or Hearing Impairment	<input type="checkbox"/> Visual Impairment	<input type="checkbox"/> ESOL
<input type="checkbox"/> Speech or Language Impairment	<input type="checkbox"/> Autism	<input type="checkbox"/> Orthopedic Impairment	<input type="checkbox"/> Gifted	<input type="checkbox"/> Dropout
<input type="checkbox"/> Emotional Disturbance	<input type="checkbox"/> Mental Retardation	<input type="checkbox"/> Traumatic Brain Injury	<input type="checkbox"/> Other _____	

If YES, please check the appropriate program(s) Is placement current? YES NO

Participation prior to Kindergarten - (check one)

<input type="checkbox"/> (C) Title 1 Prekindergarten	<input type="checkbox"/> (F) Fee for Service	<input type="checkbox"/> (L) Readiness Program Operated by Local Coalition	<input type="checkbox"/> (T) Teenage Parent Program
<input type="checkbox"/> (D) Prekindergarten Program for Children with Disabilities	<input type="checkbox"/> (H) Head Start	<input type="checkbox"/> (M) Migrant Prekindergarten	<input type="checkbox"/> (V) Voluntary Pre-K
		<input type="checkbox"/> (N) None (did not participate in Prekindergarten program)	<input type="checkbox"/> (Z) Not Applicable (student is not a Kindergarten student)
		<input type="checkbox"/> (P) Private Prekindergarten Program	

Other children in family - Name	Age	Sex	Name of School	Grade Level

Parents are responsible for familiarizing themselves with the information in the district Student and Family Handbook. The handbook is available on-line at www.sarasotacountysschools.net. Printed copies of the handbook also are available by request at all school offices.

Release Information - Please see back of this form for explanations of each of the items below. Then indicate your wishes for your child.

Directory Information [for all grades]
Do you authorize the District to release Directory Information? YES NO

Media Release [for all grades]
Do you grant permission for this child to participate in media activities? YES NO

Anonymous Survey [for grades 6-12 ONLY]
Do you authorize the District to administer anonymous surveys to this child? YES NO

Military Access for Recruiting [for grades 9-12 ONLY]
Do you authorize release of information for military recruiting purposes? YES NO

Please indicate your choice. I would like report cards sent to my home in
 English and Spanish

Have parents/guardians moved within the last three years from another county/state due to working in agriculture, processing, packing, fishing, or dairy activities?
 YES NO

Florida Statutes 837.06 provides that whoever knowingly makes a false statement in writing with the intent to mislead a public servant in the performance of his/her official duty shall be guilty of a misdemeanor of the second degree.

Parent/Guardian Signature _____ Date _____

THE SCHOOL BOARD OF SARASOTA COUNTY, FLORIDA (SPANISH)
 ESOL PROGRAM
HOME LANGUAGE SURVEY

 Previous School Attended

 Previous Sarasota County School

Instructions: Original Home Language Survey for all students must be filed in the cumulative records. **Do not remove from the cumulative folder.** If a language other than English is indicated, send a copy to the ESOL DISTRICT OFFICE.

State Statute (6A-6.0902) requires schools to determine the language(s) spoken at home by each student. This information is essential in order for schools to provide meaningful instruction for all students and will be used to determine the need for screening for language support services. Your cooperation in helping us meet this important requirement is requested. **Please answer the following:**

Date/Fecha	School/Escuela	Student No./Social Security/Número de Estudiante/Seguro Social	Country of National Origin/País de Origen
Name of Student/ Nombre del Estudiante	Last/Apellido	First/Nombre	Middle/Segundo Nombre
Grade/Grado		Date of Birth/Fecha de Nacimiento	
Address/Dirección			Telephone/Teléfono

- | | | | |
|---|-----|----|-----------------------|
| 1.(B2a) Is a language other than English used in the home? | Yes | No | Which language? _____ |
| 2.(B2b) Did the student have a first language other than English? | Yes | No | Which language? _____ |
| 3.(B2c) Does the student most frequently speak a language other than English? | Yes | No | Which language? _____ |

SPANISH/ESPAÑOL

El Estatuto del Estado (6A-6.0902) de la Florida requiere que las escuelas determinen el idioma que cada estudiante habla en su casa. Esta información es importante para que la escuela pueda proveer la mejor instrucción a todos los estudiantes, y será utilizada para determinar la necesidad de evaluar al estudiante para servicios de apoyo en cuanto al idioma. Su cooperación es importante para que podamos cumplir con este requisito. **Favor de marcar la respuesta apropiada para cada una de las siguientes preguntas:**

- | | | | |
|--|----|----|---------------------|
| 1.(B2a) ¿Se usa en la casa u hogar un idioma distinto del inglés? | Sí | No | ¿Cuál idioma? _____ |
| 2.(B2b) ¿Tuvo el estudiante una lengua materna distinta del inglés? | Sí | No | ¿Cuál idioma? _____ |
| 3.(B2c) ¿Habla el estudiante con mayor frecuencia un idioma distinto del inglés? | Sí | No | ¿Cuál idioma? _____ |

Signature of person completing this form/Firma de la persona completando este formulario	Date/Fecha	Translator/Traductor
--	------------	----------------------

 Relationship to the student/Parentesco al estudiante

Distribution: Original-Cum Yellow-ESOL Liaison/Teacher Pink-ESOL District Office

The School Board of Sarasota County, Florida complies with State Statutes on Veterans' Preference and Federal Statute on non-discrimination on the basis of race, color, sex, religion, national origin, age, disability, marital status or sexual orientation.

INCOMING STUDENTS - EXPLORE - PLACEMENT TESTING

SMA administers EXPLORE to ALL INCOMING freshmen, juniors, and seniors. EXPLORE is a standardized test created by ACT. It has four sections. Math--Science--English--Reading.

The results are used to assist in placement of students (i.e., honors, AP, IB, developmental, etc.). It provides us with valuable information that is an additional piece to the puzzle to help put together a cohesive picture of a student. Assessing students allows us to identify areas of need or areas of enrichment early and helps us to make timely decisions on appropriate placement. Assessing students also helps us build rigorous high school coursework plans to get, or stay, on track for their educational and career goals.

No accommodations are provided on the test. Students that receive 504 or ESE accommodations are already identified as such in the school records and that information is factored into the untimed EXPLORE results. We do not want to single out students needing accommodations during this testing.

There is a \$25 fee for taking the test. Families who require assistance with the fee can receive a scholarship.

Checks are to be made payable to SMA. Please send your check and form below to:

Sarasota Military Academy
Attn: LTC Pamela Donehew
801 N. Orange Ave,
Sarasota, FL 34236.

**Please write in on the memo line of your check your student's full name and the date they wish to test.
Preregistration required 10 days prior to test date.

Questions can be emailed to: Pamela.donehew@sarasotacountyschools.net

ADMINISTRATION of the test is handled through LTC Donehew.

DEPARTMENT CHAIRS for the respective departments receive test results, which can then be disseminated to department teachers.

PARENT'S receive results at a parent night on September 18, 2014 – 6:00 pm.

Please register for one of the following dates:

April 5, 2014
May 10, 2014
May 31, 2014
August 23, 2014

Parents and students should arrive at SMA by 8:15. There will be a brief presentation for parents and students at 8:30. Students will be assigned a test administrator and taken to a classroom to receive the EXPLORE test. Parents can return to pick up students at 11:15 (APPROX).

Students Name: _____

Parent's Name: _____ **Phone Number:** _____

Please circle date testing: April 5 May 10 May 31 August 23

POSITIVE BEHAVIOR SUPPORT

EAGLE CARDS

SMA EAGLE CARD

You are an outstanding Cadet!

- E - Everyone acts responsibly
- A - Always do my best
- G - Give respect
- L - Lifelong Learners
- E - Everyone is honorable
- S - Success begins with me



Each cadet at SMA is expected to adhere to all policies and procedures. In doing so, cadets are rewarded for exhibiting these expectations on a consistent basis and are often “caught” going above and beyond by being given EAGLE Cards. The EAGLE Card will be signed by the faculty or staff member, dated and the cadet will place his/her name on the back of the card. The cards may be redeemed in the following manner:



REWARDS FOR EAGLE CARDS



REDEEM YOUR EAGLE CARDS FOR:

OF CARDS REQUIRED

- | | |
|---|----|
| ● Front of Lunch Line | 1 |
| ● Dress Down Day (Day of Choice) | 10 |
| Dress Down Day Ticket must be obtained at least one day prior to dressing down, from an Administrator | |
| ● Excused Detention for Minor Infractions (Administrator Discretion) | 8 |
| ● Free student admission to SMA HOME sporting events | 3 |

REDEEM YOUR CARDS AND BE ELIGIBLE TO WIN PRIZES IN THE MONTHLY AND QUARTERLY DRAWINGS!

NOTE: *All Eagle Card Rewards are in addition to rewards teachers use within classrooms.
*Teachers **MUST** fill out the back of the Eagle Card for it to be valid.



Sarasota Military Academy Expectations for Success

E

Everyone acts responsibly

A

Always do your best

G

Give respect

L

Lifelong Learners

E

Everyone is honorable



Sarasota Military Academy

Positive Incident Reporting Form

NOTICE TO PARENTS: The purpose of this notice is to inform you of a positive incident involving your child. This was reported by a Sarasota Military Academy staff member or observed by myself.

Cadet: _____

Grade: _____

Description of Incident: _____

Comments: _____

Reporting Staff Person

Date

Headmaster Signature

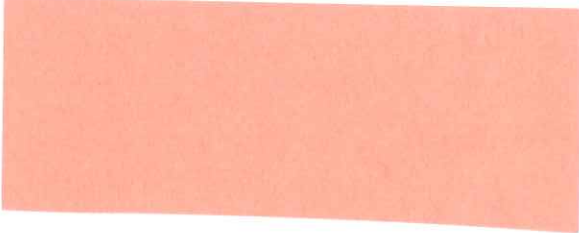
Date



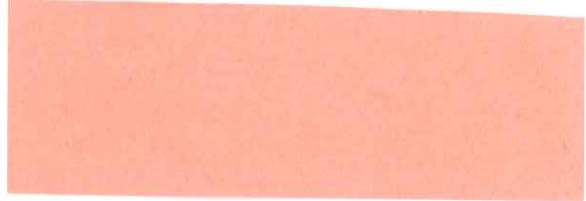
Sarasota Military Academy

Board Members' Information

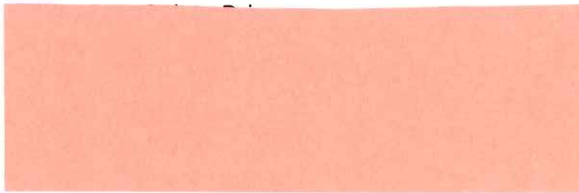
LTG Howard G. Crowell, Jr., USA (Ret)
Chairman



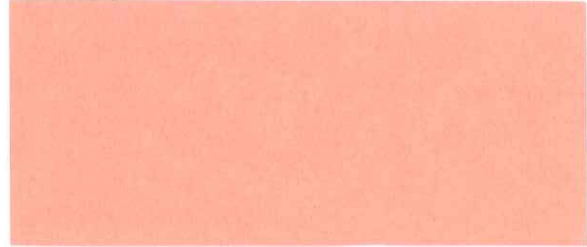
Alexandra Quarles
Board Member



Herb Jones
Vice Chairman & Audit Committee Chair



Mr. F. Steve Herb
Secretary



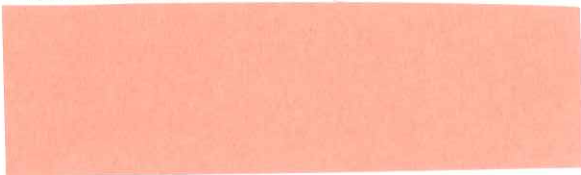
Woody Wolverton
Development Committee Chair



Carter Donovan
Board Member



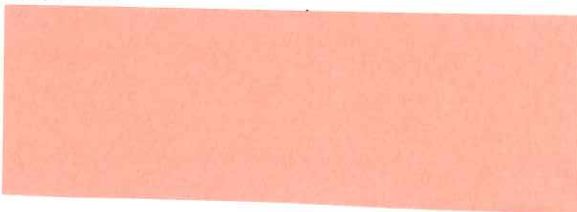
Richard Goldwater
Board Member



COL Benjamin M. Knisely, (Ret)
Planning Committee Chair



Frederick M. Derr
Treasurer



BIOGRAPHY
HOWARD G. CROWELL, JR
LIEUTENANT GENERAL, U.S. ARMY, RETIRED

General Crowell was born in New Bedford, Massachusetts on September 2, 1932. He was commissioned a Second Lieutenant and awarded a Bachelor of Arts degree in Economics from St. Lawrence University in 1954. He also holds a Master of Science degree from George Washington University and is a graduate of the U. S. Army War College.

His military career spanned over 34 years and included a variety of assignments throughout the United States and overseas, including Japan, Vietnam, Germany and Belgium.

Having commanded an Infantry battalion in Vietnam, a division support command in Germany, and the Third Mechanized Infantry Division, also in Germany, he concluded his military career as the Chief of Staff, U.S. European Command in September, 1988.

General Crowell moved to Sarasota, Florida in 1989 and held the position of Senior Vice President of Coast Bank for three years. Following several years of focusing exclusively on service and philanthropic efforts he was appointed Vice President, Development, Mote Marine Laboratory. He was elected a member and then chairman of the board of The Glenridge on Palmer Ranch, a continuing care retirement community in Sarasota. In May, 2003 he assumed the role of CEO of that organization and retired, again, in July, 2010.

Throughout these years he served as the President of the Rotary Club of Sarasota Bay; District Governor of Rotary International, District 6960, Southwest Florida; President of the Retired Officer's Club of Sarasota; a Director of the Sarasota Chamber of Commerce; Member of the Noise Abatement Advisory Council, Sarasota/Bradenton International Airport; Vice President of the Sarasota Sister Cities Association; Member of the Sun Coast Workforce Board, Chairman of the Board of SCOPE (Sarasota County Openly Plans for Excellence); Trustee and Treasurer, Mote Marine Laboratory; Treasurer, Mote Environmental Services Inc.; Founding Member and Chairman of the Board of The Sarasota Military Academy; Commodore of the Field Club; President of the Field Club Foundation, member of the board of the Pines of Sarasota and Member of the Sarasota Power Squadron.

Among his many awards and decorations are the Defense Distinguished Service Medal; the Army Distinguished Service Medal; the Silver Star; Bronze Star; eighteen Air Medals, one with V device; the Purple Heart; Combat Infantryman's Badge; Senior Parachutist Wings; and Ranger Tab. He holds five foreign decorations from Vietnam, Germany and France. He is the recipient of The Sol Feinstone Alumni Award from St. Lawrence University which recognizes an individual who "through the devotion of his resources or personal effort, has demonstrated deep commitment to the advancement of the freedom of man."

He is married to the former Sally Mason and they have two grown children: David, with sons Cameron and Andrew live in Warsaw, Indiana and Judy, a TV hostess, lives with her husband, Paul Deasy, in Madeira Beach, Florida.

Mr. Herb Jones

Graduated from University of Cincinnati, BS

Was Chairman, President & CEO of 20th largest private company in St. Louis, Mo.

Owns Barges operating on The Mississippi River

Served on various National & International Transportation and Grain Boards, as well as corporate Boards

Started Save a Lot Foodstores in SW Florida.

Currently owner of NStyle Furniture & Design in Sarasota, Fl.

Served on The Board of The Glenridge at Palmer Ranch

Elder at Church of The Palms, was Treasurer of the Foundation

Charter President of The Rotary Club of Sarasota Southside currently President of Rotary Southside Foundation

Member of TPC Prestancia

Married for 50 years to Ruth, has 5 Grandchildren and 2 Great Grandchildren, all living in Sarasota

FREDERICK M. DERR

Chairman of the Board & Chief Executive Officer Frederick Derr & Company, Incorporated

Mr. Derr is a graduate of the U. S. Naval Academy. He earned a Bachelor's Degree in Civil Engineering from Rensselaer Polytechnic Institute and a Master's Degree in Civil Engineering from Tulane University. During his ten years of active duty in the U. S. Navy, he gained valuable experience in the design and construction of public works facilities. Mr. Derr retired from the Naval Reserve with the rank of Captain in 1987.

In the State of Florida, Mr. Derr is a Registered Professional Engineer, a licensed Certified General Contractor, and a licensed Underground Utility and Excavation Contractor. He is also a Registered Professional Engineer in New York and Louisiana.

Mr. Derr's career with Frederick Derr & Company actually began when he joined the Wendel Kent & Company in 1967, as an estimator. As his career progressed, he became the Company President in 1984. Then in 1986, Mr. Derr acquired majority ownership of the Company and subsequently changed its name to Frederick Derr & Company in 1991.

Throughout his career, Mr. Derr has worked in all phases of highway construction, including the building of major interstate projects, city and county roads, subdivisions, golf courses, industrial parks, utility systems, and coastal protection structures.

The Myakka Chapter of the Florida Engineering Society has honored Mr. Derr through the years. In 1989, they named him Engineer of the Year. In February 1999, the Chapter presented him with their Outstanding Technical Achievement Award for design and construction of a coastal protection structure. Their latest tribute was naming him Distinguished Senior Engineer in February 2003.

A concerned and active member of his community, Mr. Derr has served as Vice Chairman of the Sarasota County Board of Building Code Appeals. He is Past President of the Asphalt Contractors Association of Florida, and Past Chairman, Transportation Advisory Board, City of Sarasota. He is currently a member of The Argus Foundation and the Sarasota Rotary Club. He recently completed a three year term as Chairman of the Board of Trustees, Mote Marine Laboratory, and currently remains on the Board as Chairman Emeritus. Mr. Derr also serves on the Board of Directors of La Musica, an international chamber music festival. It should also be noted that Mr. Derr is a member of the Board of Directors of the Sarasota Military Academy and serves that organization as Treasurer.

Mr. Derr is located at Frederick Derr & Company's corporate office in Sarasota.

F. Steven Herb Bio

A native Ohioan, Steve graduated from Bowling Green University in 1971 with a degree in Business Pre-Law and Economics. He attained his Law Degree from the University of Cincinnati School of Law in 1974. He has been practicing law in Florida since 1975.

Steve served as a United States Air Force Judge Advocate from 1975 through 1978 and was awarded the Meritorious Service Medal and the Air Force Commendation Medal.

Steve and his family moved to Sarasota in 1978, where he joined his present law firm. Steve is now the senior partner of that firm, Nelson Hesse LLP. Located in downtown Sarasota, Nelson Hesse has been a leading law firm on Florida's west coast for over 50 years. Steve's clients include many recognizable boat and engine manufacturers, component manufacturers and suppliers, yacht brokers, dealerships, marinas and yacht clubs as well as business, real estate, and corporate law clients outside of the boating industry.

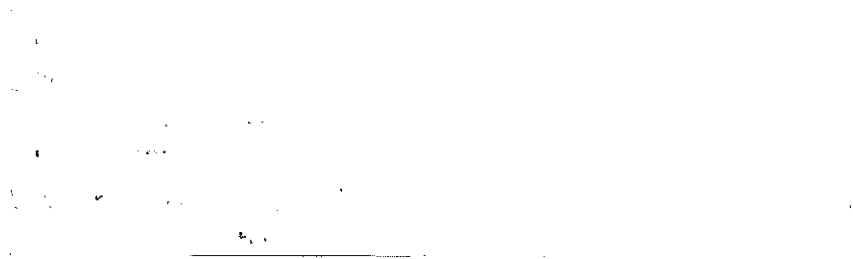
Steve joined the Board of Directors of the Sarasota Military Academy in March 2010. He now serves as one of the Board's officers as Secretary. He is also a member of the Board of Directors, and Treasurer of the American Boat and Yacht Council and is a joint author of the legal treatises Recreational Boating Law and Benedict on Admiralty (Vol. 8). He is also a member of the Recreational Boat Law Committee of the Maritime Law Association of the United States. He formerly served as a member of the Government Relations Committee of the National Marine Manufacturers Association, receiving a Recognition Award from the National Marine Manufacturers' Association for his effective lobbying efforts on behalf of the boating industry.

Steve was President and a member of the Board of Directors of the Tyndall Federal Credit Union from 1975 through 1978. He was Chairman of the Twelfth Judicial Circuit Unauthorized Practice of Law Committee of the Florida Bar; served on the Fee Arbitration Committee of the Twelfth Judicial Circuit of the Florida Bar and was awarded the Meritorious Public Service Award by the Florida Bar. Steve has been certified by the Florida Supreme Court as a County and Circuit Court mediator, and is also a fully qualified arbitrator.

Steve was the Chairman of the Board of Trustees of the Siesta Key Utilities Authority, Inc., a Past-Commodore and Director of The Field Club, and has served as a Director of the Brock Wilson Foundation and the Cotillion Club of Sarasota. Steve and his wife, Jean, have resided in Sarasota, Florida, for 35 years, are active in community affairs, have two daughters and six grandchildren.

Morton E. "Woody" Wolverton

Permanent Address



Education

- Graduate of Oklahoma University
- BS Geological Engineering
- Minors in Aeronautical & Electrical Engineering

Background

- Army Helicopter and fixed wing pilot for 8 years
- Electrical Engineer with Honeywell
- Owner of Furniture and appliance stores in home town of Lawton Oklahoma for 26 years.
- Securities industry in Sarasota for past 24 years now SR VP with Stifel Nicolaus

Experience

- Town Commission in Lawton Oklahoma
- Town Commission in Longboat Key Florida
- Lawton Oklahoma Airport Authority
- Sarasota Boys and Girls Club Board
- St. Leo's College Board
- Pelican Man Bird Sanctuary Board
- Pet Therapy Board
- Currently on the Board of Sarasota Military Academy and Chairman of SMA Foundation
- Board member of the Roskamp Institute
- 22 year member of Longboat Key Kiwanis and Past President

Hobbies

- Golf
- Boating
- Flying (for business and pleasure)
- Working out

Family

- Wife – Sue
- 6 children
- 10 grandchildren



Bio of

Alexandra ("Alex") Quarles

President, Chief Executive Officer & Trustee
Sarasota Memorial Healthcare Foundation, Inc

A member of the philanthropic community since 1981, beginning her career at Mote Marine Laboratory Foundation, Alex has held senior development positions in not-for-profit organizations such as: The University of South Florida Health Sciences Center, The University of Tampa, H. Lee Moffitt Cancer Center & Research Institute Foundation, and - since 1994 - at Sarasota Memorial Healthcare Foundation, Inc.

Alex has been a member of the Association of Fundraising Professionals (AFP) for more than twenty-five years, serving as President of both the Suncoast Chapter in Tampa and the Southwest Florida Chapter in Sarasota. In 1986 she obtained her Certified Fund Raising Executive credentials (CFRE). Alex has been faculty for the AFP Survey Course, for professional certification, a former member of the AFP National Board of Directors, Chair, AFP National Leadership Development Task Force. She served four terms as a National Delegate for both the Tampa and Sarasota chapters of AFP. Also a member of the Association for Healthcare Philanthropy (AHP), she served in 1993 and 1996 as a member of the conference committee and regional cabinet member in government relations for Region IV.

She has shared her professional expertise as a frequent speaker, consultant and volunteer to not-for-profit organizations. Alex has been a panelist for numerous conferences and meetings as well as a featured speaker and trainer at International, Regional and Chapter conferences for both AFP and AHP. She served two terms on the Committee on Directorship for AFP and was a member of the Curriculum Development Committee and the AFP Regionalization Commission.

Alex is an alum of Indiana University-Purdue University Center on Philanthropy's *Executive Leadership Institute (ELI)*, the University of Tampa, Leadership Tampa, Leadership Tampa Bay, past Chair of the Leadership Sarasota County and an alum of Leadership Florida serving on statewide committees. Alex also served on the Executive Committee of the Greater Sarasota Chamber of Commerce Board of Trustees., Past President of the Sarasota Woman's Alliance and is currently the President of Little Gull Condominium Association on Longboat Key.

She is a founding member of the Southwest Florida Planned Giving Council, a member of the American Biographical Institute's Personalities of America and Personalities of the South as well as a member of the International Biographical Centre of Men and Women of Distinction, Fourth World Edition. She was a member of the American Health Consultants Editorial Advisory Board (a fund raising publication) for several years.

In 2012, she joined the operating board of the Sarasota Military Academy, a public, co-ed high school in Sarasota, Florida. Alex has also received extensive training in human resource development and law as well as Not for Profit Ethics and Accounting Principals.

Alex is one of the original signers of the "Donor Bill of Rights" which is now displayed at the Indiana University's Center on Philanthropy.

Alex has received many honors in her career. Alex was the recipient of the "*She Knows Where She Is Going*" award from Girls, Inc., and "*A Woman of Light*" by the West Coast Center for Human Development. In 1997 Alex was honored as the "*Fund Raising Executive of the Year*" from the Southwest Florida Chapter. In 2003, Alex was appointed to the *U. S. Army Quartermaster Foundation Board of Advisors* in Ft. Lee, Virginia and was the first civilian and only second woman serving in the history of the organization.

Sarasota Memorial Healthcare Foundation, Inc.

1515 S. Osprey Ave., #B-4

Sarasota, Florida 34239

(941) 917-1286

Carter C. Donovan

Twenty successful continuous years of growth and development within the unsurpassed reputation of The Ritz-Carlton Hotel Company. A highly talented, goal-oriented achiever, confident in relationship building, with good business acumen.

**Professional
Experience:**

Hospitality Consultant

2004-Present

Mary Kenealy Events 2008-present

Dick Vitale Gala, The V Foundation 2008-present

Campton Place, San Francisco 2005-2007

The Resort at Paws Up 2005

The Francisco Grande Hotel and Golf Resort 2004

The Ritz-Carlton Hotel Company, L.L.C.

1983-2003

Sarasota, Florida (266 rooms /4 Diamond 4 Star)

2001-2003

General Manager

- Piloted new process of opening a hotel reducing the start up time from one year to six months for the General Manager's arrival. After the Executive and Management teams were selected, the hotel opened in 90 days on schedule and under budget. November 2001.
- The process of the opening was benchmarked in the company as the best in our company's history
- The Vernona Restaurant received a Four Diamond AAA rating 57 days after opening
- Achieved seven points over our projected occupancy year-to-date. Food and Beverage over by 30%
- The Gallup Survey recognizes the hotel in eight service related areas in the top five of the company
- Conde Nast 2002 Best in the World ranked #66 in the world, 17th in North America and top ranked domestic Ritz-Carlton 2002
- Architectural Digest 2003 feature article "Hotels Around The World"
- Successfully opened and managed 2 towers of residential condominiums offering all hotel services and amenities
- Opened a 15,000 sq. ft. spa including 15 treatment rooms, fitness center, full hair salon and retail area additionally purchased all the OS&E for the project
- Assisted in writing the documents governing the membership which encompasses the entire project

The Ritz-Carlton Hotel Company, L.L.C.

- St. Thomas, U.S. Virgin Islands (120 Rooms/4 Diamond) 1999-2001
General Manager
- Increased average rate by \$38.00 from prior year
 - Decreased Employee turnover from 27% in 1999 to 19% in 2000
 - Increased Employee Satisfaction from 1998 to 1999 by 35%. Additional increase of 5.4% from 1999 to 2000
 - Increased JD Power Meeting Planner scores from 82.6% in 1999 to 91% in 2000
 - Increased JD Power Overall Guest Satisfaction from 81% in 1999 to 91% in 2000
 - Successfully completed a 3 Million Dollar hotel renovation still achieving budgeted revenue and 95% budgeted house profit
 - Best Resort in the Americas in Conde Nast "Gold List" 2000
 - Assisted in development of timeshare and two new hotel buildings
- San Francisco (336 Rooms – Five Star/Five Diamond) 1997 – 1999
Rooms Executive
- Second highest rooms profitability in Company
 - Best Ritz-Carlton Club level in the Country (Andrew Harper Report)
- Houston (232 Rooms – Four Star/Four Diamond) 1993 – 1997
Director of Operations
- Filled leadership role in absence of General Manager
- Executive Assistant Manager – Rooms**
- Washington, D.C. (230 Rooms – Four Diamond/Four Star) 1992 – 1993
Executive Assistant Manager – Rooms
- Boston (278 Rooms – Five Diamond/Four Star) 1989 – 1992
Executive Assistant Manager – Rooms
Heart-of-the-House Manager - Housekeeping/Laundry
Front-of-the-House Manager - Guest Services/Front Office
Assistant Director of Catering
- Buckhead (553 Rooms – Five Diamond/Four Star) 1983 – 1989
Catering Manager
Ritz-Carlton Club Manager
Director of Guest Services
Concierge Supervisor
Concierge

Professional Achievements:

- Interviewed and identified for leadership style in the book "Winning Behavior" 2003
- Received a Certificate of Special Congressional Recognition 2001
- Participated in examination process for Malcolm Baldrige National Quality Award 1999
- Participated in examination process for Malcolm Baldrige National Quality Award 1992
- Participated as part of the opening team at three hotels 1989-1992
- Assisted in achieving the 5th Diamond at The Ritz-Carlton, Buckhead 1986
-

Professional Organizations:

- Community Involvement with Charitable Organizations
- Chaine des Rotisseurs
- St. Thomas St. John Hotel and Tourism Association
- Hospitality Educational Team for Tourism
- Girls Scouts Board of Development
- Rotary member of Sarasota Key
- Charter member of The Rotary Club of Sarasota, Southside
- President 2011/2012 of The Rotary Club of Sarasota, Southside
- Children First committee member Gala Fund raiser
- Salvation Army volunteer
- Treasure. Turtle Rock Board of Governor

Introducing Richard Goldwater and Goldwater Communications Group

A BRIEF HISTORY

Founded in 1993, the consulting company, Goldwater Communications Group (GCG), has helped improve revenues, management processes and customer communications for start-ups and growth companies alike, whether publicly traded, independently owned, or platforms of private equity firms. Most of the companies with whom we've dealt have been leaders in their field, aspiring to achieve even better performance through a more unique selling proposition, a freshened approach to what makes them "different and better", and new found customer and competitive insight.

Usually called in by the company CEO or partnership group, our process is operational assistance, not just recommendations and analytics. We either help guide the company's tactical implementation of the new strategic approach, working through existing staff and vendors, or work with the senior management team on longer lead time transformative issues.

GCG COMPANY AND INDUSTRY EXPERIENCE

Financial services; sports marketing; consumer packaged goods; newsletter publishing; the consumer health industry, from products to nutritional supplements to concierge medical clinics; identity theft services; professional baseball; automotive insurance and related services.

Brands: Colgate, Lipton, MasterCard, Visa, Diners Club, Citibank, Minor League Baseball Inc, Baseball Hall of Fame, Identity Guard, EAS, Athletes Performance Institute, Kronos Health, Enzymatic Therapy, Atkins Nutritionals, General Mills, Phillips Publishing, Kiplinger, International Management Group (IMG).

For Brown Brothers Harriman Private Equity Partners: Telarix Inc, interconnect and business exchange services for the worldwide telecommunications industry; Liguria Foods, distributors of pepperoni and related products to independent pizza restaurants; Scivantage, independent financial technology provider in online brokerage, tax reporting and wealth management applications.

EARLY CAREER THUMBNAIL

I've been a marketing and management professional for 35+ years, from mailroom assistant to CEO...from big brand advertising and product management at (the former) Ted Bates Advertising and Thomas J. Lipton Inc. to the direct marketing and senior management of credit card companies for Citicorp and my own equity partners. I've served on management and advisory boards for a broad range of companies, and count many of my past professional colleagues as close personal friends. Honorably served in the United States Marine Corps.

Sarasota Military
Academy Prep

Charter Review Committee
Evaluation Findings and Final Ratings

**Sarasota County Public Schools
2013-2014 Charter School Application Process**

**Sarasota Military Academy Prep Charter Application
Charter Review Committee (CRC) Evaluation Findings and Final Ratings**

The evaluation findings are based on the extent to which the charter school application addressed the criteria required to meet each of the nineteen standards, as specified in the Florida Charter School Application Evaluation Instrument. Initial ratings are based on the CRC’s review and analysis of each charter school’s original application submitted on August 1, 2013. Applicants were provided an opportunity to review the CRC September 11, 2013 Initial Findings and responded to the CRC’s questions and requests for clarification. Applicants were not permitted to amend the application or correct major or significant deficiencies identified in the original application. However, SMA-Prep did submit additional information for Section 7, English Language Learners, and Section 17, Budget which was reviewed and evaluated by the CRC. Considering all information presented in the original application, the written responses to the CRC’s questions, and the oral responses provided by each applicant during the September 26, 2013 Clarification/Capacity Interview Session, the CRC arrived at the final ratings for each standard through unanimous consensus.

Charter Review Committee Final Ratings Summary

Charter School Applicant	I. Educational Plan Standards 1 – 8 Mission & Purpose, Target Population Educational Program Design Curriculum Plan, Assessment & Evaluation ESE, ELL, School Climate & Discipline	II. Organizational Plan Standards 9 – 13 Governance, Management, ESP, Employment, Student Recruitment & Enrollment	III. Business Plan Standards 14 – 19 Facilities, Transportation, Food Service, Budget Financial Management & Oversight Action Plan	Overall Total
Sarasota Military Academy Prep	63% Meets 25% Partially Meets 13% Does Not Meet	50% Meets 50% Partially Meets 0% Does Not Meet	67% Meets 17% Partially Meets 17% Does Not Meet	61% Meets 28% Partially Meets 11% Does Not Meet

Florida Charter School Application Evaluation Instrument

Each section presents criteria for a response that meets the standard, and these criteria should guide the overall rating for the section. The Strengths and Weaknesses boxes provide space to identify data and other evidence that supports the rating. The rationale for each rating is important, especially if some of the data or evidence does not fit neatly into the criteria provided.

The following definitions should guide the ratings:

- Meets the Standard:** The response reflects a thorough understanding of key issues and demonstrates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.
- Partially Meets the Standard:** The response addresses most of the criteria, but the responses lack meaningful detail and require important additional information.
- Does Not Meet the Standard:** The response lacks meaningful detail, demonstrates lack of preparation, or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice

1. Mission, Guiding Principles and Purpose

.I. Educational Plan

The education plan should define what students will achieve, how they will achieve it, and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, assessment and outcomes.

1. Mission, Guiding Principles and Purpose

The Mission, Guiding Principles and Purpose section should indicate what the school intends to do, for whom and to what degree.

Statutory References:

s. 1002.33(2)(a); s. 1002.33(2)(b); s. 1002.33(2)(c); s. 1002.33(6)(a)(1); s. 1002.33(7)(a)(1)

Evaluation Criteria:

A response that meets the standard will present:

- A compelling mission statement that defines the purpose and values of the school.
- A set of priorities that are meaningful, manageable and measurable, and focused on improving student outcomes.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
Mentorship of the middle school cadets by the high school cadets shows continuity between schools. (Page 1)
Graphic demonstrates understanding of what differentiated instruction looks like. (Page 8)
The purpose and values of the proposed SMA Prep school are clear and well reflected in the school’s mission and vision. The expectations set for students are high and aligned to the school’s core values. (Page 4)
Military modeled environment with a focus on “Global leadership” that promotes student-directed leadership. (Page 6)
School will implement Differentiated Instruction and Gradual Release of Responsibility as the foundation for best practice in teaching and learning. (Pages 7-9)
Professional development goals integrate curriculum, instruction and assessment. (Page 12)

Concerns/Weaknesses:
 The data proposed to gauge academic success (Section 1, Pages 6-7) is limited to FCAT and FAIR. Although the application mentions “other proven assessment tools” these are not defined.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
How will you determine individual student needs on specific standards in Reading based on FCAT 2.0 data? (Page 6)	Based on FCAT 2.0 if a student scores level 2 or below, or was previously a level 1 or 2 and has not made adequate yearly gains, the student will be assessed using Diagnostic Assessment of Reading (DAR), which provides diagnostic information in 9 specific reading areas, and FAIR results. Individual student needs will be identified utilizing these results.	Response is acceptable.
Regarding the tutoring at school four days a week, how will this be reflected in the student’s daily schedule? (Page 9)	Tutoring will not be reflected in the student schedule. Tutoring will be an optional extension to the learning day and will take place after school. Tutoring sessions will increase the amount and quality of learning time to help provide an enriched and/or accelerated curriculum. Instruction in core areas will be provided. This will be indicated in the SIP as well.	Response is acceptable.
To measure learning outcomes, what other tools will you use in your data analysis to identify adequate progress? (Page 10)	In addition to FCAT, EOC, benchmark assessments and FAIR results, faculty and administrators will analyze student progress through the use of data from classroom assessments, both formative and summative, Study Island and, when indicated, DAR. Pre-tests will be utilized to determine background knowledge and instruction will be planned accordingly. Post tests will be administered to determine progress. Other valid tools will include student portfolios, journals, writing responses to prompts, reading logs, projects and performances.	Response is acceptable.

2. Target Population and Student Body

2. Target Population and Student Body

The Target Population and Student Body section should describe the anticipated target population of the school and explain how the school will be organized by grade structure, class size and total student enrollment over the term of the school’s charter.

Statutory Reference(s):

s. 1002.33(10)(e); s. 1002.33(6)(b)(2); s. 1002.33(7)(a)(1); s. 1003.03

Evaluation Criteria:

A response that meets the standard will present:

- An understanding of the students the charter school intends to serve.
- If the applicant proposes to target certain populations, the projected student body should align with the overall mission of the school.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
 The school’s projected enrollment and local interest in SMA-Prep is strong. (Page 13)

Concerns/Weaknesses:
 The applicant should have included an evaluation of the make-up or composition for the area to project diversity.
 The application does not fully address the information requested in Section 2.B of the Model Florida Charter School Application. (Page 13)
 The applicant did not address how student enrollment projections were determined. (Page 13)
 The application would be stronger had the applicant addressed the type of marketing research (if any) was conducted to determine a need for the school and to determine projections, to gain an understanding of the demographics of the community and the population of students (e.g., minority, ESE/ELL, low income composition). (Page 13)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
<p>The application only provides student enrollment projections for three years. Please provide projections by grade level for years 4 and 5. (Page 13)</p>	<p>2017-2018 2018-2019</p> <p>6th 180 180</p> <p>7th 180 180</p> <p>8th 165 165</p>	<p>Response is acceptable.</p>
<p>Please note that the class size amendment, for charter schools, requires an <u>average</u> of 22 students per class, not 25 as indicated in the application. Please clarify. (Page 13)</p>	<p>SMA Prep aims to have an initial enrollment of 425 students and growing to 525 students by year three and maintaining the enrollment at 525 through years four and five. The average class size will be 22 in core classes (in accordance with class size amendment for charter schools), 25 in exploratory classes, and 15 in intensive classes.</p>	<p>Response is acceptable.</p>
<p>How were the student enrollment projections derived? Was consideration given to the enrollment of other neighboring schools? (Page 13)</p>	<p>The enrollment projections were derived based on the enrollment histories of middle schools in Sarasota from the District website, specifically charter middle schools. Expressed interest from current and former SMA parents and community members at large. A link on the SMA website requesting further information about SMA Prep has yielded over 200 responses, including parents with children in second and third grades.</p>	<p>Response is acceptable but will ask the applicant for more specific details, such as actual percentages.</p> <p>The CRC requested clarification during questioning at the 9/26 interview.</p> <p><u>Interview Findings:</u> The applicant was able to provide more detail regarding the percentage of students expected based on surrounding schools and their high school program. Response is acceptable.</p>

3. Educational Program Design

The Educational Program Design section should describe the educational foundation of the school and the teaching and learning strategies that will be employed.

Statutory Reference(s):

s. 1002.33(7)(a)(2)

Evaluation Criteria:

A response that meets the standard will present an educational program design that:

- Is clear and coherent;
- Is based on effective, research-based educational practices, teaching methods and high standards for student learning;
- Aligns with the school’s mission and responds to the needs of the school’s target population; and
- Presents evidence that the proposed approach will lead to improved student performance for the school’s target population.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

The educational design is well-structured. In addition, the school serves a niche not presented in Sarasota County. (Section 3)

The program aligns to the mission of the school. The instructional models proposed for implementation are research-based and well established in the district. (Pages 15-17)

Differentiated Instruction and Gradual Release of Responsibility as the foundation for best practice in teaching and learning. (Pages 17-18)

Concerns/Weaknesses :

Section F in the application “If the school intends to replicate an existing school design” is partially completed.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>Is the applicant submitting the SMA Prep application as a replication of an “existing school design?” If so, the application does not fully address Sections 3.F and 3.G, as required below in the Model Florida Charter School Application. (Page 18)</p>	<p>While SMA Prep will not be an exact replicate of an “existing school design”, we will mirror the exemplary educational practices that have played an integral role in SMA’s achievements. Though JROTC will not be included in the curriculum, strong leadership skills will be embedded throughout the school. The Medal of Honor Curriculum will support this focus.</p>	<p>Response is acceptable.</p>
<p>Please clarify if the school intends to replicate an existing school design. If so, please provide the FLDOE verification and provide a full response to Sections 3.F and 3.G.</p> <p>F. Provide evidence that the existing design has been effective and successful in raising student achievement. <i>The effectiveness of an existing school design can be demonstrated by providing evidence of organizational viability and the success of the academic program, including compliance with legal requirements, as well as a direct relationship between program elements and student achievement.</i></p>	<p>While SMA Prep will not exactly replicate SMA, it will model SMA’s successful academic and behavioral expectations.</p> <p>SMA has a strong history of being rated as an A or B school and has been identified as a Florida High Performing Charter School in August, 2013. SMA continues to provide an environment of respect, honor and integrity, which is instilled in its cadets, and will be duplicated at SMA Prep. Cadets at SMA Prep will wear polo uniforms, which have been proven to impact student attitude towards themselves and others. These factors contribute to student success in academics and social-emotional health and well being.</p>	<p>Response is acceptable.</p>
<p>If the school intends to replicate an existing school design: G. Describe the applicant’s capacity to replicate an existing school design. <i>The capacity to replicate can be demonstrated by providing credible and well-defined strategies for replication, including the financial and human resources necessary to replicate the design.</i></p>	<p>SMA Prep will operate in conjunction with the SMA Board of Directors, the CFO and the Director of Schools. The Board of Directors has embraced its vision and mission to create and support SMA in all of its endeavors for the past 12 years. The Board currently seats five founding board members. The CFO from SMA will continue to provide services as CFO of SMA Prep. SMA has built and maintained a strong financial position and continues to maintain profitability on a yearly basis. SMA’s financial stability was strongly enhanced due to the generous gift of Jack and Thelma Urfer for the construction of a three story classroom building.</p>	<p>The fact that the existing SMA Board will also serve on the proposed SMA Prep Board supports the applicant’s capacity to oversee a successful charter school.</p> <p>Concerns remain regarding the school’s financial capacity and the proposed plan to share personnel.</p> <p>The CRC requested clarification during questioning at the 9/26 interview.</p> <p><u>Interview Findings:</u> See Section 17 – Budget, for outcomes.</p>

4. Curriculum Plan

The Curriculum Plan section should explain not only *what* the school will teach but also *how* and *why*.

Statutory Reference(s):

s. 1002.33(6)(a)(2); s. 1002.33(6)(a)(4); s. 1002.33(7)(a)(2); s.1002.33(7)(a)(4)

A response that meets the standard will present a curriculum plan that:

- Provides a clear and coherent framework for teaching and learning;
- Is research-based;
- Is consistent with the school’s mission, educational philosophy and instructional approach;
- Will enable students to attain Sunshine State-Common Core Standards and receive a year’s worth of learning for each year enrolled; and
- Will be appropriate for all students at all levels.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

A solid description of the reading curriculum is provided. (Page 47)

Including the whole staff in some form of reading professional development is a strong goal. (Page 48)

The character development education curriculum is consistent with the school’s mission and philosophy. (Page 39)

Concerns/Weaknesses:

The application does not demonstrate a clear understanding of the curriculum and course requirements for middle school students. Examples follow:

The application does not provide information on how the school will evaluate the effectiveness of the curriculum, as required in the Model Charter School Application.

Legislative changes from Senate Bill 1079 effective July 1, 2013 have not been addressed for interventions, EOC requirements, etc.

Biology for high school credit does not align with the district’s SPP and is not referenced as an option in earlier plan. (Page 31)

The Career and Education Planning presented is not updated to current legislative requirements. (Page 39)

CAR-PD no longer exists and while NG-CARPD certainly has some sound instructional components, it has not been updated to align with CCSS. (Pages 40, 48)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments																				
<p>The application states that the school will follow the district's core curriculum plan (page 20) and the Student Progression Plan (SPP) and yet some courses listed in this section are not part of the district's SPP. Please clarify.</p>	<p>To further clarify and rectify concerns regarding curriculum and course requirements for middle school students, SMA Prep will follow the district SPP to include requiring all 6th, 7th, and 8th grade students successfully complete Language Arts, Math, Science, and Social Studies at each respective grade as indicated in the table below:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: yellow;"> <th style="text-align: center;">GRADE</th> <th colspan="4" style="text-align: center;">Required Courses</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">6</td> <td>Language Arts – must emphasize literature, composition, and technical text</td> <td>Math</td> <td>Earth/Space Science</td> <td>Social Studies</td> </tr> <tr> <td style="text-align: center;">7</td> <td>Language Arts – must emphasize literature, composition, and technical text</td> <td>Math*</td> <td>Life Science</td> <td>Social Studies/ Civics***</td> </tr> <tr> <td style="text-align: center;">8</td> <td>Language Arts – must emphasize literature, composition, and technical test</td> <td>Math*</td> <td>Physical Science/Biology**</td> <td>Social Studies/ Career Education And Planning</td> </tr> </tbody> </table>	GRADE	Required Courses				6	Language Arts – must emphasize literature, composition, and technical text	Math	Earth/Space Science	Social Studies	7	Language Arts – must emphasize literature, composition, and technical text	Math*	Life Science	Social Studies/ Civics***	8	Language Arts – must emphasize literature, composition, and technical test	Math*	Physical Science/Biology**	Social Studies/ Career Education And Planning	<p>Response is acceptable.</p> <p>The CRC requested clarification during questioning at the 9/26 interview.</p> <p><u>Interview Findings:</u> The applicant stated that they intend to offer high school Biology. While the district middle schools do not currently offer high school Biology, the implementation of the new (ACCEL) component of state statute may lead to this offering as well as additional high school courses. Response is acceptable.</p>
GRADE	Required Courses																					
6	Language Arts – must emphasize literature, composition, and technical text	Math	Earth/Space Science	Social Studies																		
7	Language Arts – must emphasize literature, composition, and technical text	Math*	Life Science	Social Studies/ Civics***																		
8	Language Arts – must emphasize literature, composition, and technical test	Math*	Physical Science/Biology**	Social Studies/ Career Education And Planning																		

	<p>*As stated in the Sarasota County Schools Middle School Student Progression Plan (grades 6-8) each middle school will offer at least one high school mathematics course for which students may earn high school credit. Middle school students enrolled in high school Algebra I must take and pass the statewide standardized EOC assessment in order to qualify for a standard high school diploma. However, if the middle grade student does not pass the EOC assessment in middle school, the student will have multiple opportunities in high school to retake the course and/or the assessment. Beginning with the 2012-13 school year, to earn high school credit for Geometry, the middle school student must take the statewide standardized EOC assessment, and the results of the EOC assessment must constitute 30 percent of the student’s final course grade. Currently, students must pass the course but are not required to pass the EOC assessment to earn high school credit, however, that is under review by the legislators.</p> <p>** Middle school students enrolled in high school Biology I must pass the statewide standardized EOC assessment, and the results of the EOC assessment must constitute 30 percent of the student’s final course grade. Students must pass the course but are not required to pass the EOC assessment to earn high school credit; however, to qualify for a standard high school diploma scholar designation they must pass the EOC.</p> <p>***Requirements for the middle grades career and education planning include: internet-based, easy to use and customizable to each student; include research-based assessments to assist students in determining educational and career options and goals; emphasize the important of entrepreneurship skills; inform students about diploma designation options; include information from the Department of Economic Opportunity’s economic security report as described in S.445.07, F.S. Beginning in 2013-14 the EOC will constitute 30 percent of the student’s final course grade for civics education. Remediation in Reading and Mathematics--Students who score Level 1 or Level 2 on the statewide standardized assessments must be enrolled in and complete a remedial course or a content area course</p>	
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	<p>in which remediation strategies are incorporated into the course content delivery. All teachers at SMA Prep will be NGCAR-PD trained by the end of the 2016-2017 school year. For each year in which a student scores Level 1 or Level 2 on FCAT 2.0 Mathematics, or another adopted state standardized assessment used in lieu of FCAT 2.0 for Mathematics, the student must receive remediation the following year.</p> <p>SMA Prep will provide students with all of the required courses to meet Sarasota County’s SSP and offer several course electives that are discussed in the original SMA Prep document, which will enhance and broaden course offerings. Additionally, some of the descriptions of offerings in the original SMA Prep application are descriptions of enhancements that will be interwoven into required curriculum to provide for a global perspective.</p> <p>The effectiveness of the curriculum will be assessed by analyzing data collected from progress monitoring data (FAIR), formative and summative assessments, pre-and post-test data, EOC scores, Benchmark Testing, and Statewide standardized assessment measures. Analysis of this data will pinpoint gaps in the curriculum and provide for adjustments in instruction.</p>	
<p>How will the English Lang Arts (ELA) and mathematics standards be integrated into the curriculum for the non-academic areas?</p>	<p>Literacy (ELA) will be infused into all content areas by inclusion of the ELA CCS strands required for science, social studies and technical courses and by the 5 school wide Literacy initiatives. One of the school wide Literacy initiatives is Reading by the Numbers which involves interpreting data, reading charts, graphs, etc. Teachers will receive extensive PD regarding implementation and inclusion of CCS-ELA and on the Literacy initiatives.</p> <p>SMA Prep recognizes that teachers in all content areas share responsibility for the development of reading, writing, listening, and speaking competencies. The ELA standards will be integrated into the curriculum for the non-academic areas through teachers selecting texts and using a rich array of instructional strategies and activities to meet student learning needs. Using individual subject curriculum,</p>	<p>Response is acceptable.</p>

	<p>teachers will align ELA standards to the grade-by-grade performance indicators as designated under CCS learning standards and key ideas. As educators develop and align ELA curricula for each grade, core performance indicators, literacy competencies, and grade-specific performance indicators must be addressed.</p> <p>In addition to subject-specific knowledge and understandings, there are some crosscutting capabilities that are common to all fields. NGCAR-PD training will provide teachers with the necessary skills to prompt close reading and CIS. Core specific indicators what students know and should be able to demonstrate for a specific subject, and grade specific indicators, what students should be able to do at a specific grade level will be assessed through benchmark assessments, pre and post-tests, and formative and summative assessments to measure student mastery.</p>	
<p>How does the school plan to address the Common Core ELA standards in Social Studies, Science, and Career and Technical subjects?</p>	<p>The Common Core ELA standards in Social Studies, Science, and Career and Technical subjects are part of the SMA Prep 5 Literacy Initiatives that are standard school wide. Through the independent reading requirement, students will gain adequate exposure to a wide range of texts. Rigor will be infused through the requirement of students be exposed to increasingly more complex text through the grade levels, in social studies, science, and technical subjects, reaching and maintaining mastery at each subsequent level. Common Core Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Social studies, science, and technical subjects will utilize their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. These literacy standards are not meant to replace content standards in those areas but rather to supplement them. Teachers will receive training on CPALMS which provides resources of the ELA-CCS to include instructional/educational resources which have been utilized by teachers and educators for efficacy.</p>	<p>Response is acceptable.</p>

<p>How does the school plan to be certain that all teachers can incorporate the Comprehension Instructional Sequence (CIS)? (Page 41)</p>	<p>According to Laurie Lee, Reading Specialist for FDOE, since NGCAR-PD aligns with CCS, and since all SMA Prep teachers will receive the 90 hour NGCAR-PD training, their syllabus, lesson plans, and daily instruction should reflect CIS practices as observed through teacher observations, walk-through and individual PRIDE. Additionally, the Literacy Coach will model and monitor teachers to assure that CIS is incorporated with fidelity.</p>	<p>Response is acceptable.</p>
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5. Student Performance, Assessment and Evaluation

The Student Performance, Assessment and Evaluation section should define what students attending the school should know and be able to do and reflect how the academic progress of individual students, cohorts over time, and the school as a whole will be measured.

Statutory Reference(s):

s. 1002.33(6)(a)(3); s.1002.33(7)(a)(3); s.1002.33(7)(a)(4); s.1002.33(7)(a)(5)

Evaluation Criteria:

A response that meets the standard will present:

- Measurable educational goals and objectives that set high standards for student performance.
- Promotion standards that are based on high expectations and provide clear criteria for promotion from one level to the next, and for graduation (if applicable).
- Evidence that a range of valid and reliable assessments will be used to measure student performance.
- Assessment activities that are sufficiently frequent and a detailed plan to determine whether students are making adequate progress.
- Evidence that data will inform decisions about adjustments to the educational program.
- Plans for sharing student performance information that will keep students and parents well informed of academic progress.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please note that the final rating remains “Partially Meets” because the deficiencies found in the initial application were deemed significant and pertained to the most essential criteria for this standard. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections or make other substantive changes to the original application. During the interview process, the applicant was not able to demonstrate an understanding of the requirements or was not able to describe a plan to meet the standard thereby confirming the CRC’s rating.

Strengths
The goal to have 100% of students participating in a Leadership/Medal of Honor program each year (page 54) sets high expectations for good conduct and leadership for SMA Prep students.
A sound plan for sharing test results with parents is provided. (Page 57)

Concerns/Weaknesses:
Overall concern: For the most part, the information presented in this section of the application is broad, somewhat vague and lacking details such that it is difficult for the committee

to determine if the application meets the evaluation criteria. The assessment plan is not sufficiently detailed.

The application does not state goals and objectives and what the targets or improvements are expected each year. (Pages 53-54) Some objectives are stated on page 54 of the application, but they do not address all content areas, or grade, or years of the charter.

The information provided under section B is insufficient to determine if the applicant understands the requirements for middle school course recovery and promotion. The applicant did not provide a description of clear criteria for promotion from one grade level to the next. (Page 54)

The applicant’s response to Part 5.E lacks specificity. The Model Florida Charter School Application calls for a description of the types and frequencies of assessments the school will use to monitor student progress. The applicant’s response that they will follow the district’s testing calendar and agree to the annual School Improvement Plan goals does not fully address the question posed.

In this same section the application states that the school plans to administer other “school level assessments that are not part of the district’s assessment system” yet does not provide any detail about these tests or evidence that these assessments are reliable and valid. (Page 55)

Throughout the application the applicant refers to and includes ESOL students in the category of exceptional education students.

The RtI/MTSS process throughout the entire curriculum and disciplinary procedures are not fully explained.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
How will the FLKRS assessment be used? (Page 54)	The FLKRS will be utilized only as a resource to be found in the cumulative file when students are identified as at-risk.	It seems unlikely a middle school would consider Kindergarten data, so the applicant should merely acknowledge that the FLKRS should not have been included in the application.
What are the “internal placement assessments” the school will use to determine student placement? And how will the assessments/ placement procedures align with the district’s Student Progression Plan? (Page 54)	The internal placement assessments used at SMA Prep will include the SAT-10, pre-tests within content areas to determine prior knowledge, formative and summative assessments, Study Island and daily classroom anecdotes. When indicated, the Diagnostic Assessment of Reading (DAR) will be utilized for reading purposes. In addition to the district and state assessments, the previously mentioned assessments will provide valuable information regarding placement of students and appropriate instruction; remedial reading and math included. In turn, instructors will be able to monitor student progress and will determine promotion from grade levels according to the standards of the Student Progression Plan.	Response is acceptable regarding the DAR. See CRC’s comments regarding the use of SAT-10 in the next question.

	<p>In following the district’s Student Progression Plan, SMA Prep will address areas including student progression, remediation alternatives, retention, assessment and placement in alternative programs.</p> <p>The ACT EXPLORE assessment may be administered to 8th grade students. This assessment will help determine student college and career readiness. The ACT EXPLORE tests subject areas in English, math, reading and science that measures the skills and knowledge needed for college success. It will help 8th grade students explore options for their future not only at the high school level but their post high school plans whether college or career oriented.</p>	
<p>The district does not administer the Stanford Achievement Test in middle schools. Specifically, how will the Stanford Achievement Test be utilized at the proposed school? (Page 54)</p>	<p>The Stanford Achievement Test (SAT-10) is an assessment that will be used to show what students know and are able to accomplish. The test focuses on reading, language, spelling, listening, social science, mathematics and science. The assessment for reading includes various sub-tests, which can measure students’ vocabulary, phonics, decoding and comprehension skills. By administering this assessment, it will provide more reliable data, norms scaled scores, national and local percentile ranks and stanines, grade equivalents, and normal curve equivalents, as to where the student should be placed academically and identify specific needs the student may have.</p> <p>Instruction will address the skills and competencies that a student must master in order to be promoted from middle school to high school.</p>	<p>The description of the SAT-10 is accurate. However, SMA-Prep intends to follow the district’s Student Progression Plan (SPP) and testing program yet the district does not administer the SAT-10 or use SAT-10 for placement or promotion decisions. In addition, it is not clear what, if any, added value the SAT-10 data will contribute to the other test data.</p> <p>The CRC requested clarification during questioning at the 9/26 interview.</p> <p><u>Interview Findings:</u></p> <p>The applicant stated that they would <u>not</u> be administering the SAT-10. They confirmed that they intend to follow the district’s SPP.</p>

<p>Please describe in more detail what the “research-based assessment tools deemed appropriate” consist of. (Page 55)</p>	<p>The ACT EXPLORE is based on a philosophy that the best way to determine students’ readiness for further education and careers is to measure as directly as possible the knowledge and skills students will need in those settings. The ACT EXPLORE assessment is based on ACT’s College Readiness Standards and is aligned with the Common Core State Standards.</p> <p>The Diagnostic Assessment of Reading (DAR) assesses seven areas of specific reading skills.</p> <p>The Stanford Achievement test (SAT-10) is discussed in the above section.</p>	<p>The response partially addresses the question. The applicant describes the instrument but does not say who will take the ACT Explore, when it will be administered, or for what purpose.</p> <p>The CRC requested clarification during questioning at the 9/26 interview.</p> <p><u>Interview Findings:</u></p> <p>SMA-Prep plans to administer the EXPLORE to 8th grade students to assist in course selection and career planning as students enter 9th grade. This is an appropriate use of the test.</p>
<p>The response to E is too vague on how assessment data will be used to “monitor” student performance. Will this be part of the MTSS process? (Page 55)</p>	<p>The RtI (MTSS) Leadership Team will meet at least once a month.. Process and procedures have been established by the Sarasota School District and have been adopted by SMA Prep. The four critical parts of the planning/problem solving cycle include: Defining the problem or goal, analyzing the problem, developing and implementing a plan, and measuring the response to instruction/interventions. Student concerns will be presented to an administrator only after multiple attempts to provide a variety of interventions, differentiated learning, behavior modification, and a parent conference has been completed. At that time, the administrator will begin collecting information about the student and contacting the appropriate support staff for information. The Leadership Team will then discuss the student and provide additional interventions. The teacher is expected to utilize and document the impact of the interventions. Results are then presented back to the Leadership Team for review. The RtI (MTSS) Team works closely with the Administrative Team, the ESE Department, the Counseling Department, the PBS Team and all Department Chairs and the Behavior Specialist.</p>	<p>Response is acceptable.</p>

	<p>SMA Prep will use a variety of reports produced by the district Office of Research, Assessment and Evaluation on the academic achievement of students at all Tiers. Disaggregated AYP subgroup data by reading, mathematics, science and writing is utilized. Further, the school will participate in the FAIR progress monitoring assessment. Progress Monitoring Data/Assessments will be provided throughout the year as scheduled by the District Board Office. Data will also be collected and analyzed using student referral forms established in Tier 1. Progress monitoring data such as classroom assessments, FAIR, Benchmark Testing and FCAT will be used as well as discipline data using the RtI Database and classroom reports. The RtI Team (MTSS) and instructors will then document and record data regarding student progress, matching instruction and interventions to student needs.</p>	
<p>Will the state-required CELLA assessment be used in any way to monitor student progress? (Page 56)</p>	<p>SMA Prep will utilize CELLA data to determine and chart student progress over time and for new arrival students, charting progress over the first year will be in accordance with Title I and Title III of No Child Left Behind (NCLB).</p> <p>CELLA data will provide information about the language proficiency levels of individual students and will be used in making decisions regarding placement into or exit from, English for Speakers of Other Languages (ESOL) programs.</p> <p>Useful diagnostic information about students’ strengths and weaknesses in English will allow SMA Prep instructors to provide specific instruction to the learner.</p>	<p>Partial response – needs follow-up at the interview. Use of CELLA for placement is contrary to district ELL plan, which SMA-prep intends to adopt.</p> <p>The CRC requested clarification during questioning at the 9/26 interview.</p> <p><u>Interview Findings:</u></p> <p>See remarks under Section 7, ELL.</p>

6. Exceptional Students

The Exceptional Students section should demonstrate an understanding of the requirements of the school to serve all students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):

s. 1002.33(16)(a)(3)

Evaluation Criteria:

A response that meets the standard will present:

- Clear description of the levels of service the school will provide to students with disabilities.
- A clear description of how the school will ensure that students with disabilities (SWD) will have an equal opportunity of being selected for enrollment.
- An understanding and commitment to collaborating with the sponsor to ensure that placement decisions for students with disabilities will be made based on each student’s unique needs.
- An appropriate plan for evaluating the school’s effectiveness in serving exceptional students, including gifted.
- A realistic enrollment projection (SWD) and a staffing plan that aligns with the projection.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please note that the final rating is “Partially Meets” because the deficiencies found in the initial application were deemed significant and pertained to the most essential criteria for this standard. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections or make other substantive changes to the original application. During the interview process, the applicant was not able to demonstrate an understanding of the requirements or was not able to describe a plan to meet the standard thereby confirming the CRC’s rating.

Strengths

Concerns/Weaknesses:
 Rather than responding directly to the Section 6, parts A – I, the applicant inserted text verbatim from the high school charter contract between the district and SMA. In most instances the contract verbiage does not correspond to the information requested in the Model Florida Charter School Application for these areas. (Pages 58-59)

 The applicant incorrectly states that gifted students have IEPs. (Page 59)

The application does not address how the school will ensure that students with disabilities will have an equal opportunity for enrollment.

The application does not describe how the school will work with the sponsor to ensure the charter school is the appropriate placement for each student with a disability, based on the student's needs.

The application does not describe how the school will utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate, including the use of supplementary aids and services.

The application lacks a clear explanation as to how exceptional students who enter the school below grade level will be engaged in and benefit from the curriculum.

The application lacks the staffing plan for the school's special education program, including the number and qualifications of staff.

The plan for evaluating the effectiveness of programs serving ESE and gifted students is not comprehensive.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
<p>What are the student enrollment projections for ESE and gifted, by grade level, and how were the projections attained?</p>	<p>Based on the representation of the district and state averages, as presented in the most recent FDOE demographics, the enrollment projections for SMA Prep for the ESE and the gifted student population are as follows:</p> <p><u>ESE</u> Grade 6 (23% of student population) 35 students Grade 7 (21% of student population) 32 students Grade 8 (21% of student population) 26 students</p> <p><u>Gifted</u> Grade 6 (5% of the student population) 8 students Grade 7 (5% of the student population) 8 students Grade 8 (5% of the student population) 6 students</p> <p>The projections will increase through years two and three due to the projected enrollment increases.</p>	<p>The percentages are quite high and may be unrealistic. However, the response is acceptable.</p>

	<p>SMA Prep will ensure that all students with disabilities have an equal opportunity to attend SMA Prep. Applicants who have completed an application and are ESE will be asked to submit an IEP, 504, or EP along with the application. This process will ensure access to a free appropriate education regardless of their disability, provided that they are able to be served in the general education classroom with ESE support. All teachers will receive appropriate information regarding accommodations and will implement those tools as necessary for success of the student.</p> <p>For those students needing supplementary services, SMA Prep will contract with a qualified support professional.</p> <p>Additionally, all identified ESE students will be assigned a case manager who will monitor their progress to ensure success. A ratio of 1/30 will be a part of the model to include a resource/skills room which will be available for additional support as well as a place for extended testing time. All ESE case managers, resource room staff, and liaisons will be state certified ESE personnel.</p> <p>Classes for remediation in reading and math will be mandatory for all identified level 1 and level 2 students, even if they are not identified ESE. This process will also be part of the RtI/MTSS process and will track potential unidentified ESE students. In accordance with Sarasota County SPP, for each year in which a student scores a level 1 or 2 on FCAT 2.0 Reading, the student must be enrolled in and complete an intensive reading course the following year. All diagnostic, placement, progress monitoring, and reading and program strategies will be conducted in accordance with the Sarasota K-12 Comprehension Reading Plan.</p> <p>The ESE Coordinator and staff, in compliance with FDOE, federal and state regulations, will be responsible for program monitoring in compliance with district, state and federal guidelines and statutes and in assuring that each FTE survey is accurate and up to date. School administrators will review teacher lesson plans and conduct</p>	<p>Note: The CRC did not request this information. However, the CRC has reviewed and responded.</p> <p>The applicant’s response is relevant, however, because of the deficiencies in the application, the CRC needs to determine if the applicant has a sound understanding of the requirements to meet the needs of ESE students.</p> <p>The CRC requested clarification during questioning at the 9/26 interview.</p> <p><u>Interview Findings:</u></p> <p>Although the applicant appears to have an understanding of the requirements for eligibility, the information presented did not fully address how ESE students will be provided with direct instruction. Based on the applicant’s responses, the focus is more on compliance issues rather than the provision of instruction and monitoring of students’ academic progress.</p>
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	<p>classroom walk-throughs to monitor fidelity and implementation to school’s instructional ESE models.</p> <p>In addition, monitoring will be completed to ensure ESE students are provided with equal access to grade level curriculum and school programs. To monitor compliance and the effectiveness of the ESE program, administrators and the ESE Coordinator will monitor daily lesson plans, instructional strategies listed in teacher plan books, CCSS reflected in instruction and progress data and summative and formative data results.</p> <p>SMA Prep recognizes EPs for gifted students rather than IEPs.</p>	
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Additional CRC Observations Based on Outcome of the 9/26 Interview:

There were concerns that the applicant did not fully understand what is required to determine a student’s eligibility for ESE/504 services and/or accommodations. The CRC believes the applicant did have an understanding of ESE/504 compliance, but due to the lack of a detailed budget aligned to staffing and services, the CRC is concerned that students may not receive the required specially designed instruction, services and/or accommodations to be offered at SMA Prep.

7. English Language Learners

The English Language Learners section should demonstrate an understanding of the requirements of the school to serve English Language Learner students and provide a concrete plan for meeting the broad spectrum of educational needs and providing all students with a quality education.

Statutory Reference(s):

s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- Demonstrated understanding of state and federal requirements regarding the education of English language learner students.
- Sound plans for educating English language learner students that reflect the full range of programs and services required to provide all students with a high quality education.
- Demonstrated capacity to meet the school’s obligations under state and federal law regarding the education of English language learner students.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please note that the final rating remains “Does Not Meet” because the deficiencies found in the initial application were deemed significant and pertained to the most essential criteria for this standard. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections, or make other substantive changes to the original application. During the interview process, the applicant was not able to demonstrate an understanding of the requirements or was not able to describe a plan to meet the standard thereby confirming the CRC’s rating.

Strengths
The use of a variety of methods to engage English Language Learners (ELL) who are below grade level in order to meet their needs and enable them to benefit from the curriculum. (Page 60)

Concerns/Weaknesses:
The procedures for identifying ELLs and providing support services are not described in the application. (Page 60, Part A)
A sound plan for educating English language learners is not presented; no programs or services are listed. (Page 60)
The application does not provide a detailed plan on how they will meet the needs of ELL students. The staffing plan is not provided and no information was submitted related to staff qualifications. (Page 60)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>What is the projected number of ESOL Certified Teachers? (Page 60)</p>	<p>It is our goal at SMA Prep to ensure that 100% of the instructional staff will be ESOL Certified or endorsed, in compliance with state laws, by the end of the 2014-2015 school year. ELL students will receive quality instruction from ESOL certified or endorsed instructors.</p> <p>Identify SMA Prep will strive to identify all ELL students upon enrollment to SMA Prep. According to the Florida Department of Education, Florida Statutes define an English Language Learner (ELL) as “an individual who was not born in the United States and whose native language is a language other than English; an individual who comes from a home environment where a language other than English is spoken in the home; or an individual who is an American Indian or Alaskan native and who comes from an environment where a language other than English has had a significant impact on his or her level of English language proficiency; and who, by reason thereof, has sufficient difficulty speaking, reading, writing, or listening to the English language to deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English” (1003.56(2)).</p> <p>Federal law requires all schools to identify ELL students and screen eligible students for language assistance. SMA Prep will administer a home language survey to parents and students enrolling in their native language when feasible unless the student’s cumulative records contain a HLS that was completed upon initial enrollment at a previous school in the District. The home language survey and national origin data of all students collected will be retained and added to the district recording system (AS400). SMA Prep will administer a home language survey upon registration on a separate survey to include the following questions, as required by Rule 6A-6.0902:</p>	<p>Response is acceptable.</p> <p>The CRC did not request this information. However, the response is appropriate.</p> <p>The CRC requested clarification during questioning at the 9/26 interview.</p> <p><u>Interview Findings:</u></p> <p>The applicant provided appropriate verbal responses to the following questions: Which language proficiency assessment will you identify students eligibility for ESOL service? Response: IPT. How will you use CELLA? Response: to exit from ESOL program and for monitoring proficiency on all 3 levels.</p>

	<p>a. Is a language other than English used in the home? b. Did the student have a first language other than English? c. Does the student most frequently speak a language other than English?</p> <p>Additionally, registration procedures followed for non-ELLs, non-English speaking parents or guardians will receive translated versions of registration forms, Home Language Surveys, Free and reduced lunch applications, and general school information, if available in their language.</p> <p>If any questions are answered yes, the registrar will provide a copy of the HLS to the ESOL coordinator immediately to ensure that further assessment is completed within ten days of entering school. SMA Prep’s ESOL Coordinator will follow the District Plan for Services to English Language Learners to determine what further testing is necessary and employ the necessary assessments as outlined in the County plan. The Literacy Coach will consult with the ESOL Coordinator to assist with progress monitoring and facilitate compliance with District, state, and federal guidelines and statutes.</p> <p>Placement All ELL students will be placed in an “age-appropriate” setting based on the recommendation of the ESOL Coordinator, guidance counselor, and an administrator. Students entering SMA Prep from another country will receive credit for equivalent courses offered in the United States. Students classified as ELL will be placed into appropriate ESOL courses and core content areas based on their assigned grade level. The District’s SPP will be followed for placement, progression, remediation alternative, retention assessment, and placement in special and alternative programs.</p> <p>ELL Plan The ESOL Coordinator is responsible for developing the Student ELL Plan at the beginning of the school year, and all updates</p>	<p>Applicant’s written response does not indicate understanding. “If any questions are answered yes, the registrar will provide a copy of the HLS to the ESOL coordinator immediately to ensure that further assessment is completed within ten days of entering school.” Please note that the response in this section does not mention any language proficiency assessment being used for placement in program.</p>
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	<p>required for maintaining the Student ELL Plan. The ELL Coordinator will enter the Student ELL Plan information into the Student database system. A hard copy of the Student ELL Plan will be maintained in the student’s Cumulative folder along with supporting documentation.</p> <p>Program Monitoring The ESOL Coordinator, in compliance with FDOE, federal and state regulations, will be responsible for program monitoring in compliance with district, state and federal guidelines and statutes and in assuring that each FTE survey is accurate and up to date. School administrators will review teacher lesson plans and conduct classroom walk-throughs to monitor fidelity and implementation to school’s instructional ESOL models.</p> <p>Equitability SMA Prep will provide ELL students instruction that is equal in amount, sequence, and scope to non ELL students. ELL students will be provided access to appropriate core academic subjects including intensive instruction in ELA and basic subject areas. School administrators will monitor teacher lesson plans and conduct classroom walk-throughs to ensure that ELLs are provided equal access to grade-level curriculum and school programs.</p> <p>Assessment SMA Prep will assure that all ELL students participate in statewide assessments. The testing coordinator, in conjunction with the ESOL Coordinator will make sure that all accommodations on all assessments have been offered to ELL students. A letter will be sent home to parents explaining the accommodations available for their children, and this letter will be maintained within the individual student’s ELL file.</p> <p>Review After yearly review ELL students that are determined to be English language proficient will be exited from the ESOL program. Upon</p>	<p>Applicant’s written response under “Equitability” does not indicate understanding.</p>
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	request of a student's teacher, counselor, administrator, or parent, a student who has been classified as an ELL and in the ESOL program may be reevaluated for English proficiency. The ESOL Coordinator is responsible for conducting the required two-year Post Reclassification Monitoring follow up of former ELL students to ensure their academic success.	
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Additional CRC observations based on outcome of the 9/26 interview:

The CRC was concerned that the application stated that ELL students would receive equal access to grade-level curriculum and school programs. Therefore, the CRC asked for a description of how the school plans to meet the language needs of ELL students. The applicant responded that once per week a case manager would meet with each student to review progress. The CRC restated the question about how they were planning to meet the language needs of ELLs, the answer (paraphrased) was that currently the ESOL services mirror ESE services, about 78% of their staff is ESOL endorsed or certified and that part time educators are used for elective classes. The verbal response provided is of concern to the CRC because the needs of ELL students are very different than the needs of ESE students. Mirroring ESE services does not meet State and Federal requirements for educating ELL students. Providing access to the same curriculum and programs as for non-ELLs does not meet the language needs of ELLs.

8. School Climate and Discipline

The School Climate and Discipline section should describe the learning environment of the school and provide evidence that the school will ensure a safe environment conducive to learning.

Statutory Reference(s):

s. 1002.33(7)(a)(7); s. 1002.33(7)(a)(11); s. 1002.33(9)

Evaluation Criteria:

A response that meets the standard will present:

- A sound approach to classroom management and student discipline.
- Legally sound policies for student discipline, suspension, and dismissal.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

Concerns/Weaknesses:

The CRC is very concerned that the school proposes to drug test middle school students, ages 11 – 14, and questions whether this is a legally sound policy. (Page 61)

The application lacks a detailed plan for classroom management, as requested in Section 8, Part A. (Page 61)

There is no outlined process on how students will be withdrawn. References to “administrative procedures” are vague. (Pages 61-62)

It is not clear how PBS will be implemented and how it is part of the MTSS process. Therefore it is difficult to determine what the management program will look like and whether or not it is an adequate plan.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>The application proposes to follow the district’s Code of Student Conduct, which prohibits drug testing of students. (Page 61) Please address this conflict.</p>	<p>Parents and students attending SMA Prep will read and sign a contract which is attached in TAB 21. Each contract addresses a drug-free environment with the agreement and understanding that any student may be subject to drug testing. This concept was originated by the founding students at SMA who presented this idea to the CEO and SMA Board of Directors. The students believed that in order to have an outstanding school students should be drug free. SMA Prep will follow this exemplary model.</p>	<p>Concerns remain regarding the appropriateness or legality of drug testing young students.</p> <p>The CRC requested clarification during questioning at the 9/26 interview.</p> <p><u>Interview Findings:</u> The applicant stated that if approved, the school would NOT conduct any type of drug testing and that the code of conduct and parent contracts will reflect this policy.</p>
<p>The application lacks a detailed plan for classroom management. The application references a “clearly defined Classroom Procedures and Expectations” document. Please provide a copy. (Page 61)</p>	<p>The classroom procedures and EAGLE Expectations documents are submitted with this document located in TAB 20.</p> <p>Teachers will have a plan for classroom management which includes the classroom procedures and EAGLE Expectations. Furthermore, teachers will be given the opportunity to attend PD on classroom management approaches for success learning environment based on PRIDE observations and administrative walk-throughs. Teachers will have syllabi which states the school’s classroom procedures but also the teacher’s expectations. Syllabi will be taken home for parent review and a parent signature will be returned to school with the student. This will be kept in the classroom teacher’s student file. Direct contact via electronic networking or telephone will be utilized to assure positive behaviors in the classroom.</p>	<p>Response is acceptable.</p>
<p>The information presented under Part B related to dismissal procedures is text taken verbatim from the charter contract between the district and SMA. The committee is asking for draft copy of the documents referenced on page 61 – the Parent Contract and the School’s Admission Policy. Please submit. (Page 61)</p>	<p>Copies of parent and student contract have been submitted with this document located in TAB 21.</p> <p>Admission documents are also provided with this submission. The documents will be revised to reflect appropriate SMA Prep contact information. The information is located in TAB 22</p>	<p>Based on the CRC’s review of the draft parent contract and the draft admissions procedures the response is acceptable.</p>

<p>It appears as if there is a more in-depth approach to the Military model of expectations, which is fine, but how does PBS tie in to that whole philosophy?</p>	<p>PBS will play an important role in supporting the Military expectations at SMA Prep. The PBS Team will meet on a monthly basis and will consist of teachers, students, administration, parents and community members. The PBS approach will be in conjunction with that of SMA. EAGLE cards will be given to students for going above and beyond expectations. EAGLE cards will be distributed to every faculty and staff member as well as any support staff. Drawings will take place monthly as well as other rewards to be established by the student population. A “Positive Incident Reporting Form” will also be utilized to recognize particular students for outstanding accomplishments. The form will be completed and given to the Head of School. The Head of School will call the student into the office and report to the student that they have been identified as an outstanding student. The parent is contacted at this time as well and a copy of the form is placed in the student file.</p> <p>Copies of the forms have been provided and will be amended to reflect SMA Prep located in TAB 23.</p> <p>SMA Prep recognizes the importance of continuity from school to school and will mirror the PBS program as it relates to the middle school years.</p>	<p>Response is acceptable.</p>
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Additional CRC observations based on outcome of the 9/26 interview:

The CRC expressed great concerns regarding SMA-Prep’s intent to randomly drug test students who could be as young as 11 years of age and, if the tests are positive for drugs, then use the results for dismissal. The application states that the school will follow the district’s Student Code of Conduct and the district has no such policy. In addressing the Committee’s concerns, the applicant acknowledged that conducting random drug tests on students in the middle grades may not be appropriate or the best approach to ensure a drug-free environment. The applicant further clarified that, if approved, SMA Prep charter school would not implement random drug testing as part of the school’s policy. The applicant further clarified that in the event random drug testing was going to be reconsidered in the future, it would seek the approval of the sponsoring district’s School Board.

II. Organizational Plan

The Organizational Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school’s governance and management priorities, what responsibilities various groups and people will have, and how those groups will relate to one another.

9. Governance

The Governance section should describe how the policy-making and oversight function of the school will be structured and operate.

Statutory Reference(s):

s. 1002.33(7)(a)(15); s. 1002.33(9)

Evaluation Criteria:

A response that meets the standard will present:

- Documentation of proper legal structure of the governing board, or a plan to organize in conformity with the laws of Florida.
- A clear understanding and description of the governing board’s responsibilities.
- Evidence that the proposed governing board will contribute to the wide range of knowledge and skill needed to oversee a charter school.
- A clear, sensible delineation of roles and responsibilities in relation to governance and school management.
- A sensible method for resolving disputes between parents and the school.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

Concerns/Weaknesses:
 The applicant did not follow the format and outline of the Florida Model Charter School Application. It is very difficult to follow the applicant’s responses because the majority of the narrative provided is taken from the charter contract between the district and SMA; there is no one-to-one correspondence to the items/requested information in the sections of the Model Florida Charter School Application.

The governance section does not clearly address if the school will have a management company. (Page 64-65)

The application does not provide an organizational chart or a description of the reporting structure and relationship of governing board and school, as required in Section 9.A. (Page 63)

The application failed to address Section 9. G, which requires that the application list each of the proposed members of the school’s governing board, indicating any ex-officio members and vacant seats to be filled. For each proposed member, the application must include a brief description of the person’s background that highlights the contribution he/she intends to make through service as a governing board member and any office of the board that individual holds.

The application does not provide a full description of how the governing board will fulfill its responsibilities and obligations. (Page 64)

What relevance does the information presented in the application under C, D, E and F (page 65) have to the information requested for those sections in the Model Florida Charter School Application?

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
Please provide an organizational chart for the school and a narrative description of the chart. (Page 63)	The organizational chart is located in the original charter under Tab 19, Addendum A. The Headmaster reports directly to the Board of Directors. The Headmaster/Principal has overall responsibility for all aspects of the school. He/She is supported by the Assistant Headmaster/CFO, supporting staff, and Assistant Principal. Department chairs will be the instructional leaders for the individual departments. Supervision of faculty and staff will be the overall responsibility of the Headmaster/Principal, shared with the Assistant Headmasters.	Response is acceptable.
The applicant failed to address Section 9 F, which requires that the application describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development. Please address this question.	The current Board of Directors for the Sarasota Military Academy will be the governing board for SMA Prep. Should a new Board member be required, nominations will be presented to the Audit and Governance subcommittee. The Audit and Governance subcommittee is responsible for vetting all nominations to the BOD and making a final recommendation to the Board. The Chairman is responsible for orientation and training of the new Board members. At a minimum, all new Board members will attend District approved Sunshine State Standards training.	Response is acceptable.
Please provide a list of the proposed governing board members and their curriculum vitae.	The curriculum vitae documents and list of proposed governing Board members are submitted in TAB 24.	Response is acceptable.

<p>The application discusses terms for a school using a management company or an educational service provider (pages 64-65, E-G). The information is confusing and conflicts with other parts of the application. What is the school's plan? Will the school contract for services with a management company? Or an ESP provider? Please clarify. (Page 64)</p>	<p>SMA Prep will not contract with a management company. Educational service providers will be utilized as needed in accordance with IEPs, 504s and EPs when services are not available within the school's program.</p> <p>In order to establish and maintain continuity in academic and behavioral expectations between SMA Prep and SMA, the Board of Directors and the SMA Prep administrative team will work in conjunction with one another to ensure fidelity between shared policies and procedures.</p>	<p>Response is acceptable.</p>
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10. Management

The Management section should describe how the day-to-day administration of the school’s operations will be structured and fulfilled.

Statutory Reference(s):

s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(14)

Evaluation Criteria:

A response that meets the standard will present:

- A management structure that includes clear delineation of the roles and responsibilities for administering the day-to-day activities of the school.
- A sound plan for the recruitment and selection of the school leader.
- A viable and adequate staffing plan aligned with the projected student enrollment.
- A sound plan for recruiting and retaining qualified and capable staff.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please note that the final rating remains “Partially Meets” because the deficiencies found in the initial application were deemed significant and pertained to the most essential criteria for this standard. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections or make other substantive changes to the original application. During the interview process, the applicant was not able to demonstrate an understanding of the requirements or was not able to describe a plan to meet the standard thereby confirming the CRC’s rating.

Strengths
The management structure provided is appropriate (as per chart in attachment A of the application).
The school’s plan for recruitment, selection, and development of qualified staff meets the evaluation criteria. (Page 68)

Concerns/Weaknesses:
The application does not include a viable and adequate staffing plan. (Page 67)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
None.		

11. Education Service Providers

The term “education service provider” (ESP) refers to any number of organizations that contract with the governing board of a school to provide comprehensive services. The three major types of ESPs that serve charter schools are education management organizations, comprehensive school design providers, and virtual school management organizations. The Education Service Provider section should describe, if applicable, the contractual arrangement between the school’s governing board and such a provider.

Statutory Reference(s):

s. 1002.33(7)(a)(9)

Evaluation Criteria:

A response that meets the standard will present:

- A persuasive explanation of the reasons for contracting with an education service provider.
- A persuasive explanation of how the proposed relationship with the ESP will further the school’s mission.
- A clear description of the services to be provided by the ESP.
- A clear delineation of the roles and responsibilities between the school’s governing board and the ESP.
- A clearly defined performance-based relationship between the school’s governing board and the ESP.

CRC Rating	Not Applicable	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
n/a

Concerns/Weaknesses:
n/a

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
n/a		

12. Employment

The Employment section should define the policies and procedures that frame the school’s relationship with its staff.

Statutory Reference(s):

s. 1002.33(7)(a)(14); s. 1002.33(12)

Evaluation Criteria:

A response that meets the standard will present:

- A compensation plan that will attract and retain quality staff.
- Policies and procedures that hold staff to high professional standards or a sound plan for development of policies and procedures.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please note that the final rating remains “Partially Meets” because the deficiencies found in the initial application were deemed significant and pertained to the most essential criteria for this standard. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections or make other substantive changes to the original application. During the interview process, the applicant was not able to demonstrate an understanding of the requirements or was not able to describe a plan to meet the standard thereby confirming the CRC’s rating.

Strengths
The application includes contract language related to the principal and teacher evaluation requirements of Section 1012.34, F.S.

Concerns/Weaknesses:
The application does not provide a compensation plan. (Page 70)
The application states that the “School will implement written policies and procedures” but the application does not provide the proposed personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school’s professional development program. (Page 70)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>Because the narrative presented in the application is taken verbatim from the high school charter contract between the district and SMA, the information is presented as an “If, then....” situation. So, will staff be public or private employees? (Page 71)</p>	<p>All SMA Prep staff will be public employees; therefore, the response should read “The School, as a public employer, will participate”</p>	<p>Response is acceptable.</p>
<p>If personnel policies and procedures have not been developed please provide a clear plan, including timeline, for the development and approval by governing board. (Page 70)</p>	<p>Please see plan below for development of personnel policies and procedures.</p> <p style="text-align: center;">Sarasota Military Academy Prep Staff Policy & Procedures Proposal</p> <p>9/1/13 – Draft Copy to be completed and submitted for revisions. 10/1/13 – Final copy completed 11/1/13 – Submitted to Board for review and recommendations 1/15/14 – Submit final approval to Board</p> <p>Absences, Tardies, and Leave Requests Accidents Activities and Sponsorship Announcements and School News Assembly Behavior and Procedures Attendance Policy (teachers responsibility for student attendance records) Bookkeeping Procedures/School Funds Bulletin Boards Calendar: School Calendar Chaperones Cheating by Students Classroom Expectations Classroom Management/Supervision Clinic Clubs and Organizations Code of Student Conduct Conferences – guidelines for an Effective Parent Conference Conference – student/teacher/parent Copy machines Custodial Services Department Chairpersons Department Meetings Discipline of Students Dress Code- staff Duty Assignments</p>	<p>Response is acceptable. The applicant will model the personnel policies for SMA Prep based on those established for the current SMA high school.</p>

	<p>Email Emergency Procedures Employee Assessments Errands Faculty Meetings Field Trips Food & Beverages Grades Grading Policy & Procedures Guidance Department Homework Inservice/Staff Development In-School suspension Lesson Plans Lost and Found Mailboxes Make-up Work Map of Campus Media Center News Releases/Media Parking Passes Paychecks & Pay Stubs (Distribution of) Personal (Confidential) Information Personnel Files Placement – Teacher Guidance for Student Placement Progress Reports Resource Room Registration Schedule and Cafeteria Duty School Facilities Usage Smoking and other Tobacco Products Student Attendance Student Records Telephone Messages Testing Textbooks Voicemail Workplace Violence</p>	
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13. Student Recruitment and Enrollment

The Student Recruitment and Enrollment section should describe how the school will attract and enroll its student body.

Statutory Reference(s):

s. 1002.33(7)(a)(7); s. 1002.33.(7)(a)(8); s. 1002.33(10)

Evaluation Criteria:

A response that meets the standard will present:

- A student recruitment plan that will enable the school to attract its targeted population.
- An enrollment and admissions process that is open, fair, and in accordance with applicable law.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
 SMA Prep enrollment policies are appropriate and meet statutory requirements. (Page 73)

Concerns/Weaknesses:
 The application does not fully explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools. (Page 73)

The application does not fully describe the lottery process. (Page 74)

The CRC is extremely concerned about the proposed policy to conduct random drug testing of 11 – 14 year old students (page 74). The school purports to follow district policies yet drug-testing of students is not part of Sarasota County Student Code of Conduct procedures nor is it approved as a method to ensure drug-free schools.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/ Comments
<p>The application does not fully explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools. How will the school know? What is the anticipated racial/ethnic composition of the target student population in relation to the community? (Page 73)</p>	<p>The racial/ethnic balance at SMA Prep will be reflective of the broad community due to the area it will serve. The demographics proposed by SMA Prep are based on the latest census information and current SMA demographics. They are as follows:</p> <p>White: 81% Hispanic: 9% African American: 5% Other Nationalities: 5%</p> <p>SMA Prep will monitor enrollment and run surveys.</p>	<p>How the school will achieve its goals are not clear.</p> <p>The CRC requested clarification during questioning at the 9/26 interview.</p> <p><u>Interview Findings:</u> Acceptable response. The applicant verbally described the projected proportions by ethnicity and provided examples for neighboring schools.</p>
<p>What is the start and end of the enrollment period and at what point in time is a lottery conducted? (Page 73 and timeline in Section 19, Page 82)</p>	<p>Enrollment for the 2014-2015 school-year will begin in January, 2014 and conclude in August, 2014.</p> <p>The open enrollment period will be January 2014 through March 2014. If the number of open enrollment applicants exceeds the capacity of the program, class, grade level, or building, all applicants who submitted an application within the open enrollment period will be admitted through a lottery process. The lottery will take place in April, 2014, if needed, and parents will be notified of acceptance within 2 weeks of the lottery results.</p> <p>Enrollment will continue from April 2014 through August 2014 as space allows.</p>	<p>Response is acceptable.</p>
<p>In lieu of drug testing students, has the school considered other alternatives, such as a comprehensive awareness and prevention plan, the use of PBS/MTSS methods and guidance counselors to assist students who may be experiencing issues with substance abuse?</p>	<p>SMA Prep will meet these needs through the RtI/MTSS and PBS teams as well as counselors, behavior specialists, school nurses and school psychologists.</p> <p>If a student tests positive for drugs, the student and parent must attend a counselor-advised meeting. At that time substance abuse programs will be discussed and a course of action will be determined.</p>	<p>Concerns remain about the proposed drug testing.</p> <p>The CRC requested clarification during questioning at the 9/26 interview.</p> <p><u>Interview Findings:</u> See outcome described in Section 8.</p>

<p>Explain any student and/or family contracts that will be used as a requisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts. Provide a draft copy of the parent/student contract. (Page 74)</p>	<p>SMA Prep will require parents/guardians and student to sign a contract for initial acceptance and continued enrollment at the school. The contract will be visible in the SMA Prep planner for continued enforcement. A student will receive a warning of the misguided behaviors; further actions will result in a discrepancy report or referral. Continued blatant non-compliance will result in dismissal from SMA Prep. Contracts are provided in TAB 21.</p>	<p>Response is acceptable.</p>
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III. Business Plan

The Business Plan should provide an understanding of how the charter operators intend to manage the school’s finances. It should present a clear picture of the school’s financial viability including the soundness of revenue projections; expenditure requirements; and how well the school’s budget aligns with and supports effective implementation of the educational program.

14. Facilities

The Facilities section should provide an understanding of the school’s anticipated facilities needs and how the school plans to meet those needs.

Statutory Reference(s):

s. 1002.33(7)(a)(13); s. 1002.33(18)

Evaluation Criteria:

A response that meets the standard will present:

- A realistic plan for acquiring a facility that is appropriate and adequate for the school’s program and targeted population.
- Evidence that the school has access to the necessary resources to fund the facilities plan.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

SMA has provided a possible site with building layout and parking. Also included are types of spaces needed with square footages needed and an estimated cost to construct. The budget for the land is \$780,000 while the County appraisal is at \$407,300, hopefully they can get it for the lower.

SMA has previous experience with constructing a school and knowledge of the size and numbers of spaces they will need. It is recommended that they look over the budget again with the above mentioned in mind. (Pages 85-89, Addendum B)

Concerns/Weaknesses:

The facility budget is based on 350 students while elsewhere in the document it states that they plan on starting with 425 and working up to 525. Classroom size is stated at 800 s.f. which is smaller than DOE’s recommended size of 960 for grades 6-8. Allowed but a larger classroom would allow for additional students if enrollment increases.

The estimate talks about administration and cafeteria in the same building, while admin/media is shown on the site plan. No cafeteria shown on the site plan. Total s.f. is listed at 42,000 s.f. compared to an estimated 52,000 s.f. based on DOE’s recommended areas. The estimate states a cost per s.f. of \$72.00 for the shell of the structure. There is no mention of mechanical, electrical, plumbing, fire alarm & sprinklers or FF&E. A cost of \$150-\$160/s.f. seems more reasonable. The schedule allows 7 months for construction which is very

aggressive (tight).
 It was difficult to follow and evaluate the applicant’s responses because the majority of the narrative provided is from the charter contract between the district and SMA. There is no one-to-one correspondence to the items/requested information in the Model Charter School Application. (Page 75)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
<p>In addition to architect’s map and aerial photo, please provide a narrative description of the proposed facility, including location, size and layout of space. (Page 75) Secondly, describe how the facility will meet the school’s capacity needs for students to be served.</p>	<p>The new school will be located on Fruitville Road, 2 miles east of I75. Initially, the school will consist of an Administrative and Cafetorium building, two classroom buildings, with a total of 24 classrooms, and a gymnasium. The plans for these are currently being developed, and we intend to add additional space in the gym to allow for a wrestling and martial arts room. Total s.f. will be sufficient to accommodate up to 525 students. Ample space is available on site to add additional facilities if enrollment increases in subsequent years.</p>	<p>Response is acceptable.</p>
<p>Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs.</p>	<p>This facility will be 100% funded through investment by the general contractor and leased to the school. Monthly lease costs will be well within our capacity to fund without requiring development of other funding sources.</p>	<p>Response is acceptable</p>
<p>What is the alternate plan for facilities if the proposed facility is not available or is not ready for the school’s opening?</p>	<p>The developer is confident the facility will be completed prior to the beginning of the 2014-2015 school year, but in the unlikely event they are unable to complete the facilities, we will utilize modular buildings installed on the north end of the property until the permanent facilities are completed.</p>	<p>Response is acceptable. The budget does show \$50,000 monthly for leasing facilities or modulars.</p>

15. Transportation

The Transportation section should describe how the school will address these services for its student body.

Statutory Reference(s):

s. 1002.33(20)

Evaluation Criteria:

A response that meets the standard will present:

- A transportation plan that will serve all eligible students.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

The applicant acknowledges that transportation must be provided to meet state statute. (Page 76)

Concerns/Weaknesses:

The application does not describe how the school plans to follow the requirements required for transporting students and other state and federal laws.

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
The application does not provide a plan for transportation. (Page 75)	The school will contract with the district to provide transportation for its students living within Sarasota County. Students living outside of Sarasota County will be required to provide their own transportation.	Acceptable but the CRC will ask for additional clarification as a follow-up to the next question below.

<p>Again, because the application is text copied verbatim from the high school charter contract between the district and SMA, it is not clear if the school plans to contract with the district or with another provider. Please reconcile “should the school choose to provide its own transportation” and “the school may enter into a separate agreement with the sponsor.” Which is it? (Page 76)</p>	<p>The school will contract with the district to provide transportation for its students.</p> <p>SMA Prep’s goal is to eventually acquire its own buses.</p>	<p>It is unclear when SMA Prep plans to provide its own transportation.</p> <p>The CRC requested clarification during questioning at the 9/26 interview.</p> <p><u>Interview Findings:</u> The applicant clarified that they plan to contract with the district for transportation in years 1-3, and to provide their own transportation in years 4 and 5.</p>
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16. Food Service

16. Food Service

The Food Service section should describe how the school will address these services for its student body.

Statutory Reference(s):

s. 1002.33(20)(a)(1)

Evaluation Criteria:

A response that meets the standard will present:

- A food service plan that will serve all students.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths
SMA Prep Charter indicates that they will provide a Child Nutrition Program for free, reduced, and paid students.

Concerns/Weaknesses:
The application language states that “if” the school uses the services of the Sponsor, they will provide the lunches. However, there is no indication of what will happen if SMA Prep chooses not to use the FNS services of the Sponsor. (Page 77)

Areas in Need of Additional Information and/or Clarification	Charter Applicant’s Response	CRC Review/Comments
Because of the “If then…” scenarios, the food service plan is unclear. What is the plan?	The school will contract with the district to provide food services for its students.	Response is acceptable.

17. Financial Management and Oversight

17. Budget

The Budget section should provide financial projections for the school over the term of its charter.

Statutory Reference(s):

s. 1002.33(6)(a)(5); s. 1002.33(6)(b)(2)

Evaluation Criteria:

A response that meets the standard will present:

- Budgetary projections which are consistent with all parts of the application, including the school’s mission, educational program, staffing plan and facility.
- A realistic assessment of the projected sources of revenue and expenses that ensure the financial viability of the school.
- A sound plan to monitor the budget and make adjustments as necessary.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Please note that the final rating remains “Does Not Meet” because the deficiencies found in the initial application were deemed significant and pertained to the most essential criteria for this standard. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections, or make other substantive changes to the original application. During the interview process, the applicant was not able to demonstrate an understanding of the requirements or was not able to describe a plan to meet the standard thereby confirming the CRC’s rating.

Strengths

Concerns/Weaknesses:

The SMA Prep budget plan does not meet the criteria requested in Section 17 for Budget information. Sections A through F are deficient in that it does not provide the budget requested in the level of detail required to adequately evaluate the viability of the budget plan. (Section 17, Page 78)

The budget submitted in the application by the Sarasota Military Prep charter school does not meet the standard for the following reasons:

- The 3 year budget does not contain any of the State Board red book functions or objects to determine that the school will be in compliance with class size, provides for necessary support services in the operation of a school etc.
- The budget submitted does not provide sufficient detail to determine the number of staff being funded or the staff functions and has no provision for applicable payroll taxes or

17. Financial Management and Oversight

any other employee benefits.

- The budget submitted has one line item entitled Other expenses: (Equipment; Insurance: utilities; supplies; etc) that does not detail the individual composition of the various appropriations.
- The CRC cannot determine if provisions are made for instructional materials, staff development, a required audit, etc.

In summary the submitted budget does not have the 5 year required budget, a required monthly cash flow, proper accounting terminology, and the applicable State Board red book accounting of functions, objects, and fund accounting.

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response													
None.	<p>All start-up expenses, including Principal and staff salaries, office space, equipment and supplies, postage, marketing, transportation, and communication expenses will be funded by SMA.</p> <p>The submitted budget was developed utilizing revenue data provided by Mr. Al Weidner for the projected student enrollment. Expenses were consolidated into the three major categories of facilities, salaries, and other expenses to mirror the budgets that were submitted with SMA's initial application, and subsequent, five and fifteen year renewal applications. Expenses were determined through analysis of SMA's current operating expenses, adjusted for the reduced number of students anticipated at SMA Prep, and savings we expect to realize through efficiencies we will gain by relying on Governing Board, Administrative, and Staffing functions currently in place at SMA. The third year budget figures are expected to remain static for all subsequent years, and should not require material adjustment until additional facilities are built to accommodate increased student enrollment. We do not anticipate that will occur until after the fifth year of operation. The Advancement Office currently staffed by SMA, will pick up the additional responsibility for developing and executing fundraising opportunities for SMA Prep.</p> <p>An expanded version of the submitted budget, included below, is provided for your review.</p> <table border="1" data-bbox="741 1312 1843 1438"> <thead> <tr> <th></th> <th>Year 1</th> <th>Year 2</th> <th>Years 3-5</th> </tr> </thead> <tbody> <tr> <td></td> <td>425 Students</td> <td>475 Students</td> <td>525 Students</td> </tr> <tr> <td>Revenue:</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Year 1	Year 2	Years 3-5		425 Students	475 Students	525 Students	Revenue:				<p>In the applicant's response they indicate that the Sarasota Military Academy Charter School will fund the start-up expenses. The amount pledged is not listed. There is no line item detail presented to allow the reviewer to determine that the startup budget will be sufficient to properly plan for the opening of a new charter school.</p> <p>Al Weidner, Deputy Chief Financial Officer, was contacted July 31, 2013 by Frank Laudano to run various projections based upon 425 students, 475 students, and 525 students. The original application did not use the revenue projections provided. The rewrite of the budget uses the requested revenue projections, however, important information is still missing, including:</p> <ol style="list-style-type: none"> 1) the number of staff or the amount being budgeted per staff member; 2) details about years 3 through 5 because the five year budget combines these years and does not allow the determination of the fund balance for each individual year. 3) State Board approved expenditure functions,
	Year 1	Year 2	Years 3-5											
	425 Students	475 Students	525 Students											
Revenue:														

17. Financial Management and Oversight

FTE	1,643,450	1,835,966	2,042,620	<p>so the amount budgeted for direct instruction etc. cannot be determined.</p> <p>4) there is no first year monthly cash flow so whether the school will be able to meet their first year of monthly operational cost cannot be determined.</p> <p>In summary the budget rewrite still does not meet the standard. The sponsor is aware that this charter school application will be a feeder to the current Sarasota Military Academy Charter School. However, with the deficiencies in this application's the budget section, the CRC is concerned that the new school could cause a deterioration in the financial condition of the existing charter school.</p>
Discretionary Millage	301,749	337,249	372,749	
Referendum Millage	403,408	450,867	498,327	
Supplemental Academic Instruction	86,518	96,697	106,875	
Reading Allocation	20,568	22,988	25,408	
Safe Schools	10,867	12,145	13,423	
Class Size Reduction	382,704	427,728	472,752	
District Admin Fees	-83,802	-83,780	-84,099	
District Transportation	-56,087	-71,735	-101,180	
Total Base & Supplemental:	2,709,375	3,028,125	3,346,875	
Community Donations	40,000	45,000	50,000	
Total Revenue Excluding Capital	2,749,375	3,073,125	3,396,875	
Capital allowance @ 400 / FTE	170,000	190,000	210,000	
Total Revenue:	2,919,375	3,263,125	3,606,875	
Estimated Expenses:				
Lease Costs	600,000	650,000	775,000	
Salaries	1,350,000	1,550,000	1,675,000	
Retirement Benefits	66,285	76,105	82,243	
SS & Medicare	103,275	118,575	128,138	
Employee Benefits	127,940	135,320	139,620	
Worker's Compensation	15,000	16,000	17,000	
Unemployment Insurance	12,500	13,000	13,500	
Employee Training & Seminars	42,500	30,000	30,000	
Professional & Technical Services	92,500	95,000	97,500	

17. Financial Management and Oversight

	Property & Liability Insurance	105,000	107,500	110,000
	Repairs & Maintenance	27,500	35,000	42,500
	Communications (Postage & Phone)	12,500	13,000	13,500
	Water & Sewer	22,500	23,000	23,500
	Electricity	95,000	97,500	100,000
	Material & Supplies	120,000	125,000	130,000
	Non Capitalized Furniture & Equipment	7,500	15,000	22,500
	Total Estimated Expenses	2,800,000	3,100,000	3,400,000
	Margin above expenses	119,375	163,125	206,875

Additional CRC Observations Based on Outcome of the 9/26 Interview:

There is an ongoing concern that the applicant did not provide a start-up budget for the new school. Given that the plan is for the existing SMA high school to fund the new charter, there are concerns whether this move would push the high school into financial distress since SMA already has an outstanding bond yet to be fully paid. The applicant acknowledged that the submitted budget did not include salary figures for all staff hires (at least 3) or the expense of implementing an IB Program.

Other budget concerns include the miscalculation of the cost to participate in the Florida Retirement System. Additionally, the investors want the school to buy out their lease agreement within 3 years of operation, which may again place additional financial obligations on the school. Without receiving additional details, including a breakdown of the ending fund balance, the CRC could not determine the school's chances at sustainability.

Lack of financial information and data is a tremendous concern for the CRC. The sponsoring district Board members should be aware that the CRC further believes the applicants are making the assumption that because they have been able to successfully operate a grade 9-12 high school that the SMA Prep will experience success. In addition, the applicants acknowledged that current SMA employees will assume dual roles at both school sites, which may also present unforeseen HR challenges. The lack of financial data does not allow the sponsor to determine if the applicant has budgeted enough funds to hire an appropriate number of teachers.

18. Financial Management and Oversight

18. Financial Management and Oversight

The Financial Management and Oversight section should describe how the school's finances will be managed and who will be responsible for the protection of student and financial records.

Statutory Reference(s):

s. 1002.33(6)(a)(5); s. 1002.33(7)(a)(9); s. 1002.33(7)(a)(11)

Evaluation Criteria:

A response that meets the standard will present:

- A clear description of how the school's finances will be managed. The description must include assurances that the governing board retains ultimate control over the school's finances.
- A clear description of strong internal controls. The system of internal controls must be sufficient to safeguard finances.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Final	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please note that the final rating is "Partially Meets" because the deficiencies found in the initial application were deemed significant and pertained to the most essential criteria for this standard. Although the applicant was permitted to clarify information and answer specific questions posed by the CRC in writing and/or during the interview, the applicant was not permitted to submit new information, add new sections or make other substantive changes to the original application. The written responses submitted to the CRC on September 18, 2013 did not fully address the CRC's concerns. The application addresses most of the criteria in this section, however, the initial areas of concerns/weaknesses and the partial responses to the CRC' request for clarification were not sufficient to fully meet the standard 18.

Strengths

Concerns/Weaknesses:

The applicant did not follow the format and outline of the Model Florida Charter School Application. It is very difficult to follow the applicant's responses because the majority of the narrative provided is from the charter contract between the district and SMA, and there is no one-to-one correspondence to the items/requested information in the sections of the Model Charter School Application.

Internal controls are not presented. (Pages 78-79)

18. Financial Management and Oversight

The application does not provide a clear description of how the school's finances will be managed. (Page 79)

The application does not provide adequate detail in order to discern if the school's system of internal controls will be sufficient to safeguard finances. (Pages 79-80)

The applicant did not describe the insurance coverage the school will obtain. (Page 80)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
<p>What internal controls will be in place to safeguard finances?</p>	<p>The SMA Board of Directors retains ultimate control over the school's finances. The CFO will manage the finances adhering to published internal controls currently established for Sarasota Military Academy. (Provided upon request)</p> <p>An independent accounting firm, currently Kerkering & Barberio, will verify the monthly financial statements prior to their submission to the BOD and to the district.</p> <p>Each month the BOD will review and approve the financial status of the school and provide guidance on areas such as funding priorities, maintenance of reserve funds, incurrence of short and long-term debt, and replacement of fixed assets.</p> <p>Each year, an independent, external auditor, currently Pellegrino, Honick, PA, will conduct a comprehensive audit and report their findings to the BOD.</p> <p>All financial data will be maintained using QuickBooks with all supporting documentation digitally scanned and attached to each transaction. All paper records will be maintained in secure, fireproof, filing cabinets, and digital records will be maintained on Kerkering & Barberio's secure server with both on and off-site backups maintained daily.</p>	<p>The response is vague and lacks sufficient detail about the internal controls that need to be in place.</p>
<p>Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance, and directors and officers liability coverage.</p>	<p>Employee benefits will mirror the districts whenever possible. Health, dental, vision, and life insurance will be provided, at employer expense, to all full time employees. Workers compensation, FUTA & SUTA insurance, along with general liability, director and officer's, and comprehensive auto and property insurance will be maintained at or above the levels required by the district. SMA Prep intends to retain Larry Robbins, Brown & Brown Insurance, as its agent of record, and coverages will mirror those in force at SMA.</p>	<p>The response partially addresses the requested information. It does not indicate specific dollar amounts of coverage.</p>

19. Action Plan

19. Action Plan

The Action Plan should provide a clear roadmap of the steps and strategies that will be employed to prepare the school to be ready to serve its students well on the first day of operation.

Statutory Reference(s):

s. 1002.33(7)(a)(16)

Evaluation Criteria:

A response that meets the standard will present an action plan that:

- Provides a thoughtful and realistic implementation plan that covers major operational items and provides flexibility for addressing unanticipated events.

CRC Rating	Meets the Standard	Partially Meets the Standard	Does Not Meet the Standard
Preliminary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Final	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths

Concerns/Weaknesses:
The action plan and timetable is sparse and minimally meets the standard. (Page 82)

Areas in Need of Additional Information and/or Clarification	Charter Applicant's Response	CRC Review/Comments
None.		

**Sarasota Military Academy Prep
Charter**

Appendix 2

5-Year Education Goals

APPENDIX 2

SMA Prep 5 Year Educational Goals Grades 6-8					
Performance Indicators		2014-2015	Years: 2015-2016 2016-2017 2018-2019	2019-20 Goal	Notes
Goal 1: Increase the percentage of students performing at grade level in Reading	Percentage of students scoring at or above grade level on FCAT 2.0 Statewide Reading assessment	District Spring 2013 data Reading: 69%	3% increase in annual learning gains for each consecutive year for total population grades 6-8	Reading: 81%	Grade level is currently defined as Level 3 and above on FCAT 2.0 The goals will be reviewed in 2014-2015 when the new statewide assessment system is implemented
Goal 2: Increase the percentage of students performing at grade level in Science	Percentage of students scoring at or above grade level on FCAT 2.0 Statewide Science assessment	District Spring 2013 data Science: 47%	3% increase in annual learning gains for each consecutive year for total population, grade 8	Science: 59%	Grade level is currently defined as Level 3 and above on FCAT 2.0 The goals will be reviewed in 2014-2015 when the new statewide assessment system is implemented
Goal 3: Increase the percentage of students performing at grade level in Mathematics	Percentage of students scoring at or above grade level on FCAT 2.0 Statewide Mathematics assessment	District Spring 2013 data Mathematics: 70%	3% increase in annual learning gains for each consecutive year for total population, grades 6-8	Mathematics: 82%	Grade level is currently defined as Level 3 and above on FCAT 2.0 The goals will be reviewed in 2014-2015 when the new statewide assessment system is implemented
Goal 4: Increase the percentage of students performing at grade level Writing	Percentage of students scoring at 3.5 or above on FCAT 2.0 Statewide Writing assessment	District Spring 2013 data Writing: 66%	3% increase in annual learning gains for each consecutive year for total population, grade 8	Writing: 78%	The goals will be reviewed in 2014-2015 when the new statewide assessment system is implemented

**Sarasota Military Academy Prep
Charter**

Appendix 3

5-Year Staffing Plan and Budget Plan

APPENDIX 3
FIVE YEAR STAFFING PLAN

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Student Population:	425	475	525	525	525
Administration					
Head of School	1	1	1	1	1
Asst. Head of School	1	1.5	2	2	2
Shared Positions with SMA					
CEO and Executive Director	1	1	1	1	1
CFO	1	1	1	1	1
Business Manager/HR	1	1	1	1	1
Director of Instruction/IB	1	1	1	1	1
Director of Advancement	1	1	1	1	1
Data Coach/ Testing Coordinator	1	1	1	1	1
Instructional					
Language Arts	4	4	5	5	5
Science	4	4	5	5	5
Social Studies	4	4	5	5	5
Math	4	4	5	5	5
LA/Social Studies	0	1	0	0	0
Math/Science	0	1	0	0	0
Reading	2	2.5	3	3	3
Foreign Language	2	2.5	3	3	3
Band/Music	1	1	1	1	1
Art	1	1	1	1	1
PE	2	2	2	2	2
Resource ESE/ESOL Liaison/Resource	1	1.5	2	2	2
Counselor	1	1.5	2	2	2
Support Staff					
Custodian	2	2	2	2	2
Registrar	1	1	1	1	1
Front Desk Receptionist / Attendance	1	1	1	1	1
Office Manager	1	1	1	1	1
Media Aide	1	1	1	1	1
Clinic Aide	1	1	1	1	1
Technology-Information Service Assistant (FT)	1	1	1	1	1
Food Service Asst. (PT)	1	1	1	1	1

SMA Prep
Pre-Opening Budget
Oct 2013 thru Aug 2014

Office Space:	10,000 ¹
Office Equipment	15,000 ²
Computers	
Copy Machine	
Scanner	
Printers	
Desks	
File Cabinets	
Payroll	92,500 ³
Head of School	
Development Officer	
Support Staff	
Office Supplies & Postage	3,000
Travel & Transportation	8,500
Advertising & Promotion	17,500
Telephone & Internet	8500 ⁴
Total Estimated Pre opening Expenses:	155,000
Total Estimated Income from Fund raising & State Start up Grant	383,500 ⁵
Estimated Reserve/contingency funds:	228,500

Notes:

1. SMA Will provide the office space as required until facilities are available at SMA Prep's campus
2. All of the office equipment is on hand and has been donated as an in kind contribution to the non profit corporation
3. Payroll is estimated and will be based on dates of hire and is for the pre-opening period only.
4. SMA will provide cell phone and internet access until Aug 2014
5. This amount includes the one-time, 350,000 startup grant from the State of Florida

Budget with Scaled Lease Payments

	Year 1 425 Students	Year 2 475 Students	Years 3 525 Students	Years 4 525 Students	Years 5 525 Students
Revenue:					
FTE	1,643,450	1,835,966	2,042,620	2,073,259	2,104,358
Discetionary Millage	301,749	337,249	372,749	378,340	384,015
Referendum Millage	403,408	450,867	498,327	505,802	513,389
Supplemental Academic Instruction	86,518	96,697	106,875	108,478	110,105
Reading Allocation	20,568	22,988	25,408	25,789	26,176
Safe Schools	10,867	12,145	13,423	13,624	13,829
Class Size Reduction	382,704	427,728	472,752	479,843	487,041
Community Donations	60,000	70,000	75,000	80,000	80,000
Instructional Materials	32,962	36,840	40,718	40,718	40,718
1.5 mil Capital Outlay	181,242	202,565	223,888	223,888	223,888
District Expenses:					
District Admin Fees	83,802	83,780	84,099	84,099	84,099
District Transportation	100,291	121,140	150,000	150,000	150,000
Estimated Startup Reserve/contingency funds	228,500				
Total Revenue:	3,167,875	3,288,125	3,637,661	3,695,643	3,749,420
Estimated Expenses:					
Lease Costs	450,000	540,000	480,000	480,000	480,000
Salaries:					
Administrator	145,000	155,000	185,000	187,500	190,000
Classroom Teacher	1,147,500	1,296,250	1,445,000	1,445,000	1,445,000
Other Certified	87,500	87,500	131,250	131,250	131,250
Substitutes	25,000	30,000	35,000	35,000	35,000
Other Support Personnel	213,000	214,000	215,000	216,000	217,000
Employee Benefits:					
Retirement Benefits	110,714	121,816	137,349	137,593	137,836
SS & Medicare	123,777	136,380	153,861	154,128	154,396
Group Insurance	216,000	247,200	289,800	303,600	317,400
Worker's Compensation	15,000	16,000	17,000	17,000	17,000

Budget with Scaled Lease Payments

	Unemployment Insurance	12,500	13,000	13,500	13,500	13,500
	Employee Training & Seminars	30,000	20,000	20,000	15,000	12,500
Purchased Services:	Professional & Technical Services	50,000	55,000	60,000	60,000	60,000
	Property & Liability Insurance	70,000	72,500	75,000	77,500	80,000
	Travel	7,500	5,000	5,000	7,500	7,500
	Repairs & Maintenance	18,000	20,000	20,000	25,000	25,000
	Communications (Postage & Phone)	12,500	13,000	13,500	13,500	13,500
	Water & Sewer	22,500	23,000	23,500	23,500	23,500
	Other Purchased Services	5,000	7,500	7,500	7,500	7,500
		Electricity	85,000	87,500	95,000	95,000
Material & Supplies	Supplies	75,000	50,000	50,000	65,000	65,000
	Textbooks	100,000	35,000	30,000	25,000	25,000
	Periodicals	750	1,000	1,000	1,000	1,000
	Food	2,500	2,500	3,000	3,000	3,000
	Non Capitalized Furniture & Equipment	15,000	10,000	7,500	7,500	7,500
	Other Materials & Supplies	12,500	17,500	20,000	25,000	25,000
Other Expenses:	Taxes, Dues and Fees	750	750	750	750	750
	Sports & Recreation	5,000	2,000	3,000	3,500	3,500
	Miscellaneous Expense	2,500	2,500	3,500	3,500	3,500
	Total Estimated Expenses	3,060,491	3,281,897	3,541,010	3,579,321	3,597,132
	Net	107,385	6,229	96,651	116,322	152,288
	Cash Reserves	107,385	113,613	210,264	326,586	478,875

Note: Revenue projections for years 4 & 5 reflect a 1.5% increase above previous year FTE funding levels

Cash Flow
Pre - Opening

Month	Income	Office Space	Office Equipment	Salaries	Office Supplies & Postage	Travel & Transportation	Advertising & Promotions	Telephone & Internet	Total Expenses	Monthly Balance	Year to Date Balance
Oct-Dec 2013	12,000	2,800	4,800	9,000	100	500	1,000	2,500	20,700	-8,700	-8,700
Jan-14	3,500	1,200	1,700	10,000	2,525	500	7,500	1,000	24,425	-20,925	-29,625
Feb-14	3,500	1,200	1,700	11,000	75	750	2,500	1,000	18,225	-14,725	-44,350
Mar-14	3,500	1,200	1,700	13,000	75	1,250	2,500	1,000	20,725	-17,225	-61,575
Apr-14	354,000	1,200	1,700	15,500	75	1,500	1,000	1,000	21,975	332,025	270,450
May-14	3,500	1,200	1,700	16,500	75	1,750	1,000	1,000	23,225	-19,725	250,725
Jun-14	3,500	1,200	1,700	17,500	75	2,250	2,000	1,000	25,725	-22,225	228,500

Month	Income	1st Year		Year to Date Balance
		Expenses	Monthly Balance	
				228,500
Jul-14	244,948	255,041	-10,093	218,407
Aug-14	244,948	255,041	-10,093	208,314
Sep-14	244,948	255,041	-10,093	198,221
Oct-14	244,948	255,041	-10,093	188,128
Nov-14	244,948	255,041	-10,093	178,035
Dec-14	244,948	255,041	-10,093	167,942
Jan-15	244,948	255,041	-10,093	157,849
Feb-15	244,948	255,041	-10,093	147,756
Mar-15	244,948	255,041	-10,093	137,663
Apr-15	244,948	255,041	-10,093	127,570
May-15	244,948	255,041	-10,093	117,477
Jun-15	244,948	255,041	-10,093	107,385

Month	Income	2nd Year		Year to Date Balance
		Expenses	Monthly Balance	
				107,385
Jul-15	274,010	273,491	519	107,904
Aug-15	274,010	273,491	519	108,423
Sep-15	274,010	273,491	519	108,942
Oct-15	274,010	273,491	519	109,461
Nov-15	274,010	273,491	519	109,980
Dec-15	274,010	273,491	519	110,499
Jan-16	274,010	273,491	519	111,018
Feb-16	274,010	273,491	519	111,537
Mar-16	274,010	273,491	519	112,056
Apr-16	274,010	273,491	519	112,575
May-16	274,010	273,491	519	113,094
Jun-16	274,010	273,491	519	113,613

3rd Year

Month	Income	Expenses	Monthly Balance	Year to Date Balance
				113,613
Jul-16	303,138	295,084	8,054	121,667
Aug-16	303,138	295,084	8,054	129,722
Sep-16	303,138	295,084	8,054	137,776
Oct-16	303,138	295,084	8,054	145,830
Nov-16	303,138	295,084	8,054	153,884
Dec-16	303,138	295,084	8,054	161,939
Jan-17	303,138	295,084	8,054	169,993
Feb-17	303,138	295,084	8,054	178,047
Mar-17	303,138	295,084	8,054	186,101
Apr-17	303,138	295,084	8,054	194,156
May-17	303,138	295,084	8,054	202,210
Jun-17	303,138	295,084	8,054	210,264

4th Year

Month	Income	Expenses	Monthly Balance	Year to Date Balance
				210,264
Jul-17	307,970	298,277	9,694	219,958
Aug-17	307,970	298,277	9,694	229,651
Sep-17	307,970	298,277	9,694	239,345
Oct-17	307,970	298,277	9,694	249,038
Nov-17	307,970	298,277	9,694	258,732
Dec-17	307,970	298,277	9,694	268,425
Jan-18	307,970	298,277	9,694	278,119
Feb-18	307,970	298,277	9,694	287,812
Mar-18	307,970	298,277	9,694	297,506
Apr-18	307,970	298,277	9,694	307,199
May-18	307,970	298,277	9,694	316,893
Jun-18	307,970	298,277	9,694	326,586

5th Year

Month	Income	Expenses	Monthly Balance	Year to Date Balance
				326,586
Jul-18	312,452	299,761	12,691	339,277
Aug-18	312,452	299,761	12,691	351,968
Sep-18	312,452	299,761	12,691	364,658
Oct-18	312,452	299,761	12,691	377,349
Nov-18	312,452	299,761	12,691	390,040
Dec-18	312,452	299,761	12,691	402,730
Jan-19	312,452	299,761	12,691	415,421
Feb-19	312,452	299,761	12,691	428,112
Mar-19	312,452	299,761	12,691	440,803
Apr-19	312,452	299,761	12,691	453,493
May-19	312,452	299,761	12,691	466,184
Jun-19	312,452	299,761	12,691	478,875