

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

MAILING ADDRESS: 801 North Orange Ave, Sarasota, FL 34236

PRIMARY TELEPHONE: (941)812-5406 **ALTERNATE TELEPHONE:** (941) 926-1700 ext.

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

Title

Printed Name

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

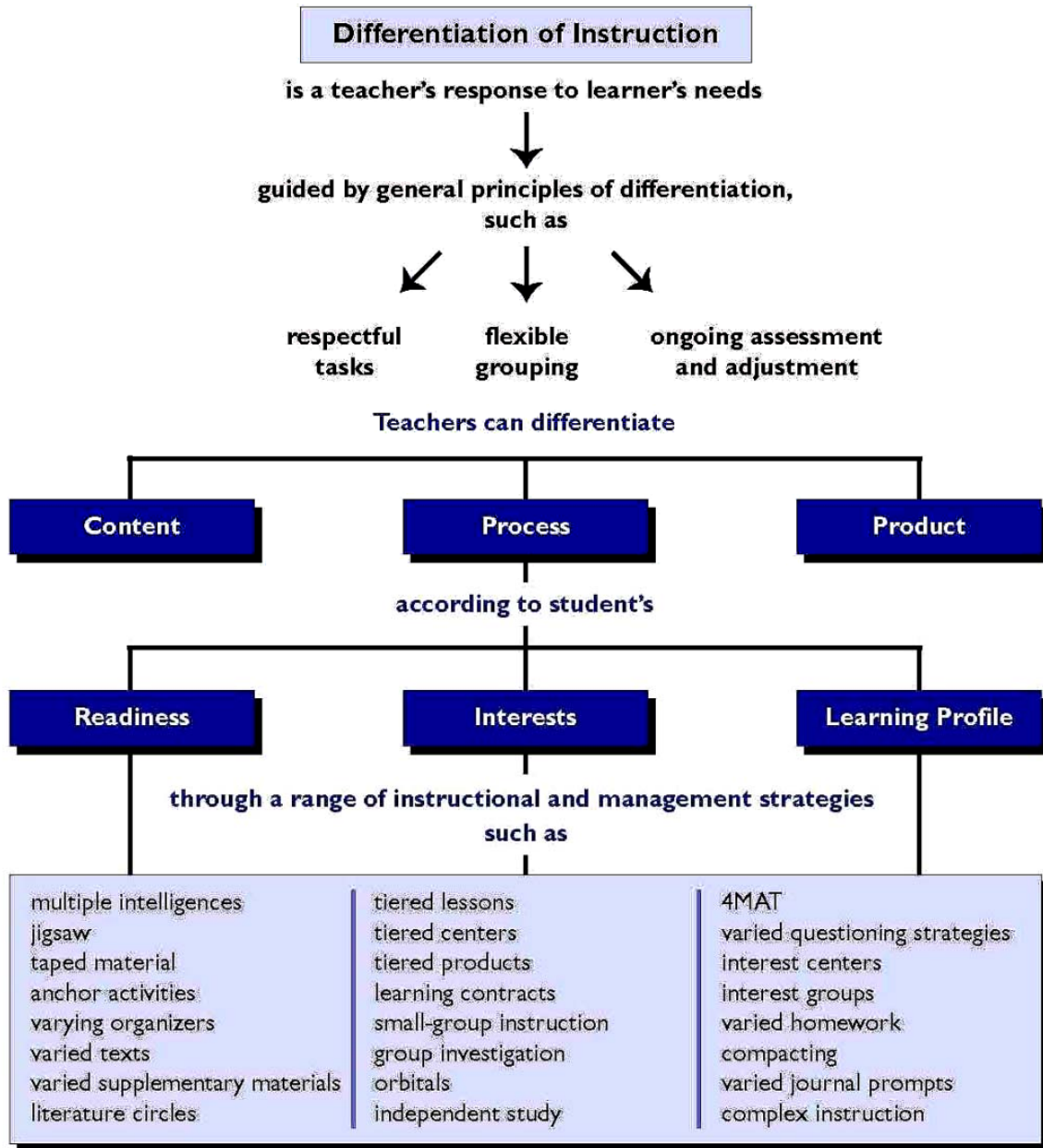
Parent participation will be integral to the success of SMA Prep. Parent volunteer opportunities will be made accessible and inviting. An effort will be made to tailor volunteer opportunities to meet the needs, demands, and capabilities of individual families. Parental involvement will also be fostered 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

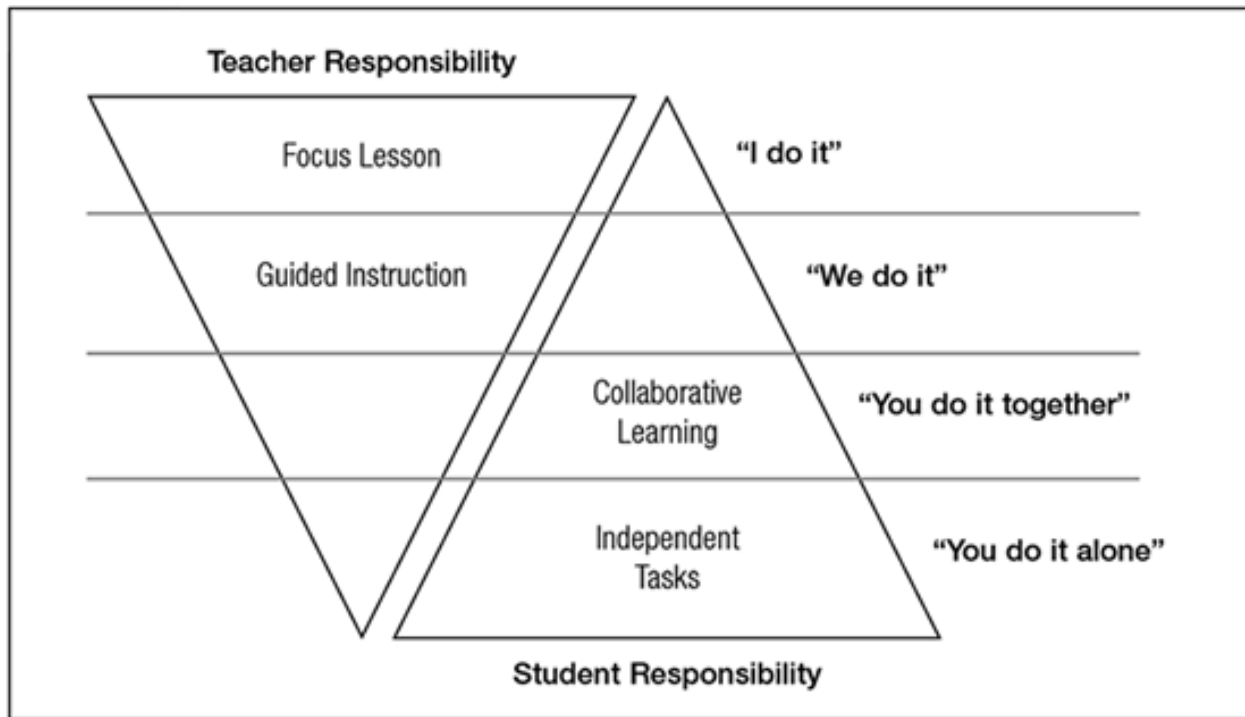
pressured. A graphic summary of Differentiated Instruction Methods and the GRR Instructional Model are included below.

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 teleconferencing 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			School FTE	Charter School WFTE % Computation		
	School FTE	District FTE	School %		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	0.01036304	\$86,518		\$7,210
Reading Allocation	\$1,984,793	0.01036304	\$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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V# FEFP/PROJ

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
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

Approved for Payment

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

V # FEFP/PROJ

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		\$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
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	1.2801%		\$37,778		\$37,778
Science Laboratory Materials - Cost Strip 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

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
<u>Estimated Expenses</u>			
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.

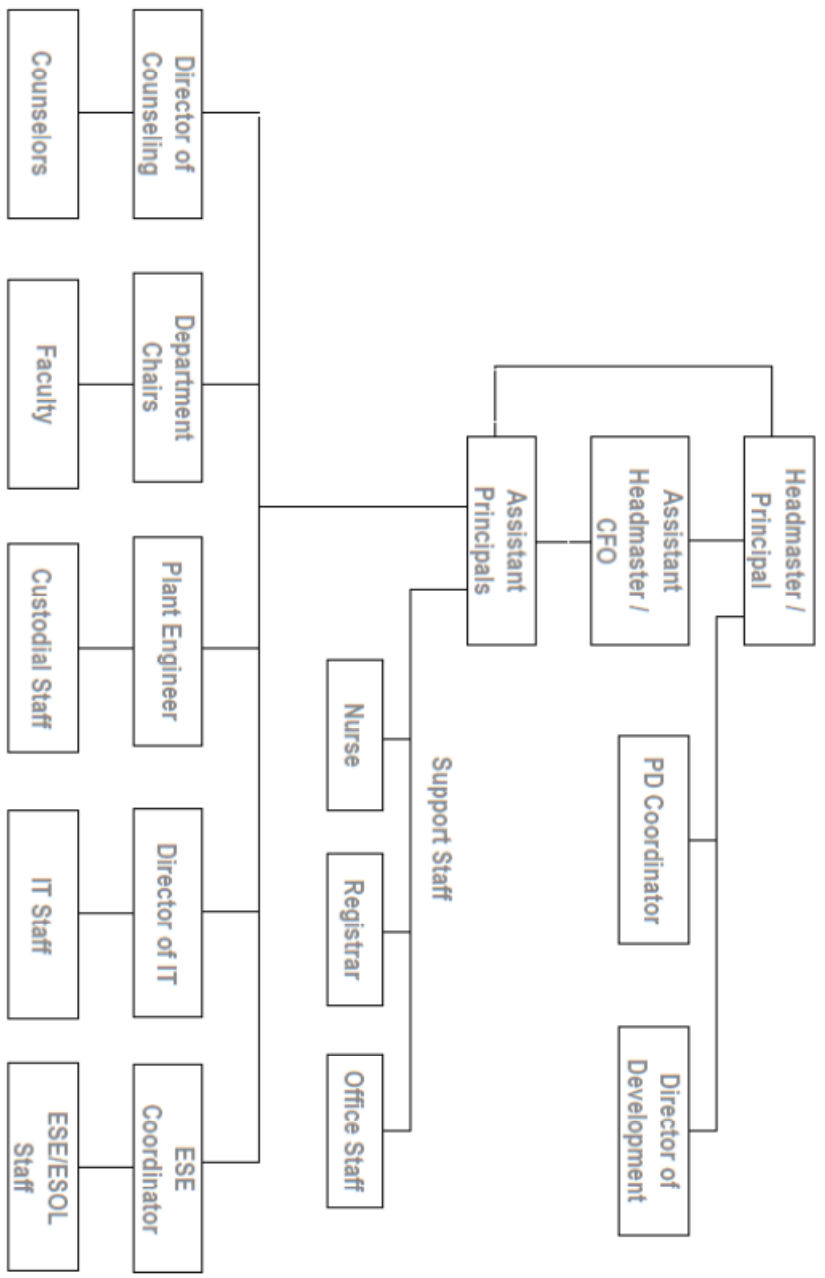
The governing board, at its discretion, allows _____ (name), _____(title) to sign as the legal correspondent for the school.

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

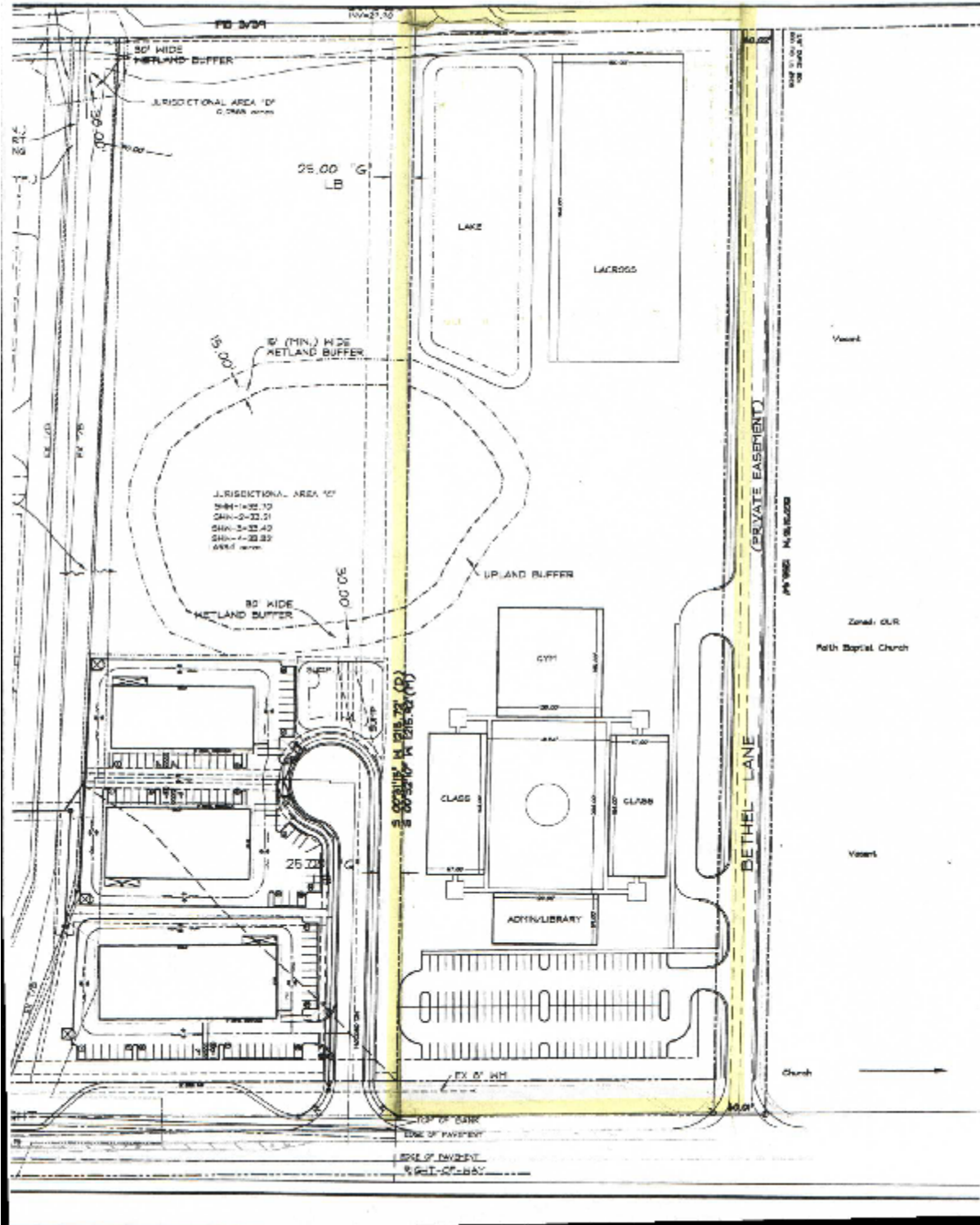
Dear Dan,

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

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

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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.