

North Port Collegiate Military Academy



Sarasota County School District Charter School
Application
August 2015

Executive Summary

North Port Collegiate Military Academy welcomes the School Board of Sarasota County to read the attached application for a grade 6-12 charter school which is designed to provide a college preparatory charter military school, which aims for diverse learners that focuses on the intellectual, physical and emotional development of students who aspire to become future scholars, entrepreneurs, and global leaders.

North Port Collegiate Military Academy proposed location will be in North Port, Florida and the Academy will not be affiliated with any other corporation. The students at NPCMA will benefit from the school-wide military experience, the National Middle School Cadet Corps, Civil Air Patrol, and Air Force Junior Reserve Officers Training Corps, as a core component of the entire Academy's culture and operations. The Academy will work with Embry-Riddle Aeronautical University and their Concurrent Program which provides high school students college credit courses with highly qualified professors while in the high school environment.

The vision of NPCMA will be to provide opportunities for students to develop critical thinking skills and attain high levels of academic achievement in a standards based curriculum, aligned with the Florida Standards utilizing varied research based techniques, character development, a small learning community through the combination of a middle and high school, thus promoting creativity, inquiry and teamwork while honoring each student's learning.

The Sarasota community embraces the Veterans of the United States. The Academy is committed to the military's core values of integrity, honor, and citizenship, and the cadet Honor Code of "A cadet will not lie, cheat, steal or tolerate those who do". NPCMA will walk in the memorial and veteran's day parades, and proudly wear their uniform.

North Port Collegiate Military Academy believes the attached application provides families with another choice for their children's learning, increases job opportunities and will help build the economic development in the south county.

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: North Port Collegiate Military Academy

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: North Port Collegiate Military Academy, Inc.

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: Jodi Kopacz, EdD

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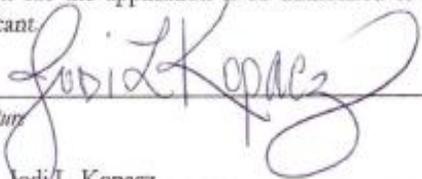
NAME OF EDUCATION SERVICE PROVIDER (if any): _____

NAME OF PARTNER/PARENT ORGANIZATION (if any): _____

Projected School Opening: August 2016

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	6-12	232	
Second Year	6-12	257	
Third Year	6-12	282	
Fourth Year	6-12	307	
Fifth Year	6-12	332	

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 
Printed Name Jodi L. Kopacz

CEO/Founder/Head of School
Title
July 23, 2015
Date

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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 statement should, in a few concise sentences, indicate what the school intends to do, for whom and to what degree. A school's mission statement provides the foundation for the entire application.

The mission of North Port Collegiate Military Academy (NPCMA), a college preparatory charter military school, aims for Esprit de Corps-the sense of pride, loyalty and camaraderie within a diverse learning community that focuses on the intellectual, emotional and physical development of students who aspire to become future scholars, entrepreneurs, and global leaders. Our students will experience the highest caliber of academic rigor and military fervor. The enhanced curricula-STEM (Science, Technology, Engineering and Mathematics), Air Force JROTC/ Civil Air Patrol, and the Gaetz Aerospace Institute; Embry-Riddle Aeronautical University Concurrent Enrollment Program will provide students with research based, hands on learning experiences, which ultimately prepares them for highly qualified careers to meet the global demands of the 21st century.

The vision of NPCMA is to provide opportunities for every student to develop critical thinking skills and attain high levels of academic achievement through a standards based curriculum, aligned with the Florida Standards in a structured military environment. The one middle and high school small learning environment will promote learning through research based techniques, mentoring and character development, thus, building students' creativity, inquiry, collaboration, and teamwork yet honoring each student's learning style.

At North Port Collegiate Military Academy, highly qualified teachers, administrators and staff, in conjunction with parents and the community, will ensure that each student is empowered to reach their specific learning goals and gain mastery in all core academics while developing the whole child through technology and research, physical education, military initiatives, music appreciation, the arts, extra-curricular activities and athletics.

To make the mission of NPCMA a reality, the following principals will be established:

- Offer meaningful and engaging learning experiences that result in improved learning gains;
- Instill the military core values of honor, respect, and integrity, coupled with citizenship and leadership skills at all times;
- Maintain highly qualified teachers and administrators who model appropriate behaviors and skills;
- Build community and parent involvement to enhance educational experiences;
- Empower the faculty as leaders, incorporating the Professional Learning Community (PLC) model as a framework to turn collective inquiry into best practices through action and accountability of students' educational needs;
- Sustain a safe, disciplined, orderly and structured military environment conducive for academic excellence and personal growth;
- Acknowledge all future NPCMA graduates as successful members of the global world

Purpose

North Port Collegiate Military Academy (NPCMA) is interested in bringing a public charter school to the southern area of Sarasota County in order to better serve its residents who are interested in a smaller learning environment with a military structure for middle and high school students. The unique combination of a middle and high school environment will provide students with up to seven years of personal, intellectual, emotional and physical growth. Parents with several children will have an opportunity for their children to attend one school with the same mission. Students interested in athletics or extra-curricular activities will participate and practice at the school. The students will support the Veterans in participation of parades and programs, and other duties when applicable within the community. NPCMA will provide students leadership opportunities while engaging in a rigorous curriculum, aligned with the Florida State Standards.

Once approved by the district, the Academy will apply for an Air Force JROTC unit, Civil Air Patrol Cadet squadron, and the National Middle School Cadet Corps. The Academy in collaboration with the Gaetz Aerospace Institute: Embry-Riddle Aeronautical University concurrent enrollment program model (CEP) will provide high school students the opportunity to take college credit STEM-related courses by NPCMA college-credentialed teachers. Students will have the ability to earn college credit towards an Associate Degree in either aviation, aerospace or engineering. Students can complete up to 10 courses in four years. Furthermore, the students will have the opportunity to achieve a flying license.

Once approved, the uniqueness of NPCMA will provide a new JROTC program to the entire Sarasota County School District. The Air Force JROTC unit will offer students a curriculum emphasizing the Air Force heritage and traditions, the development of flight, applied flight sciences, military aerospace policies and space exploration. The AFJROTC mission: *“Develop citizens of character dedicated to serving their nation and community”*

The Civil Air Patrol, United States Air Force Auxiliary, program will begin in middle school which will provide character education with an aviation, space, and technology curriculum. CAP will be a great compliment to the high school AFJROTC program and overall STEM school-wide program.

Another distinction of NPCMA is the STEM program which begins in 6th grade and continues through students' 12th grade year. The integration of technology and engineering in science and mathematics curricula will enhance the Mathematics Florida Standards (MAFS), utilizing problem solving, critical thinking, independent and collaborative skills. These skills will prepare students for STEM occupations. Workers in STEM occupations use science and math to solve problems and drive our nation's innovation and competitiveness by generating new ideas, new companies and new industries (FLDOE.org, p.1).

Currently, Sarasota County School District has one military middle school and one military high school which are operated in Northern Sarasota County. NPCMA will follow similar core military beliefs and structure, however, the programs and special curriculum will be different. Both Sarasota Military Academy and Sarasota Military Academy Prep utilize the International Baccalaureate program with a high school Army JROTC environment and a middle school Legacy of Valor character development environment.

North Port, Englewood, and Venice area students have a significant distance to attend this learning specific environment. Sarasota Military Academy, grades 9-12, is located in the city of Sarasota, the distance is 38.2 miles (76.4 roundtrip) from North Port, or Sarasota Military Academy Prep, grades 6-8, located East of Interstate 75 off Fruitville Rd, in Northern Sarasota County, is located 36.8 miles (73.6 roundtrip) from North Port. The Academy will provide parents with a viable option for school choice within their own community.

NPCMA is currently working with North Port city officials and community members to facilitate the establishment of a public charter school in North Port.

NPCMA has built relationships with leaders at State College of Florida (SCF), Venice campus, Suncoast Technical College, North Port Chamber of Commerce, The North Port Boys and Girls Club, North Port Public Libraries, Goodwill Industries, North Port Sun Newspaper, Civil Air Patrol, and Englewood Chamber of Commerce with the purpose of continued partnership with these entities.

- B. Describe how the school will utilize the guiding principles found in section 1002.33(2) (a), F.S.
In accordance with the law, charter schools shall be guided by the following principles:
- *Meet high standards of student achievement while providing parents flexibility to choose among diverse educational opportunities within the state's public school system.*

North Port Collegiate Military Academy (NPCMA) will meet high standards of student achievement through the application of a rigorous and relevant academic curriculum with emphasis on core academic areas in line with the Florida Standards, particular emphasis of the Math and Language Arts Florida Standards, the Next Generation Sunshine State Standards and the Elementary and Secondary Education Act (ESEA), also known as No Child Left Behind (NCLB) within a structured military model.

The Academy will promote the curriculum with enhanced educational opportunities by offering a college preparatory curriculum, as well as proven researched based programs, to include Science, Technology Engineering and Math program (STEM), National Middle School Cadet Corps (NMSCC), Civil Air Patrol (CAP) and Air Force Junior Reserve Officer Training Corps (AFJROTC).

The Gaetz Aerospace Institute: Embry-Riddle Aeronautical University concurrent enrollment program model (CEP) will encourage a rigorous curriculum for students to achieve an Associate's Degree in the fields of aviation, aerospace, and engineering with the ability to attain a pilot's license. Students will flourish intellectually, emotionally, and physically based on a nurturing and quality learning environment that will involve:

- o NPCMA administration who will effectively communicate with all stakeholders, following the Academy's policies and State and Federal statutes, standards and policies.
- o Highly qualified teachers' who will incorporate research and best practices daily in the classroom following the Florida State Standards and STEM requirements;
- o Military personnel who will implement character development curricula from the National Middle School Cadet Corps (NMSCC), Civil Air Patrol (CPA) and the Air Force Junior Reserve Officer Training Corps (AFJROTC);

- College-credentialed high school teachers will follow the Gaetz Aerospace Institute: Embry-Riddle Aeronautical University concurrent enrollment program model (CEP) for students to achieve college credit while on the NPCMA campus.

These programs will reinforce the Academy's curriculum and engage students in extracurricular activities, civic responsibilities, athletics, leadership and character maturity. The inclusion of a military model is an exemplary tool for an environment that is strongly based on integrity, respect, and honor. NPCMA will prepare students with a clear pathway beginning in middle school and ending in high school with the ability to obtain an Associate's Degree, and the necessary skills to obtain high paying jobs.

All students will be active members of the community whether they are participating, volunteering or attending an activity for example as a Color Guard, parking detail, and/or mentoring. Students will always represent the Academy by wearing the military uniform with respect. The students will be visible in the community and reflect an image of integrity and honor, and moral fortitude.

NPCMA will offer these opportunities to parents of students in sixth through twelfth grade, in Sarasota County. Parents in Charlotte County will be offered these opportunities for their children; however, out of county students will not be provided with Sarasota County School District transportation utilized by the Academy. NPCMA provides parents in Southern Sarasota County, namely North Port, Englewood and Venice areas, with the flexibility to choose from diverse educational opportunities beyond those offered by the traditional public school system.

In order to maintain a learning environment which promotes a strong curriculum and unique programs, the Academy will pursue and obtain accreditation from the Southern Association of Colleges and School Council on Accreditation and School Improvement (SACS/CASI) AdvancEd.

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

North Port Collegiate Military Academy will be responsible and accountable for students' academic success and the Academy's financial sustainability. In order to plan for academic success with financial efficiency, the Academy will collect and review relevant student data to determine goal setting for student performance and achievement.

NPCMA will review all students' records and academic performance from previous schools to create baseline data for assessing each student's academic progress and curriculum development. Baseline data will determine if students' are reading on grade level, and further data will be used as a benchmark for students' gain in reading for every year at the Academy. NPCMA will 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 in a year's time.

Careful data analysis from the annual State's Accountability Reports will provide the Academy with a measurement of its own progress in meeting the needs of the students and then making the necessary accommodations as applicable to meet the educational responsibilities. A School Improvement Committee will be developed to analyze the results and initiate the creation of the Academy's ongoing School Improvement Plan (SIP), a method of accountability, which will be on an annual basis. The

Administrative team will share findings with the governing board as an opportunity for aligning responsibility for students' academic successes to financial efficiency and parental expectations. Furthermore, academic success and financial efficiency will be assessed by the Academy's state grade and meeting Annual Yearly Progress.

The Academy will pursue and obtain accreditation from the Southern Association of Colleges and Schools Council on Accreditation and School Improvement AdvanceED (CACAS/CASI) which will provide data for evaluating the curriculum and improving the Academy's overall program.

The Governing Board of NPCMA will have continuous oversight of the financial operations, thus held responsible and accountable for the oversight of financial efficiency of the Academy.

The Administrative team will create an annual operating budget based on the School Improvement Plan which will be presented at monthly scheduled NPCMA board meetings. The Governing Board will ultimately accept or deny the operating budget. The Administrative team will follow the recommendations of the board. Sarasota County School District will receive NPCMA monthly budgets to enhance academic success and financial efficiency by aligning responsibility and accountability. The bookkeeper with a qualified business/accounting degree will analyze financial efficiency with the Administrative team and the Treasurer of the Governing Board.

A budgeting and allocation system will be in place to meet the needs of the instructional staff and the students for an optimum learning environment. The Academy will follow the districts Middle and High School Student Progression Plans to maintain accountability of students' diverse learning styles and unique characteristics for educational success.

It will be the responsibility of the Academy to hire highly qualified Florida certified teachers and faculty to meet high standards of student achievement. Professional development opportunities and the Professional Learning Community (PLC) model will assist in addressing the diverse educational needs by turning collective inquiry into best practices through action and accountability of students' educational needs in a safe learning environment. The PLC model will enhance the STEM program which requires collaboration, communication, and critical thinking skills in a blended curriculum.

An independent audit review at the end of each fiscal school year will assure monies are allocated appropriately. The independent audit company will have extensive knowledge of charter school fiscal responsibility, particularly in Sarasota County.

- *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.*

North Port Collegiate Military Academy believes parents are instrumental to the academic success of their child, at all grade levels, and should be active participants in their child's education. Parental awareness is imperative to every student's educational success. NPCMA will disseminate information to parents regarding students' academic goals and educational needs, at every level. Parents will receive information concerning student progress through academic performance data. The Adequate Yearly Progress reports will provide annual results of the Florida Standards Assessment (FSA)

which replaces the FCAT 2.0 Reading (Grades 6-10) and mathematics assessments (Grades 6-8), as well as the states Algebra 1 End-of-Course (EOC) and Geometry EOC.

FCAT 2.0 Science assessment (Grade 8), the Florida EOCs in Biology 1, U.S. History, and Civics will remain the same and will provide parents with data regarding measurable student progress

NPCMA will identify students reading levels after disaggregation of data from the Florida Standards Assessment in English Language Arts (ELA). Students may demonstrate at least one year's growth in reading achievement by three measurable outcomes:

- Improving on one or more achievement levels on the ELA;
- Maintain a level of proficiency based on the State Board approval on student success measures,
- Minimum increase in vertical scale for achievement for the lowest performance levels implemented by the State Board.

The Florida Department of Education's 2014 Legislative Update Florida (2014) includes Senate Bill 1642-Education Accountability Revisions, one in particular states:

Establishes a learning gains calculation that (1) requires students scoring below grade level to grow toward grade level performance, and (2) requires students already at grade level to progress beyond grade level performance (FLDOE.org., p. 17).

Further legislative updates about Florida Standards Assessment and State Board approval of proposed assessment standards will be closely followed by the applicant to ensure accurate information is provided to the School Board of Sarasota County and NPCMA stakeholders.

NPCMA will also administer the Florida Assessments for Instruction in Reading (FAIR) in collaboration with Just Read, Florida as another assessment tool to provide evidence based screening, diagnostic and progress monitoring to gauge student progress. FAIR will be administered three times a year to gather students' baseline, mid-year, and end of year progress.

The Academy will use other assessments to communicate annual progress of students to parents, as follows:

- Preliminary SAT
- Postsecondary Education Readiness Test
- Advance Placement Examinations
- Florida End of Course exams
- College Board SAT I/SAT II
- ACT

Ongoing communication regarding students' progress will be provided through many other methods quarterly report cards; mid-quarter progress reports; Gradebook; parent conferences; student portfolios; telephone calls and emails; the Sarasota County Schools ESD Parent-Student Portal, and Parent night.

A commitment to meet all students' needs will require parents and faculty to work together updating or developing Educational Plans (EPs); Individual Education Plans (IEPs), English Language Learner Plans (Student ELL Plan), and/or 504 Plans, as applicable.

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

In accordance with the law, charter schools shall fulfill the following purposes:

- *Improve student learning and academic achievement.*
-

North Port Collegiate Military Academy will improve student learning through a military structured environment that rewards students, referred to as cadets, as a group the Corps of Cadets with leadership positions, military rank, ribbons and medals as an accountability system for self advocacy. Morning formation, open to all stakeholders, will give students the opportunity to be recognized for their positive behaviors by receiving ribbons, medals, and accoutrements for their uniforms.

The Academy will have a Positive Behavior Support Team following the district and State's Positive Behavior Support (PBS) system which rewards positive behaviors and improves student learning outcomes and academic achievement. An environment which nurtures positive behaviors will prepare students to use these employability skills as they enter into the 21st century workforce. Students will be recognized during the Academy's morning formation for improved academics and/or behaviors by receiving certificates, trophies and small school items.

NPCMA will improve student learning through a versatile, enriched educational program. The Academy's educational program will use effective research based learning methods and strategies to raise student achievement. High-quality differentiated instruction will provide students with a tailor specific classroom to meet their learning needs. The Florida Standards for English Language Arts and Mathematics and the Next Generation Sunshine State Standards (NGSSS) will guide the rigorous curriculum. Florida House Bill 7031, currently in legislation, suggests that references to common core standards and assessments will be deleted in Florida's educational program.

The Academy will adhere to the School Board of Sarasota County Curriculum objectives for Middle and High School courses found in the county's Student Progression Plans, The Sarasota County K-12 Comprehensive Reading Plan will enrich the literacy program at the Academy improving student learning and academic achievement. The Civil Air Patrol (CAP) grades 6-12 curriculum and The Air Force Junior Reserve Officer Training Corps (AFJROTC), grades 9-12 curriculum aligns with the Science, Technology, Engineering and Mathematics (STEM) program which further enhances student learning by providing effective research based educational programs at North Port Collegiate Military Academy. The dual enrollment program with Embry-Riddle Aeronautic University will provide students with rigorous STEM related courses which will then prepare them for college graduation and high paying careers.

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

NPCMA will increase learning opportunities for all students, with a special emphasis on low-performing students and reading by the Academy's curriculum, differentiated instruction, character development and research based strategies.

The Academy will implement the Florida's Positive Behavior Support (PBS) system and Problem Solving/Response to Intervention (PSRtI) to facilitate Florida's Multi-Tier System of Supports (MTSS)

to accelerate and maximize students' academic, social-emotional outcomes through the application of data-based problem solving through effective lesson plans at all levels.

Please see chart for further explanation.

<i>Academic Skills</i>	<i>Academic Behaviors-Student Engagement</i>	<i>Inter-/Intra-Personal Behaviors</i>
Goal setting in The Florida Standards for English Language Arts and Mathematics	Behaviors associated with successful completion of the academic/employability skills	Behaviors that support social skills
Goal setting in the Next Generation Sunshine State Standards	On-task, listening, following-directions, ignoring distractions, self-monitoring, goal setting, content of private speech	Social/emotional development
Developmental Standards		

The Academy will identify at risk students through progress monitoring and provide ongoing evidence based interventions. The interventions will be scrutinized as necessary depending on the students' responsiveness and accountability to the program. As a combined middle and high school, NPCMA will be able to easily recognize deficiencies, particularly reading acquisition and proficiency, early and create interventions to ensure student successes beyond graduation.

NPCMA will utilize Sarasota County K-12 Comprehensive Research-Based Reading Plan to promote reading acquisition and proficiency at all grade levels. Professional development training offered through Sarasota County School District will provide an array of research based materials to reinforce language arts skills.

NPCMA middle grades literacy development will move beyond foundational skills to include:

- Academic and discipline-specific vocabulary
- High level comprehension
- Critical literary analysis
- Generalization, inquiry and research processes

NPCMA middle school reading instruction will incorporate the use of an integrated and interdisciplinary approach utilizing the FLDOE Reading Plan 2014:

1. Integrated approach to the language arts strands and to skill application:
Middle schools will integrate opportunities for students to apply the composite use of the language skills -- reading, writing, listening, speaking -- that they are learning in order to further strengthen their overall literary development.
2. Interdisciplinary approach: Middle school literacy instruction needs to attain a balance of literature and informational texts that relate to history, social studies, and science content. This interdisciplinary approach to literacy is based on extensive research that establishes the need for

students to become proficient in reading complex informational text independently in a variety of content areas in order to develop college- career readiness by the time they graduate.

3. Simultaneous use of both approaches: Middle school literacy instruction will incorporate the integration of reading, writing, listening, and discussing as students relate to various increasingly complex interdisciplinary texts throughout the school year. (FLDOE.org, pg 17)

NPCMA high school students' literacy development will include a combination of research based programs and strategies that have been proven successful in the remediation of older struggling students. These strategies to raise students' literacy scores coupled with preparing for college/career readiness will require students to move beyond basic literacy skills to higher order thinking within a complex text, FLDOE examples as follows:

- General academic and discipline-specific vocabulary, including technical terms
- Extracting and using information from informational and technical texts
- High-level comprehension, including argumentation
- Critical literary analysis student question generation, inquiry, and research skills that include validation and corroboration of complex information

NPCMA high school reading instruction needs to incorporate the use of an integrated and interdisciplinary approach:

1. Integrated approach to the language arts strands and skills: High schools will integrate opportunities for students to apply the composite use of the language arts skills – reading, writing, listening, speaking – that they are learning in order to further strengthen their overall literary development.
2. Interdisciplinary approach: High school literacy instruction needs to attain a balance of literary and informational texts that relate to history, social studies, and science content. This interdisciplinary approach to literacy is based on extensive research that establishes the need for students to become proficient in reading complex informational text independently in a variety of content areas in order to develop college-career readiness by the time they graduate.
3. Simultaneous use of both approaches: High school literacy instruction will incorporate the integration of reading, writing, listening, and discussing as students relate to various increasingly complex interdisciplinary texts throughout the school year. (FLDOE.org, Pg 23-24)

North Port Collegiate Military Academy will increase learning opportunities for all students through the curriculum, Progress Monitoring, interdisciplinary teaching, and effective research based strategies and approaches.

- *Encourage the use of innovative learning methods.*

North Port Collegiate Military Academy will offer the following innovative programs within its middle and high school curriculum, to include but not limited:

- National Middle School Cadet Corps (NMSCC)
- Air Force Junior Reserve Officer Training Corps (AFJROTC)

- Civil Air Patrol (CAP)
- Science, Technology, Engineering and Math (STEM)
- Gaetz Aerospace Institute: Embory-Riddle Aeronautical University Concurrent Enrollment Program model (CEP)
- Advanced Placement Curriculum
- Foreign Language courses-Arabic, Russian, Spanish, and Mandarin Chinese
- Student Mentoring/Leadership Program
- State of the art multimedia classrooms, science and computer laboratories, learning resource center and library.
- Corporate/Business Internships

The Academy will encourage business partners for mentoring, internship, field-based project learning, service learning and services which will promote students readiness in career-oriented, 21st century skills. As new global innovations grow, the Academy will embrace the local community for collaboration.

- *Require the measurement of learning outcomes.*

As required by Florida Statute, the Academy will implement all state and district requirements for assessment of learning outcomes. The data from the assessment reports will identify the learning needs of students and provide the creation of measureable objectives for the annual School Improvement Plan (SIP).

The Academy will utilize the Florida State Accountability system as applicable and other grade level research based assessments to formulate measurable progress in meeting the needs of all students. To do this the Academy will:

- Identify students not making adequate progress towards mastery of the NGSSS and the Florida Standards in English Language Arts and Mathematics
- Develop measurable learning objectives through interdisciplinary instruction to target students learning and developmental needs
- Incorporate the Comprehensive Instructional Sequence (CIS) with fidelity
- Monitor appropriate measures for students requiring remediation in reading, math and other subject matters.

A Student Career Portfolio will be developed within the counseling center to prepare students to recognize future employability skills and outcomes. The Armed Services Vocational Aptitude Battery (ASVAB) test which measures developed abilities and helps predict future academic and occupational success in the military will be given to also assist in career readiness.

The Academy will use the following data disaggregation system to assist in measuring learning outcomes:

- School Improvement Plan (SIP)
- Climate Surveys (staff, administration, parents, and students)
- Student and Parent Portal
- Gradebook
- Instructional Performance Evaluation and Growth System
- NPCMA Individual Student Data
- District Baseline and Interim Reports

- Student Assessment Plan
- The Florida Standards Assessment (FSA)
- Florida Assessments for Instructional Reading (FAIR)
- Comprehensive English Language Learning Assessment (CELLA)
- Community partnership data disaggregation dialogue
- SWIS (School-Wide Information System)
- AdvanceED/Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS/CASI)

Baseline academic performance data for all incoming students will be measured for learning outcomes. These outcomes will assist in determining if each student is reading on grade level. Further data will then determine students' specific benchmark gains in reading for every year at the Academy. This data will be communicated to parents whether their child is reading at grade level and whether the child gains at least a year's worth of learning in a year's time.

NPCMA will measure its own progress in meeting the needs of the students by the data analysis from the State's Accountability Reports. Through the annual School Improvement Plan (SIP), as a method of accountability, the Academy will detail specific goals and strategies to achieve academic success and fiscal efficiency. This aligns responsibility for students' academic successes to all stakeholders, including NPCMA's Governing Board.

The Academy will be accountable to its stakeholders for a quality education in a cost efficient and responsible manner. The Academy is responsible for setting goals to address student learning needs, monitoring student progress and then planning a viable course for successful educational outcomes.

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

In accordance with the law, charter schools may fulfill the following purposes:

- *Create innovative measurement tools.*
- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.*
- *Expand the capacity of the public school system.*
- *Mitigate the educational impact created by the development of new residential dwelling units.*
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site.*

North Port Collegiate Military Academy will provide rigorous competition within the Sarasota County School District to stimulate continual improvements in all public schools by implementing an effective researched based curriculum, employing highly qualified teachers, providing a yearlong AFJROTC program entwines with a middle school military program and dual enrollment program. A STEM curriculum will increase student diversity and build achievement with special emphasis on students from under represented subpopulations as well as those who may be struggling.

The dual enrollment program will provide students the opportunity to receive their high school diploma and an Associate's Degree in the fields of aviation, aeronautics, or engineering. NPCMA will provide students will an education which will prepare them for the advancements of the 21st century.

Even those students who struggle in math and science during school can succeed on the job; with perseverance, many people who may have had difficulty with early math or science classes can later thrive in a STEM career (DOE.org, p.1).

The Academy will provide new professional opportunities for the citizens of North Port which will assist in economic development, thus promoting new residential dwelling units.

Section 2: Target Population and Student Body

A. Describe the anticipated target population to be served.

- *If applicable, applicants should describe if they will target, in accordance with the law, certain populations defined in section 1002.33(10) (e), F.S.*

North Port Collegiate Military Academy (NPCMA) seeks to offer a middle and high school program for students in grades six through twelve. NPCMA will not discriminate on the basis of race, religion, nationality, or ethnic origin in the admission of students. A parent of any eligible student who submits a timely application within the provided enrollment period will be accepted, unless the number of applicants is more than the Academy’s specified enrollment projection. If this occurs, all applicants will have an equal chance of being accepted through a random selection lottery process, based on each grade level enrollment specifications.

The following guidelines will lead in the proposed Academy’s population:

- Pursuant to F.S. 1002.33(10) (a), the School shall be open to any age/grade appropriate student residing within the School District. In compliance with Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities in Education Act, and the Americans with Disabilities Act, all students regardless of disability will have equal access to the School. In accordance with state law, all necessary accommodations that do not impose an “undue hardship” will be made by the School to include students with disabilities. Students in neighboring Charlotte County may attend with no assisted transportation.
- Pursuant to F.S. 1002.33(10)(f), students served in Exceptional Student Education (ESE) or English for Speakers of Other Languages (ESOL) programs, shall have equitable opportunity of being selected for enrollment.
- Pursuant to F.S. 1002.33(10) (g), students may withdraw from the School at any time and enroll in another public school in accordance with district policy.
- Pursuant to F.S. 1002.33(10)(b), the School will enroll any eligible student who submits a timely application, unless the number of applications exceeds the capacity of the program, class, grade level, or building, at which time a lottery shall be conducted
- Parents with children currently enrolled in the Academy will have preference granted to a sibling seeking enrollment with proper documentation.
- Child/children of employees and the current governing board members of the Academy with proper documentation will have enrollment preference.

B. 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.

Projected estimated enrollment for the duration of the proposed application is as follows:

Grade	Class Size	Number of Classrooms/Students				
		Year 1: 2016-17	Year 2: 2017-18	Year 3: 2018-19	Year 4: 2019-20	Year 5: 2020-21
6	22	2: 44	2: 44	2: 44	2: 44	2: 44
7	22	2: 44	2: 44	2: 44	2: 44	2: 44
8	22	2: 44	2: 44	2: 44	2: 44	2: 44

9	25	1: 25	2:50	2:50	2:50	2:50
10	25	1: 25	1:25	2:50	2:50	2:50
11	25	1: 25	1: 25	1:25	2:50	2:50
12	25	1: 25	1: 25	1: 25	1:25	2:50
Total Students		10:232	11:257	12:282	13:307	14:332

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

Student population projections were based on the physical capacity of the projected classrooms and the classroom cap size according to the Florida Charter School consortium.

The following data was used to understand the educational demographics of the community of North Port and the population of students for the public high school, two middle schools and one charter school in North Port, Florida which determined projection for student populations, student ethnicities, students receiving subsidized lunches and gender percentages. North Port data was used because the proposed North Port Collegiate Military Academy would be centered within the North Port community.

<u>North Port High School (Grades 6-12)</u> Student Population: 2,369
Student Ethnicity: White: 71.4% Hispanic: 12.6% Black: 10.8% Two or More Races: 3.5% Asian/Pacific Islander: 1.1% American Indian/Alaskan: 0.6%
Students receiving subsidized lunch: 58.8% eligible
Gender percentages: Female: 48% Male: 52%

<u>Heron Creek Middle School (Grades 6-8)</u> Student Population: 670
Student Ethnicity: White: 65.4% Hispanic: 17.3% Black: 12.8% Two or More Races: 3% Asian/Pacific Islander: 1% American Indian/Alaskan: 0.4%
Students receiving subsidized lunch: 66.9% eligible
Gender percentages: Female: 49% Male: 51%

<u>Woodland Creek Middle School (Grades 6-8)</u> Student Population: 1,117
Student Ethnicity: White: 70.5% Hispanic: 14.3% Black: 9.7% Two or More Races: 4.3% Asian/Pacific Islander: 0.6% American Indian/Alaskan: 0.5%
Students receiving subsidized lunch: 69.4% eligible
Gender percentages: Female: 50% Male: 50%

<u>Imagine School at North Port (Grades K-8)</u> Student Population: 767
Student Ethnicity: White: 74.4% Hispanic: 13.3% Black: 5.5% Two or More Races: 4.6% Asian/Pacific Islander: 1.4% American Indian/Alaskan: 0.8%
Students receiving subsidized lunch: 50.5% eligible
Gender percentages: Female: 54% Male: 46% (www.education.com, 2011)

NPCMA is expected to have a racial/ethnic population as well as an English Language Learner (ELL) and Exceptional Student (ESE) population reflective of the surrounding traditional schools, charter school and community it will serve, as evidenced further in the application

An Initial Interest Application was created by the writer of the application on social media to survey potential parents who are interested in the proposed Academy. The following quantitative data provides specific data aligned directly to NPCMA for students entering 2016-2017.

Grade	Number	Percentage
6th	15	28.8%
7th	9	17.3%
8th	8	15.4%
9th	12	23.1%
10th	6	11.5%
11th	2	3.8%
12th	0	0%

Gender	Number	Percentage
Male	43	87.7%
Female	9	17.3%

Ethnicity	Count	Percentage
White	43	82.7%
African American	5	9.6%
Hispanic/Latino	7	13.5%
Asian	0	0%
American Indian/Alaskan Native	0	0%
Native Hawaiian or Pacific Islander	0	0%

Special Program Placement	Student Number	Percentage
Specific Learning Disabilities	4	7.7%
Emotional Behavioral Disability	1	1.9%
ESOL	1	1.9%
Language	2	3.8%
Hearing	0	0%
Speech	2	3.8%
Vision	1	1.9%
Occupational Therapy	0	0%
Physical Therapy	0	0%
Gifted	2	3.8%
Physically Handicapped	0	0%
Mentally Handicapped	0	0%
Drop Out	0	0%
Not Applicable	31	59.6%
Other	13	25%

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.

North Port Collegiate Military Academy will follow the most updated annual Sarasota County School District 2016-2017 calendar for students in grades 6 through 12 with 180 instructional days, 10 teacher work/professional days and 6 paid holidays.

Instructional time for classes will meet according to the following Academy’s daily schedule:

Subject	6 th -8 th Grade Minutes	9 th -12 th Grade Minutes
English/Language Arts	50	50
Extended Reading/Math	30-60	30-60
Mathematics	50	50
Science	50	50
Social Studies/History/Economics/Civics	50	50
Physical Education/Health	50	50
Music	50	50
Art	50	50
Technology	50	50
Foreign Language	50	50
NMSCC/JROTC	50	50

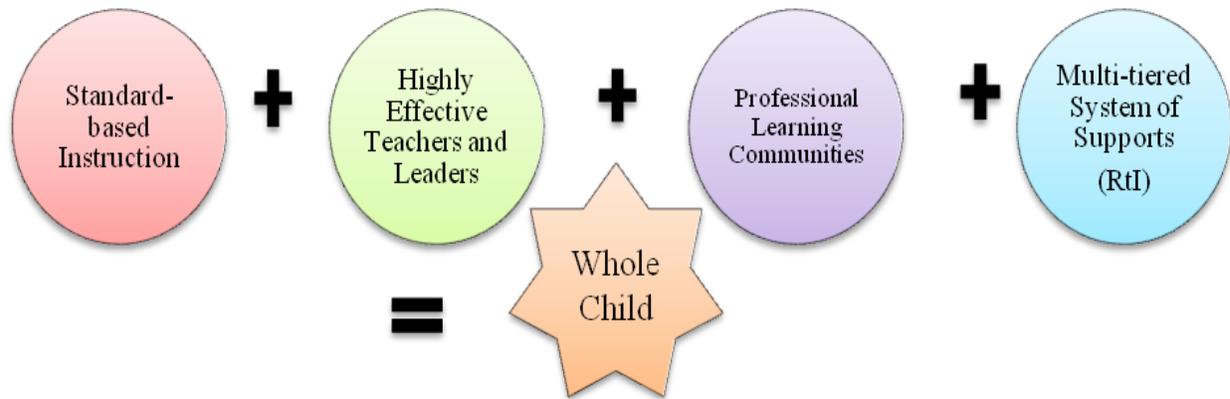
Period	Period Length
Formation/ Announcements	8 min
1	50 min
2	50 min
3	50 min
4	50 min
Lunch	30 min
5	50 min
6	50 min
7	50 min
Closing Formation/Announcements	7 min

Sample Schedule 180 days @ 350 min./day = 1,050 Instructional Minutes per Year	
Start Time	9:15 a.m.
End Bell	4:15 p.m.
Total Minutes in Day	420
Less Formation/ Closing Formation	8 7
Less Lunch Time	30
Less Pass Time	25
Total Instruction Time	350

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

The educational focus of North Port Collegiate Military Academy will be to incorporate scientifically standards-based instructional methods, practices and strategies by highly qualified teachers in

combination with proficiently highly qualified school leaders, professional learning communities (PLCs), and a multi-tiered system of supports (RtI) to meet the needs of all students, with their unique learning styles and abilities.



NPCMA will have a rigorous college preparatory curriculum incorporating the Florida Standards for English Language Arts and Mathematics and the Next Generation Sunshine State Standards (NGSSS). The curriculum will be enhanced with an emphasis on Science, Technology, Engineering and Math (STEM) program, coupled with the National Middle School Cadet Corps (NMSSC), Air Force Junior Reserves Officers Training Corps (AFJROTC) and Civil Air Patrol, Air Force Auxiliary, character development programs.

Furthermore, as part of its educational program the Academy will offer a concurrent enrollment program with Embry-Riddle Aeronautics University/Gaetz Aerospace Institute where NPCMA students will receive both high school and STEM related college credit for completing up to 10 courses in the area of aviation, aeronautics and engineering taught by NPCMA college credentialed teachers.

As required by Sarasota County School District and Florida Department of Education, NPCMA will offer core courses in reading/language arts/English, mathematics, science, and social studies/history. Students will also have enrichment courses/electives in performing arts, visual arts, physical education, computer technology and research, foreign language and NMSSC/AFJROTC. The educational program will be structured around students' self-discipline and discovery, leadership, collaboration, and active engagement in the classroom.

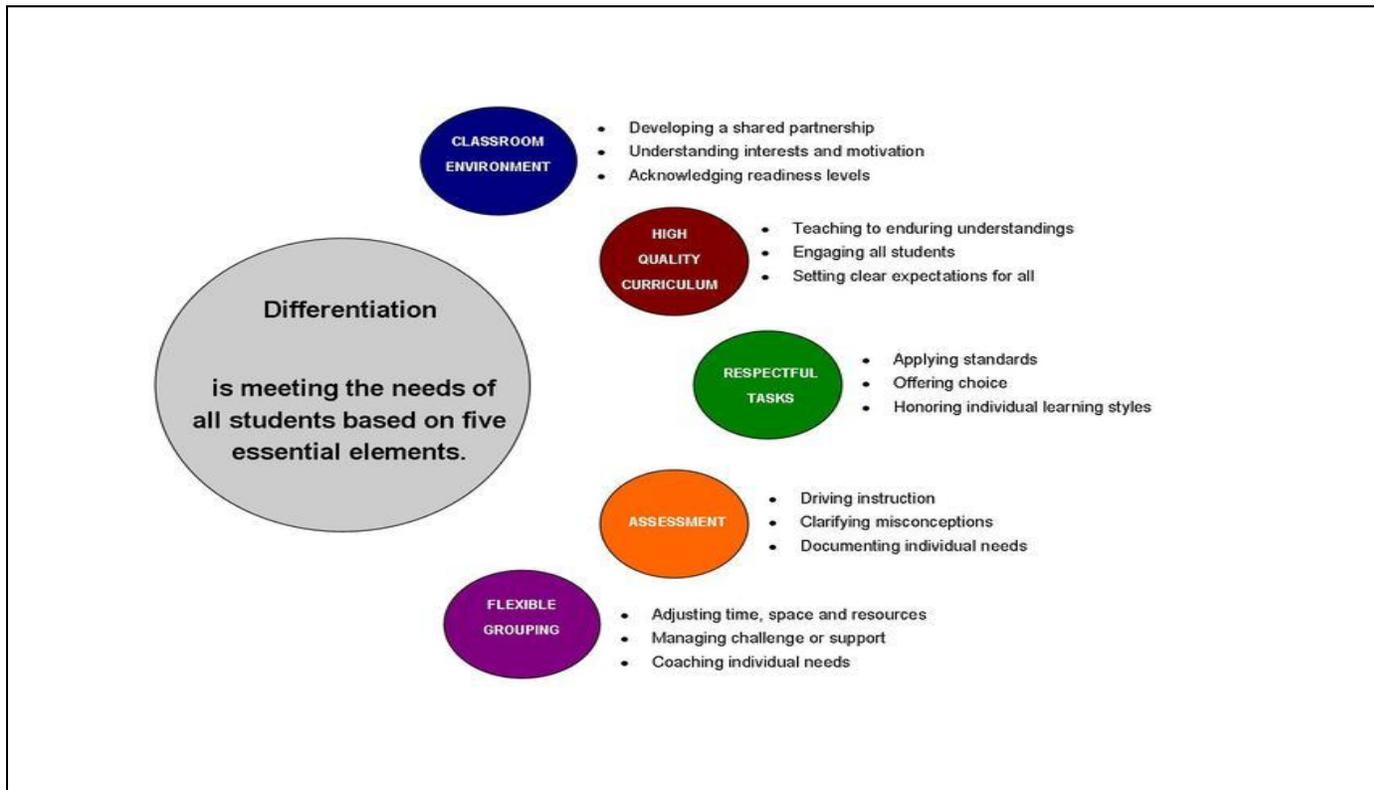
The STEM curriculum will begin in 6th grade to expose students to science, technology, engineering, and math concepts which will help them develop early critical thinking and reasoning skills, which will later enhance interest in STEM high school and college coursework and careers.

NPCMA Instructional techniques will be incorporated throughout the curriculum to maximize learning and successful retention of learning objectives:

Differentiated Instruction: Differentiated instruction will assist teachers to develop lesson plans that help students with diverse academic needs (strengths, weaknesses, interests) and varied learning styles. Through differentiated instruction students can master the same challenging academics in the classroom and use those skills in other classes. Teachers will analyze and create differentiate instruction as

applicable whether is with an individual student, within a small group, or with the entire class. Teachers will utilize strategies in the classroom that include prior knowledge assessment, graphic organizers, higher order thinking, and continuous assessment of learning. This approach will provide data to determine what students know, understand, and are able to do. The following graph details the use of differentiation within the Academy modeled on five essential elements: classroom environment, a high quality curriculum, respectful tasks, assessments, and flexible grouping.

Differentiation Chart:



(<http://mpostava.wikispaces.com/Differentiated+Instruction>, 2014)

Interdisciplinary Instruction/Integrated Coursework: Interdisciplinary instruction will demonstrate to students that learning is not isolated and that attaining knowledge is most effective and meaningful when integrated across curriculum. Professional Learning Communities (PLCs) will assist in the development of cross curriculum teaching and lesson plan development for student success. The STEM program is incorporated throughout the curriculum to enhance learning, and the PLC model will assist teachers build a challenging and rigorous curriculum that all diverse learners can achieve.

Research has shown that STEM teachers in PLCs can:

- increase their discussion of STEM content and how to teach it,
- learn STEM content,
- feel more prepared to teach STEM content,
- enhance their inquiry-oriented teaching methods, and
- pay more attention to students’ reasoning and understanding (wested.org, p.1)

Cooperative/Collaborative Learning: Teachers will place students in cooperative groups of mixed abilities to complete classroom activities with shared goals. Within this approach, students seek learning outcomes that are beneficial to themselves and beneficial to all other group members.

Gradual Release of Responsibility (GRR) model: GRR model provides teachers and students with the responsibility for task completion gradually shifting over time from the teacher to the students.

Role of the Teacher	Modeling The teacher demonstrates and explains writing processes being introduced. As the teacher writes, he or she thinks aloud about the mental processes used when planning, drafting, conferring, refining or publishing.	Sharing The teacher continues to demonstrate the use of the writing processes to compose a range of texts, inviting students to contribute ideas and information.	Guiding The teacher provides scaffolds for students to use the writing processes. The teacher provides feedback.	Applying The teacher offers support and encouragement as necessary.
Degree of Control		Students contribute ideas and begin to practice the use of the writing processes in whole-class situations.	Students work with help from the teacher and peers to practice the use of the writing processes to compose a variety of texts.	Students work independently to apply the use of the writing processes in contexts across the curriculum.
Role of the students	The students participate by actively attending to the demonstrations.			

(<http://yisesliteracy.wikispaces.com/Writing+to+Recount>, 2014)

Tutoring: Teaching one student or a small group with the same instructional needs can assist in performance gains. Tutoring is a process that will assist students to become independent thinkers by providing practice and drill in specific course benchmarks for the students to succeed. Tutoring may occur by the classroom teacher or peers during class time at the teachers’ discretion, during lunch, and after school.

Homework Enrichment: Homework is an integral part of the educational process. Homework enrichment develops quality study habits, develops personal responsibility, and expands independent judgment through higher order thinking which will reinforce subjects in the Academy’s classroom curriculum.

Coordinated Intervention/Learning Centers: Students will work in self-contained areas, particularly the Resource room to become independent learners through Student-owned Strategies (CRISS), Reciprocal teaching and a small learning environment.

Guest Speakers: Guest speakers can create a greater interest in a particular topic by engaging students to a person with specific expertise or experience in the subject or topic. The guest speaker may introduce a new concept, elaborate on a topic or act as a resource for an alternative assessment task or real life investigation.

Lecture with Discussion: Lecture with discussion allows teachers to gather students existing knowledge and build on that existing background, provide information that is direct and systematic, and through teacher questioning actively engages students in the learning process.

Parental Involvement: Parental involvement builds continuous communication with the Academy which promotes unity and accountability for engaging students in improved behavior and academic performance.

Technology: A technology rich environment will provide teachers to utilize differentiated instruction by implementing lesson plans that incorporate different learning styles-auditory, visual and tactile, which empowers students to become independent, productive learners prepared for the digital world of the 21st century. Today's Digital Age Learning, adapted from Digit Age Learning, incorporates students using digital content, collaboration within the classroom and creating digital creative outcomes.



The Academy will utilize the learning management system (LEARN) to access digital versions of textbooks (E-Textbooks) in the student textbook library. NPCMA 6-8 grades will be able to access math and science text through an app called MOBL21. The middle school teachers will utilize the districts iEngage learning initiatives to enhance student creativity and inquiry. Teachers will use CPALMS as a tool to follow State Standards, utilize lesson plans and resources for researched based instruction. The Academy will have TechActive Classrooms of Tomorrow following district guidelines.

Community Partnerships: Partnerships with the local business and community partners will encourage students as active learners to engage and develop skills for the 21st century global world. Students will engage in projects related to the community through the exploration of internship opportunities. The establishment of community partnerships will enable the Academy to become a resource to the community while providing opportunities for students to engage in the kind of profession they may obtain upon graduation.

Professionalism and 21st Century Skills: The design of a structured military environment will require teachers to grade NPCMA students on their employability skills for the 21st century workforce, including appearance, accountability, reliability, etiquette, demeanor, leadership, collaboration, integrity, and honor. A uniform will be required for all grade levels following the Academy's uniform standards policy and the National Middle School Cadet Corps, Civil Air Patrol and Air Force Junior Reserve Officers Training Corps military uniform guidelines and standards.

C. Describe the research base for the educational program.

The Founding Fathers were as smart a group of people as we ever got together in this country. And the seminar they had on how to get things done, which produced our Constitution, was just about as good as any we've ever attended. And when they

conceived of the States as laboratories of democracy, they intentionally thought of a scientific model in which people would learn from one another what works and then build on it. (President Clinton, 1994, pg. 1093)

Scientifically based research is defined in the NCLB legislation, currently the Elementary and Secondary Education Act (ESEA), as “research that involves the application of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs” (NCLB, 2002). NPCMA will utilize proven scientifically based strategies, methods, and concepts to create an environment for success.

Differentiated Instruction:

Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. (Tomlinson, 2012)

According to the proponents of differentiation, the principles and guidelines are rooted in years of educational theory and research. For example, differentiated instruction adopts the concept of "readiness". That is the difficulty of skills taught should be slightly in advance of the child's current level of mastery. This is grounded in the work of Lev Vygotsky (1978), and the zone of proximal development (ZPD), the range at which learning takes place. The classroom research by Fisher et al. (1980) strongly supports the ZPD concept. The researchers found that in classrooms where individuals were performing at a level of about 80% accuracy, students learned more and felt better about themselves and the subject area under study (Fisher, 1980 in Tomlinson, 2000). (Hall, 2014)

Interdisciplinary Instruction/Integrated Coursework:

William Newell (2014) defines the interdisciplinary method as “interdisciplinary studies may be defined as a process of answering a question, solving a problem, or addressing a topic that is too broad or complex to be dealt with adequately by a single discipline or profession . . . [It] draws on disciplinary perspectives and integrates their insights through construction of a more comprehensive perspective” (1997, 393–4)” (www.aacu.org).

Furthermore, integrated learning will prepare students for the 21st century global workforce. Julie Thompson Klein defines integrative learning as “an umbrella term for structures, strategies, and activities that bridge numerous divides, such as high school and college, general education and the major, introductory and advanced levels, experiences inside and outside the classroom, theory and practice, and disciplines and fields” (2005, 8).

Cooperative/Collaborative Learning:

Cooperative Learning is a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal (Kagan, 1994).

Johnson & Johnson (1989) indicates that cooperation, compared with competitive and individualistic efforts, typically results in (a) higher achievement and greater productivity, (b) more caring, supportive, and committed relationships, and (c) greater psychological, health, social competence, and self-esteem.

A synthesis of research about cooperative learning finds that cooperative learning strategies improve the achievement of students and their interpersonal relationships. In 67 studies of the achievement effects

of cooperative learning 61% found significantly greater achievement in cooperative than in traditionally taught control groups. Positive effects were found in all major subjects, all grade levels, in urban, rural, and suburban schools, and for high, average, and low achievers (Slavin, 1991).

Gradual Release of Responsibility (GRR) model:

The gradual release of responsibility model of instruction suggests that the cognitive load should shift slowly and purposefully from teacher-as-model, to joint responsibility, to independent practice and application by the learner (Pearson & Gallagher, 1983).

The GRR model is the intersection of several theories and multiple research studies:

- Piaget's (1952) work on cognitive structures and schema
- Vygotsky's (1962; 1978) work on zones of proximal development
- Bandura's (1965) work on attention, retention, reproduction, and motivation
- Wood, Bruner, and Ross's (1976) work on scaffold instruction
- Pearson & Gallagher's (1983) research with reading students
- Duke & Pearson's (2002) studies on modeling & guided practice to build students' independence as readers, writers, and learners
- Tomlinson's (2001; 2003) research about differentiated learning
- Kersten's (1987) studies articulating the importance of organizing instruction so that students increasingly take responsibility for their own learning
- Palinscar and Brown's (1984) and Oczkus' (2003) reciprocal teaching research
- Studies on the effectiveness of peer learning:
 - Gersten & Baker's (2000) with English language learners;
 - Stevens & Slaven's (1995) for students with disabilities; and
 - Coleman & Gallagher's (1995) learners identified as gifted. (Fisher, Douglas & Frey, Nancy, 2008)

Tutoring:

The Center for Prevention Research and Development (2009) provides detailed research on the effects of tutoring and positive outcomes.

- Strategic tutoring was found to be effective in improving the academic performance of the majority of participating students (Hock, et. al., 2001)
- In a synthesis of research, out of school time programs have shown to have positive effects on reading and mathematics in low-achieving students (Lauer et al., 2004).
- Wasik and Slavin (1993) reviewed five one-on-one reading tutoring programs and concluded that all programs found significant positive effects (Elbaum et al., 2000).
- Tutoring programs can focus on activities in addition to academics (such as social enrichment) and still be effective (Lauer et al., 2004).

Homework Enrichment:

Marzano and Pickering (2007) provide the positive effects of homework enrichment for homework:

Two meta-analyses by Cooper and colleagues (Cooper, 1989a; Cooper, Robinson, & Patall, 2006) are the most comprehensive and rigorous. The 1989 meta-analysis reviewed research dating as far back as the 1930s; the 2006 study reviewed research from 1987 to 2003.

Commenting on studies that attempted to examine the causal relationship between homework and student achievement by comparing experimental (homework) and control (no homework)

groups, Cooper, Robinson, and Patall (2006) noted, With only rare exceptions, the relationship between the amount of homework students do and their achievement outcomes was found to be positive and statistically significant. Therefore, we think it would not be imprudent, based on the evidence in hand, to conclude that doing homework causes improved academic achievement. (p. 48)

Parental Involvement:

Anne T. Henderson and Karen L. Mapp (2002) research on parent involvement concluded that there is a positive and convincing relationship between family involvement and student success, regardless of race/ethnicity, class, or parents' level of education. To put it another way, when families are involved in their children's learning both at home and at school, their children do better in school. The report also points to specific types of involvement as being especially beneficial to children's academic success.

Technology:

Apple Computer, Inc. (2002) elaborates on the importance of technology at the Academy:

Students respond positively when given the chance to actively participate in the learning process via technology. They come to class eager to learn and take more pride in their work. By giving students greater control of their education and increasing their motivation to explore and discover, technology plays a major role in instilling in students a love of learning that will help them to reach new heights of achievement not only in school, but throughout their lives.

Community Partnerships:

Preliminary research on successful STEM schools indicates that cultivating partnerships with industry, higher education, nonprofits, museums, and research centers is important for engaging students in STEM learning through internships, mentorships, interdisciplinary project-based learning, and early college experiences (Means, 2008; National Research Council, 2011).

Beyond the STEM program, research by Vanessa Vega (2012) concludes:

Research supports the potential benefits of internships or apprenticeships and community service for academic achievement and student engagement when these experiences are closely connected with curricular objectives (Bell, Blair, Crawford, and Lederman, 2003; Billig, 2007). Rigorous studies from the career-academy literature have also shown that integrating academic and work experiences can have positive impacts on students' later earnings. Graduates of career-themed high schools that emphasized the connection between school and getting a good job earned 11 percent more per year, on average, than graduates of traditional high schools eight years after graduating (Stern et al., 2010). Similarly, the dropout-prevention literature emphasizes the importance of making school relevant to students' lives and making sure that school is engaging and challenging. In a 2006 survey of students who dropped out of high school, 81 percent said that if schools provided opportunities for real-world learning, including internships and service-learning, it would have improved their chances of graduating high school (Bridgeland, Dilulio, and Morison, 2006). The study also found that clarifying the links between schools and getting a job may convince more students to stay in school (Bridgeland et al., 2006).

Professionalism and 21st Century Skills:

Research by the Pacific Policy Research Center (2010) provides the need for 21st century skills for students and teachers, it states:

A survey of manufacturers conducted by Deloitte Development (2005) found that 80 percent reported shortages of skilled employees across all occupations in their firms. In terms of the kinds of skills needed, the respondents most frequently cited basic employability skills, including attendance, timeliness, and work ethic; problem-solving skills; ability to collaborate; and reading, writing, and communication skills. These skills are quite similar to the central 21st century skills identified above. A 2009 study by Andrew, DeRocco, & Taylor found that manufacturers view innovation as integral to company growth, competitiveness, and shareholder value. Deloitte Development survey respondents indicated that the education and skills of the workforce are the single most critical element of successful innovation, while also reporting a lack of skilled workers. Andrew, DeRocco & Taylor argue that companies whose workforces lack 21st century skills are at a disadvantage to compete globally and have difficulty in dealing with such challenges as the convergence of technology and manufacturing and the need to quickly move new products and services to market. The authors conclude that it is imperative to better educate the workforce not only in science, but also in 21st century skills.

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

The mission of North Port Collegiate Military Academy (NPCMA), a college preparatory charter military school, aims for Esprit de Corps within a diverse learning community that focuses on the intellectual, emotional and physical development of students who aspire to become future scholars, entrepreneurs, and global leaders. Our students will experience the highest caliber of academic rigor and military fervor. The enhanced curricula-STEM (Science, Technology, Engineering and Mathematics), Air Force JROTC/ Civil Air Patrol, and the Gaetz Aerospace Institute; Embry-Riddle Aeronautical University Concurrent Enrollment Program will provide students with research based, hands on learning experiences, which ultimately prepares them for highly qualified careers to meet the global demands of the 21st century.

The educational program for North Port Collegiate Military Academy was designed to align with the school mission to provide opportunities for every student to attain the highest achievement in the intellectual, physical and emotional development that will be utilized beyond the classroom and into the 21st century workforce. Students will embrace a rigorous curriculum focusing on core content courses as well as enrichment courses to develop the whole child. The military structure will build on students' self-motivation and discipline, citizenship, leadership, integrity, honor and collaboration skills which will advance them ahead in the global competition as scholars, entrepreneurs and global leaders.

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.

NPCMA will have a curriculum that will align with the current legislative initiatives regarding the Next Generation Sunshine State Standards for Reading and Mathematics and the Florida Standards. The districts Middle School Progression Plan and the High School Progression Plan will assist in students' matriculation to the next grade level at the Academy.

Differentiated instruction, cooperative learning techniques, Gradual Release of Responsibility are successful research based models that will provide learning opportunities for all students based on their needs and learning styles in the classroom.

The military environment will help student focus on learning through structure, wearing a tailored uniform, expected appropriate behaviors, leadership opportunities, and adult and peer modeling.

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.

North Port Collegiate Military Academy (NPCMA) curriculum plan promotes college preparatory coursework that utilizes a comprehensive and research-based model of instruction and learning that addresses the social, personal, and academic goals of students and ensures that all students meet rigorous standards and are at or above grade level in all academic content areas. The NPCMA strong curriculum plan provides rich learning experiences and technology enhanced teaching to promote learning opportunities; aligned to the Common Core Standards and Next Generation Sunshine State Standards (NGSSS) and measured by statewide assessment.

The objectives of the NPCMA curriculum are built upon the Florida Next Generation Sunshine State Standards (NGSSS) and Common Core Standards (CCS). NPCMA's core curriculum will cover the main subject areas of reading/language arts, mathematics, social studies, science, and physical education, and arts/leadership with technology integrated. Additionally, NPCMA will implement the following core features:

- All teachers of the NPCMA will be required to explicitly document instruction of the Florida Next Generation Sunshine State Standards-Common Core Standards by completing daily lesson plans as well as records of weekly and monthly thematic unit plans.
- A generalized lesson plan format will be used by all teachers and monitored by the administrative team to ensure the documentation and instruction of the NGSSS-CCS objectives are being taught, benchmarks are being met as listed in the curriculum, and that ESE, ESOL, and Multi-Tier School-wide Support/RtI best practices are included and adhered to.
- Instructional differentiation will be put into place for all students, regardless of academic ability, to make certain that *all* students are challenged at his/her level and rigor.
- Individual Education Plans/504 (IEP)/EP, and English Language Learners (ELL) will be adhered to according to state law. All accommodations will be outlined in teacher's lesson plans to demonstrate how various needs of these particular students are met.
- The curriculum will follow all Florida State and Sarasota County School District guidelines in respect to the School Progression Plan and implementation of the Florida State Standards.
- Curricula objectives will be aligned vertically and horizontally within grade levels and content areas to better prepare the student for all learning objectives.
- Students are required to study language arts, mathematics, science, social studies, physical education, and arts/leadership with technology integrated. Reading across the content area is to be demonstrated by *all* content area teachers integrating specific reading strategies within daily lessons as documented through lesson plans.

NPCMA will utilize Sarasota County K-12 Comprehensive Research-Based Reading Plan to promote reading acquisition and proficiency at all grade levels. Professional development training offered through Sarasota County School District will provide an array of research based materials to reinforce language arts skills.

NPCMA middle grades literacy development will move beyond foundational skills to include

- Academic and discipline-specific vocabulary

- High level comprehension
- Critical literary analysis
- Generalization, inquiry and research processes

NPCMA middle school reading instruction will incorporate the use of an integrated and interdisciplinary approach utilizing the FLDOE Reading Plan 2014:

1. Integrated approach to the language arts strands and to skill application: Middle schools will integrate opportunities for students to apply the composite use of the language skills -- reading, writing, listening, speaking -- that they are learning in order to further strengthen their overall literary development.

2. Interdisciplinary approach: Middle school literacy instruction needs to attain a balance of literature and informational texts that relate to history, social studies, and science content. This interdisciplinary approach to literacy is based on extensive research that establishes the need for students to become proficient in reading complex informational text independently in a variety of content areas in order to develop college- career readiness by the time they graduate.

NPCMA high school reading instruction incorporates the use of an integrated and interdisciplinary approach:

1. Integrated approach to the language arts strands and skills: High schools will integrate opportunities for students to apply the composite use of the language arts skills – reading, writing, listening, speaking – that they are learning in order to further strengthen their overall literary development.

2. Interdisciplinary approach: High school literacy instruction needs to attain a balance of literary and informational texts that relate to history, social studies, and science content. This interdisciplinary approach to literacy is based on extensive research that establishes the need for students to become proficient in reading complex informational text independently in a variety of content areas in order to develop college-career readiness by the time they graduate.

3. Simultaneous use of both approaches: High school literacy instruction will incorporate the integration of reading, writing, listening, and discussing as students relate to various increasingly complex interdisciplinary texts throughout the school year. (FLDOE.org, pgs. 23-24)

North Port Collegiate Military Academy will provide rigorous competition within the Sarasota County School District to stimulate continual improvements in all public schools by implementing an effective researched based curriculum, employing highly qualified teachers, providing a yearlong AFJROTC program entwines with a middle school military program and dual enrollment program. A STEM curriculum will increase student diversity and build achievement with special emphasis on students from under represented subpopulations as well as those who may be struggling.

The dual enrollment program will provide students the opportunity to receive their high school diploma and an Associate’s Degree in the fields of aviation, aeronautics, or engineering. NPCMA will provide students will an education which will prepare them for the advancements of the 21st century.

Even those students who struggle in math and science during school can succeed on the job; with perseverance, many people who may have had difficulty with early math or science classes can later thrive in a STEM career (DOE.org, p.1).

Grades 6-8 Coursework

Middle school students will receive instruction in language arts, reading, mathematics, science and social studies, physical education, and the National Middle School Cadet Corps. Instruction will be focused on ensuring that all students demonstrate mastery of the NGSSS Benchmarks/Common Core Standards as determined by performance on the Florida State Assessment.

The Academy will use the New Florida Standards aligned Holt McDougal Series (or other state adopted text) as English Language Arts program. The program helps students develop the essential skills of reading carefully, thinking critically, listening intently, and speaking and writing persuasively. Students are an integral part of the reading process. Instruction is aligned to mastery of the New Florida Standards and employs before, during, and after reading strategies.

Middle School Course Work:

Middle School Coursework							
Grade	Lang Arts	Math	Social Science	Science	Phys. Ed	Elective	Totals
6	1	1	1	1	.5	1.5	6
7	1	1	1	1	.5	1.5	6
8	1	1	1	1	.5	1.5	6

The middle school will offer Spanish, Spanish for Speakers, Biology Honors, Algebra I, and/or Geometry Honors for which students may earn high school credit. The following topics are specifically required by Florida Statute, the Florida Board of Education and they may be embedded within various middle school courses: Human Growth and Development, Substance Abuse Education, Sexually Transmitted Disease, Economic Education, Florida History, Government and Geography, and others as described in the Student Progression Plan.

Other methods expected of all teachers include:

- Teacher Read-Aloud (modeling fluency)
- Teacher Directed Instruction
- Identifying reading materials for students' independent reading levels
- Modeling "Think aloud" strategies during reading as a comprehension strategy
- Varying questions and asking open-ended questions

Reading/Language Arts Overview:

Middle grade students will follow the required Reading standards for Literature and learn each core component for success learning gains. Students will determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Grade 6 students will be able to: Refer to details and examples in a text when explaining what the text says explicitly; Use specific details from the text (words, interactions, thoughts, motivations) to support inferences or conclusions about characters, including how they change during the course of the story;

They will use the specific details from the text to support inferences and explanations about plot development; Select key details about a character and relate those details to a theme within the text; Determine the theme(s) of a story, drama or poem, including how it is conveyed through particular details; Summarize a text from beginning to end in a few sentences without including personal opinions; Describe how the plot unfolds in a story; Analyze a character's interactions throughout a story as they relate to conflict and resolution.

Students will describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. Middle grade students will be able to: Refer to details and examples in a text when explaining what the text says explicitly; Use specific details from the text (words, interactions, thoughts, motivations) to support inferences or conclusions about characters, including how they change during the course of the story; Use the specific details from the text to support inferences and explanations about plot development; Select key details about a character and relate those details to a theme within the text; Determine the theme(s) of a story, drama or poem, including how it is conveyed through particular details; Summarize a text from beginning to end in a few sentences without including personal opinions; Describe how the plot unfolds in a story; Analyze a character's interactions throughout a story as they relate to conflict and resolution.

Craft and Structure

They will determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. Middle grade students will be able to: Identify phrases with figurative language; Determine the meaning of figurative phrases as used in text; Identify connotative meaning in a given text; Identify important events in a text; Identify the events that contributed the most to the theme, setting or plot; Determine the narrative point of view; Identify and describe how the narrative point of view influences the reader's interpretation.

Middle grade students will explain how an author develops the point of view of the narrator or speaker in a text. They will identify phrases with figurative language; Determine the meaning of figurative phrases as used in text; Identify connotative meaning in a given text; Identify important events in a text; Identify the events that contributed the most to the theme, setting or plot; Determine the narrative point of view; Identify and describe how the narrative point of view influences the reader's interpretation; Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

Middle grade students will be able to compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

They will be able to meet the following core content connector: Compare the similarities of reading a story or drama to listening to or viewing an audio, video or live version of the text; Contrast the differences of reading a story or drama to listening to or viewing an audio, video or live version of the text; Compare texts from different genres that have a similar theme or address the same topic; Contrast texts from different genres that have a similar theme or address the same topic.

They will compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. Using strategic thinking and complex reasoning middle grade students will compare the similarities of reading a story or drama to listening to or viewing an audio, video or live version of the text; Contrast the differences of reading a story or drama to listening to or viewing an audio, video or live version of the text; Compare texts from different genres that have a similar theme or address the same topic; Contrast texts from different genres that have a similar theme or address the same topic.

Middle grade students will apply their skills and learned concepts based on a range of reading and level of text complexity. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Students will read or listen to a variety of texts or adapted texts, including historical novels, fantasy stories and novels, poetry, fiction and nonfiction novels; Use a variety of strategies to derive meaning from a variety of texts.

M/J Language Arts - The purpose of this course is to provide educational experiences which develop English language arts concepts and skills. The content will include, but not be limited to the study of literature, the use of the writing process, and the application of reading, listening, speaking, critical thinking and study skills. Information on how language arts skills apply to daily life and work is also provided. The purpose of this course is to develop the ability to use, interpret, and appreciate spoken and written English.

M/J Intensive Language Arts - The purpose of this course is to provide instruction that enables students to develop and strengthen reading skills and develop independent reading endurance and will be taught back-to-back with the Intensive Reading course by the same teacher.

Language Arts through ESOL - The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature.

M/J Developmental Language Arts through ESOL- The purpose of this course is to provide instruction that enables students who are native speakers of languages other than English to develop and strengthen reading skills and develop independent reading endurance.

Students will receive intensive training in English composition, including conventions of syntax and punctuation, and they will demonstrate competence in written assignments. Students will practice

writing, with strong emphasis on proper sentence and paragraph and essay organization; they will also learn to prepare memos, business letters, and newspaper reports. The writing of research papers essays that discuss and rely extensively on sources-will is required throughout the curriculum; students will learn how to identify appropriate sources, form a bibliography, organize the paper and acknowledge sources properly.

Students will also have the opportunity to develop the techniques of creative writing and the composition of poetry in forms commonly found in English-language verse (such as ballad, blank verse, sonnet, free verse, heroic couplets).

Middle School students will develop the ability to prepare and deliver formal oral presentations and to participate in group discussions, using appropriate diction and tone. Students will demonstrate intermediate level word processing skills, including the ability to write and format essays on the computer with appropriate charts, tables, and graphs.

Middle grade students will write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented.

Students will write an introduction that introduces the writer's claim within an argument. Create an organizational structure in which ideas are logically grouped to support the writer's claim. Write arguments to support claims with clear reasons and relevant evidence from credible sources. Use words, phrases and clauses to link claims and reasons. Provide a concluding statement or section that follows the argument presented. Distinguish claims presented orally or in writing that are supported by reasons and claims that are not. Organize ideas, concepts and information (e.g., using definition, classification, comparison/contrast, cause/effect). Provide an introduction that includes context/background information establishing a central idea or focus about a topic. Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations or other information and examples. Include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to promote reading understanding. Use transitional words, phrases and clauses that connect ideas and create cohesion within writing. Use precise language and domain-specific vocabulary to inform about or explain the topic. Maintain a consistent style and voice throughout writing. Provide a concluding statement or section that follows from and summarizes the information presented. Engage and orient the reader by establishing a context and introducing a narrator and/or characters. Organize ideas and event so that they unfold naturally. When appropriate use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a conclusion that follows from the narrated experiences or events. Use figurative language appropriately, including similes and metaphors.

Students will write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate transitions to clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from the information or explanation presented.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

Through the use of extended thinking and complex reasoning the students will write an introduction that introduces the writer's claim within an argument. Create an organizational structure in which ideas are logically grouped to support the writer's claim. Write arguments to support claims with clear reasons and relevant evidence from credible sources. Use words, phrases and clauses to link claims and reasons. Provide a concluding statement or section that follows the argument presented. Distinguish claims presented orally or in writing that are supported by reasons and claims that are not. Organize ideas, concepts and information (e.g., using definition, classification, comparison/contrast, and cause/effect). Provide an introduction that includes context/background information Establishing a central idea or focus about a topic. Develop the topic (add additional information related to the topic) with relevant facts, definitions, concrete details, quotations or other information and examples. Include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to promote reading understanding. Use transitional words, phrases and clauses that connect ideas and create cohesion within writing. Use precise language and domain-specific vocabulary to inform about or explain the topic. Maintain a consistent style and voice throughout writing. Provide a concluding statement or section that follows from and summarizes the information presented. Engage and orient the reader by establishing a context and introducing a narrator and/or characters. Organize ideas and event so that they unfold naturally. When appropriate use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. Provide a

conclusion that follows from the narrated experiences or events. Use figurative language appropriately, including similes and metaphors.

Middle grade students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Middle Grades Mathematics

Middle grade students will have a research based curriculum that emphasizes a rigorous learning experience where intensity will be equal in fundamental conceptual understanding, procedural skills fluency, communication, reasoning and proof, representation, and application of skills in problem solving and connections.

NPCMA will provide students with advance Mathematic Options at earlier grades. The Academy will follow the state course descriptions for the following courses to be offered in grades 6-8. The purposes of these courses are to provide instruction and promote academic excellence in basic mathematic skills, geometry, algebra, problem solving, and mathematical reasoning.

The following is an example of sample math course sequences that are available for all levels of mathematic students, based on student progress:

The following Options are available:

A	Math 6	Math 7	Math 8	Algebra I	Data Analysis	Geometry	Algebra II	Pre Calculus
B	Math 6	Math 7	Algebra I	Geometry	Algebra II	Pre-Calculus	AP Calculus AB	
C	Math 6/7	Algebra I	Geometry	Algebra II/Trigonometry	Mathematical Analysis	AP Calculus AB		
D	Math 6/7	Algebra I	Geometry	Algebra II/Trigonometry	Mathematical Analysis	AP Calculus BC		
E	Math 6/7	Algebra I	Geometry	Algebra II	Pre-Calculus	AP Calculus AB		
F	Math 6/7	Algebra I	Geometry	Algebra II	Pre-Calculus	AP Statist.		
G	Math 6/7	Algebra I	Geometry	Algebra II	Pre-Calculus	AP Computer Science		

The Math Curriculum incorporates Mathematics Florida Standards (MAFS). The incorporation of MAFS requires Focus, Coherence and Rigor in NPCMA Mathematics curriculum. Teachers will focus on the scope of the content, the application of the concept and for students to obtain a strong foundation of the mathematical standard. They will also begin to count on solid conceptual

understanding of core content and build on it since each standard is not a new event, but an extension of previous learning.

Middle grades students will understand ratios and proportional relationships; they will understand ratio concepts and use ratio reasoning to solve problems. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. Middle grade students will understand the Number System and apply and extend previous understandings of multiplication and division to divide fractions by fractions.

Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. Compute fluently with multi-digit numbers and find common factors and multiples. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. Apply and extend previous understandings of numbers to the system of rational numbers. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.

Middle school students will understand expressions and equation ratios to include write and evaluate numerical expressions involving whole-number exponents. Write, read, and evaluate expressions in which letters stand for numbers. Reason about and solve one-variable equations and inequalities. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. Represent and analyze quantitative relationships between dependent and independent variables. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.

Middle grade geometry will have students solve real-world and mathematical problems involving area, surface area, and volume. Students understanding of statistical and probability will involve the development understanding of statistical variability. Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

Grade seven students will compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. Recognize and represent proportional relationships between quantities. Use proportional relationships to solve multistep ratio

and percent problems. Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. Solve real-world and mathematical problems involving the four operations with rational numbers. Use properties of operations to generate equivalent expressions. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Grade seven mathematical students in Geometry will draw, construct, and describe geometrical figures and describe the relationships between them. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.

Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. Solve real-life and mathematical problems involving angle measure, area, surface area, and volume. Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Students will evaluate statistics and probability, to include the understanding that random sampling tends to produce representative samples and support valid inferences. Draw informal comparative inferences about two populations. Investigate chance processes and develop, use, and evaluate probability models.

Grade 8 students will know that there are numbers that are not rational, and approximate them by rational numbers. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. Grade eight students work with radicals and integer exponents. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions. They will understand the connections between proportional relationships, lines, and linear equations. Analyze and solve linear equations and pairs of simultaneous linear equations. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. Use functions to model relationships between quantities. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. Grade 8 geometry students will understand congruence and similarity using physical models, transparencies, or geometry software. Understand and apply the Pythagorean Theorem. Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

Middle Grades Science Curriculum

The middle grades science curriculum will reflect hands-on labs and critical thinking opportunities for middle grade students to apply the scientific method. Students will approach through curiosity in which they inquire, explore, analyze, classify, and test hypotheses in the classroom and in their daily lives. The Science Curriculum will incorporate Reading Standards for Literacy in Science and Technical Subjects.

The middle grades Science curriculum will prepare students to achieve the NG Sunshine State Standards by incorporating a hands-on approach to learning of the central science themes: matter and energy, force and motion, earth and space, processes of life, and the scientific method.

GRADE	COURSE
6	M/J Comprehensive Science I
6	M/J Comprehensive Science I Advanced
7	M/J Comprehensive Science II
7	M/J Comprehensive Science II Advanced
8	M/J Comprehensive Science III
8	M/J Comprehensive Science III Advanced
8	Earth Space Science
8	Biology I

Middle Grades Social Studies Curriculum

The Middle Grades Social Studies curriculum includes the study of related knowledge and modes of inquiry selected from history, the humanities, and the social sciences, including anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology. Middle grades social studies thematic units will integrate the various subjects and address key areas of social studies in alignment with Social Studies Standards and Reading Standards for Literacy in History/Social Studies.

NPCMA will follow the state course descriptions for the following courses to be offered in grades 6-8. These courses cover concepts and materials that are aligned to Social Studies Standards. Students will be required to successfully complete three credits of Social Studies at the Middle School level in Global Geography, Civics, and U.S. History which will be offered through the school at the Regular, Advanced and Gifted Levels within the Middle School.

GRADE	COURSE
6	M/J World Geography, M/J World Geography Advanced
7	M/J Civics, M/J Civics Advanced
8	M/J US History and Career Planning, M/J US History and Career Planning ADV

Thematic units will be designed that integrate the various subjects:

Time, Continuity, and Change (History); People, Places, and Environments (Geography); Government and the Citizen (Civics and Government); additionally, the School will include the following Social Studies topics in the Social Studies curriculum:

- African-American History Requirement

- Holocaust Requirement
- Hispanic Contributions to the United States Requirement
- Women’s Contributions to the United States Requirement
- Veterans Contributions Recognition
- “Celebrate Freedom Week” Instruction - shall be in accordance with Florida Statutes and district guidelines.
- Character Education - Instruction in the nine core character education values (The nine core values are citizenship, cooperation, fairness, honesty, integrity, kindness, pursuit of excellence, respect, and responsibility).

Students are required to enroll in a semester-long course in career and education planning to be completed in the seventh or eighth grade. As part of the course students will develop a career and education plan using Florida CHOICES Explorer. NPCMA will use approved yearlong Social Studies courses to meet this requirement, such as M/J United States History & Career Planning. The classroom teacher will determine which semester to implement the career and education content.

NPCMA middle grades social studies curriculum will promote civic competence in which students will be active and engaged participants in public life; committed to democracy as necessary to sustain and improve our way of life and participating members of a global community

Student Leadership and Character Development

Middle grade students will develop the skills to be self-reliant, confident and competent leaders through a student leadership and character development curriculum which will focus on leadership skills, goal setting, collaboration, planning and outcomes. The Middle School Cadet Corps curriculum will provide middle school students with course work to encourage independence, leadership, bully prevention and team building skills. Students will set goals and deadlines and measure the attainment of their goals.

The Middle School Cadet Student Corps objectives are to:

- Develop core values of leadership and promote patriotism.
- Strengthen character and integrity while building self-confidence
- Develop cooperation and teamwork skills for effective outcomes
- Develop informed and responsible citizens, who understand our constitution and government.
- Develop self-discipline, responsibility and a positive response to constituted authority.
- Encourage and assist young people to remain Drug Free.
- Develop students who learn/understand how education supports their future goals.
- Develop an appreciation of the values of physical and mental fitness.
- Prepare students with an effortless transition into high school.

These objectives will benefit the middle school grade students as they enter NPCMA high school JROTC program.

High School Curriculum

The transition from middle school to high school for NPCMA students will be seamless, as the counselor, teachers, and administrators will work effortlessly to assure students matriculation into the next grade level is successful. High school grade students will demonstrate mastery of the State Standards as determined by their performance on the Florida State Assessments including End of Course exams. High School students will receive a rigorous core curriculum with instruction in language arts, mathematics, social studies, and science. In accordance with state statutes and rule, and graduation requirements students may have instruction in performing and fine arts, debate and speech, physical education, world languages, and other electives.

Core High School Courses

Core High School Courses			
Math	English	Social Studies	Science
Algebra I	English I	American Government/ Honors	Biology
Algebra II	English II	Economics	Biology/Honors
Algebra I/Honors	English III	Economics/Honors	Chemistry
Algebra	English IV	Global Studies	Chemistry/Honors
Calculus		American History/ Honors	Earth Science
Geometry	English	Government	Earth Space Science/Honors
Geometry/Honors	English II/Honors	Psychology	Health
Integrated Math I	English	Geography	Environmental Science
Integrated Math II	English IV/Honors	US History	Marine Science/Honors
Integrated Math III		World History	Physical Science
Integrated Math IV		World History/Honors	Physics/Honors
Pre-Algebra			Physics
Pre-Calculus			
Trigonometry			
Statistics			

Pending student population and interest NPCMA may offer AP courses with highly qualified instructional staff:

- AP English Language and Composition
- AP English Literature & Composition

- AP Biology
- AP Calculus AB
- AP Statistics
- AP United States Government & Politics
- AP United States History
- AP Psychology
- AP Computer Science A
- AP Environmental Science

High School English Curriculum

English 1 is the introductory course for high school English. Students will develop their reading, writing, research, technology, listening, viewing, and speaking skills while studying a variety of genres from specific time periods. Students will study grammar rules, parts of speech, sentence structure and mechanics, and vocabulary. Students engage in learning through practice research, collaborative grouping and public speaking skills.

Students will study and apply the writing process including constructing thesis statements and writing essays. In terms of literature, students will explore author's style, theme, and plot. The application of active reading strategies process writing, and higher order/critical thinking skills will be utilized to analyze and interpret reading. Students will connect to their own lives while demonstrating proficiency of writing process through narrative, reflective, descriptive, persuasive literary analysis, and research writing. Students will demonstrate effective use of technology through a variety of presentations formats

English 2 continues to build on the major principles taught in English 1; however this course is based on World Literature, Students focus on expanding their formal and informal forms of written expression. They work through each step of the writing process from pre-writing to final drafts. Students continue to learn about grammar and expand their vocabulary. In terms of literature, students continue to focus on increasing their comprehension while recognizing theme and plot. They also examine each author's use of literary devices. Students are expected to present information orally and learn more about correct research techniques.

English 3, students focus specifically on American literature. In many cases, this course can be successfully integrated with American History. Students continue to work on their formal and informal forms of written expression. Students are expected to successfully complete literary analyses of various forms of literature. Students are expected to successfully complete a research paper this year along with numerous oral presentations.

AP English Language and Composition typically replaces English 3. According to the College Board, the course is "designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing."

English 4 culminates the student's secondary school language arts experience with a focus on World Literature. Students using their prior knowledge will to comprehend and analyze various forms of literature including essays, nonfiction, fiction, and poetry. A strong focus will be on formal written expression through essays and literary analyses. Further, students are expected to complete a research paper this year along with numerous oral presentations.

AP English Literature and Composition typically replaces English 4. The College Board explains, this course is "designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone."

High School Mathematics Curriculum

Algebra I is a one-year college preparatory course will help students to view algebra not only as a theoretical tool for analyzing and describing mathematical relationships, but they will also experience the power of algebraic thinking in a context of applications by studying the mathematical modeling of real world problems. The course content will include a rigorous approach to solving, graphing, and writing linear quadratic, rational, and exponential functions.

Geometry is a one -year college preparatory geometry course studying geometric concepts from an algebraic perspective. Included in this course is a study of both two and three dimensional shapes, congruence, similarity, transformations and the relationships between geometric shapes.

Math Skills is a course designed for those students pursuing a Certificate of Completion within the cognitively impaired programs. It is designed utilizing the Common Core Essential Elements (CCEEs). Students will continue to develop their math skills pursuant to their individualized IEP goals and objectives.

Algebra II is a one-year college preparatory course that will help students view algebra not only as a theoretical tool for analyzing and describing mathematical relationships, but they will also experience the power of algebraic thinking in the context of application by studying the mathematical modeling of the real world problems. The course content will include a rigorous approach to function families: polynomial, exponential, logarithmic, rational, and trigonometric. Also included are the conic sections, as well as statistics and probability.

Trigonometry is a one-year college preparatory course designed to prepare the student for college mathematics including calculus. The course content will include a study of trigonometry, statistics, and analytic geometry. Topics to be covered in the course include periodic functions, circular functions, and measures of central tendency, standard deviation, variance and correlation, analytical approaches to proofs, vectors, and matrices.

Pre-Calculus is a one-year college preparatory course designed for the accelerated 11th grade mathematics student whose goal is to complete calculus in his/her 12th grade year. The course content will include a

study of a mathematical system from an analytical point of view, vector algebra, vector geometry, and the solution of higher order equations.

AP Calculus (Pending) is a one-year course designed for the accelerated 12th grade mathematics student who is considering advanced placement in college or wishes to have maximum preparation for college calculus. The course content will include a study the mathematics of change and motion, linear and quadratic functions, trigonometry, log functions, and determining area and volumes.

High School Science Curriculum

Biology is a college preparatory biological survey course that introduces a variety of topics ranging from the study of living things to environmental problems including cells, classification, heredity, evolution and ecosystems. A special emphasis will be placed on students doing the work of investigation, as well as reading, discussing and resolving biologically related issues and topics.

Chemistry is provides students with an understanding of chemical principles and skills that are needed for college. The study of chemistry includes laboratory investigation, problem solving activities, textbook study, lecture, and class discussion. The structure and properties of matter, organic and inorganic chemistry, energy, consumer science, technology, history and societal issues make up the content of this class.

Physics is a college preparatory class designed for the students who have a curiosity about the physical world. Emphasis is placed on understanding the concepts of energy, energy transfer, energy conservation, and radiation, developing laboratory skills and using scientific method to investigate, applying the ideas of physics to technology and developing an awareness of the impact of physics on society.

AP Environmental Science, pending student population, interest, and highly qualified instructional teachers, is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science.

Anatomy and Physiology (Pending) is the study of similarities and differences in the form and function of living organisms. This course will examine vertebrate anatomy from behavioral, physiological, and evolutionary perspectives. The course will focus on origin, evolution, and development of vertebrates with special emphasis on the human body. The course will concentrate on the body at a microscopic level and then move on to the individual systems including the skeletal, muscular, nervous, endocrine, reproductive, digestive, respiratory, and urinary system. Along with these topics, students will explore current scientific issues by reading and evaluating original literature so that they have direct access to new developments in the field of evolution and anatomy/ physiology. A substantial amount of laboratory experience will be involved including an extensive pig dissection with a lab practical assessment.

High School Social Studies Curriculum

American History will increase students' knowledge of the development of the United States as a democratic nation. The course is organized as a chronological survey of the American past from 1877 to World War II. Emphasis will be placed on major events, geography, individuals and ideas which comprise our American heritage.

World History will have students examine and analyze historic, geographic, political and economic concepts and issues. The focus is on the United States in the second half of the 20th century through the present and its relationship to the rest of the world through four lenses: United States' perspective, international perspective, geography and economics.

Geography examines environmental factors such as climate, topography and natural resources throughout the world. It also explores population distribution and growth and their effect on the world's population. The study of varied customs and cultural characteristics of world societies, as well as productivity and consumption of natural resources on a global scale are also main aspects of this class.

American Government offers students the opportunity to learn about the three branches of government as well as their role and responsibility as citizens. The goals of this class are that students recognize the strengths and weaknesses of democratic form of government and develop a realization of the necessity of individual participation to ensure a successfully functioning government.

Economics will to aid students in understanding the basic principles of our economic system and that of other countries. Further aim is to enable students to gain knowledge of economic principles for use in everyday lives. Specific units are production, supply and demand, stock market money, credit, banking, personal income, the government and its economy, and major economic problems in the United States.

Psychology is the scientific study of behavior and mental processes. When applied to humans, psychology covers everything that people think, feel, and do. The use of a systematic method of asking and answering questions about why people think, act, and feel as they do reduces the chances of coming to false conclusions. Many different approaches are used to understand the complex richness of human behavior.

Integration throughout the Curriculum

Cross connections are so important to the student's learning experience, and these connections can be found throughout the curriculum. Some courses, like American History and American Literature, seem like a perfect fit. However, many of the courses which seem to have no connection can also be integrated, combining curriculum that is traditionally taught.

Melissa Kelly (2015) provides examples of interweaving curriculum which extends their learning beyond just one subject area.

- Government and Statistics: Polling Methods
- World History and Geometry: Greeks
- Literature and Geometry: Flatland
- Chemistry and Algebra: Balancing Equations

- Mathematics and Art/Architecture: Design of Cathedrals
- Economics and Calculus: Law of Diminishing Utility
- World History and Astronomy: Astrolabe
- English and Government: Logical Fallacies and Politics
- Psychology and Geography: Urban Planning
- Art and History: Numerous examples, especially biblical history
- Literature and History/Government: Invisible Man
- Biology and Statistics: Genetics
- Math and Geography: 2010 Census

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

NPCMA will improve student learning through a versatile, enriched educational program. The Academy’s educational program will use effective research based learning methods and strategies to raise student achievement. High-quality differentiated instruction will provide students with a tailor specific classroom to meet their learning needs. The Florida Standards for English Language Arts and Mathematics and the Next Generation Sunshine State Standards (NGSSS) will guide the rigorous curriculum.

NPCMA firmly agrees in Section, 1003.42, F.S. which states members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction.

The Academy will adhere to the School Board of Sarasota County Curriculum objectives for Middle and High School courses found in the county’s Student Progression Plans, The Sarasota County K-12 Comprehensive Reading Plan will enrich the literacy program at the Academy improving student learning and academic achievement.

Textbooks

The Academy will follow the district recommended core text books by Houghton Mifflin Harcourt which incorporates mastery of common core standards and dynamic approaches to learning, which may include, but not limited to the following:

Houghton Mifflin Harcourt *Collections* © 2015

Houghton Mifflin Harcourt *Collections* © 2015

English Language Arts instruction blended with mastery of the Florida Common Core. The chapters are organized into topical or thematic cross-genre collections of literary and informative texts including media, through standard instruction either in print or digitally.

Houghton Mifflin Harcourt; *the Americans*

As stated, *The Americans* is a highly integrated program that provides teachers with a practical and motivational approach to teaching U.S. history and to helping students think critically and reflectively.

The content itself consists of 34 chapters divided into nine units:

Unit 1: *American Beginnings to 1783*

Unit 2: *A New Nation*

Unit 3: *An Era of Growth and Disunion*

Unit 4: *Migration and Industrialization*

Unit 5: *Modern America Emerges*

Unit 6: *The 1920s and the Great Depression*

Unit 7: *World War II and Its Aftermath*

Unit 8: *Living with Great Turmoil*

Unit 9: *Passage to a New Century* (HMHCO.com)

Houghton Mifflin Harcourt: World History: Patterns of Interaction combines a highly visual approach with primary sources to help *all* students understand world history and make global connections.

Unit 1: *Beginnings of Civilization*

Unit 2: *New Directions in Government and Society*

Unit 3: *An Age of Exchange and Encounter*

Unit 4: *Connecting Hemispheres*

Unit 5: *Absolutism to Revolution*

Unit 6: *Industrialism and the Race for Empire*

Unit 7: *The World at War*

Unit 8: *Perspectives on the Present* (hmhco.com)

Houghton Mifflin Harcourt Geography will help students relate distant places and cultures to their own lives. Each unit addresses physical geography, human geography, and major issues of a specific region of the world.

Houghton Mifflin Harcourt United States Government: Principles in Practice

Houghton Mifflin Harcourt Civics in Practice

Holt McDougal Biology © 2012 (hmhco.com) is a comprehensive high school biology textbook and digital program authored by renowned biologist, Dr. Stephen Nowicki. Designed to accommodate a wide range of student abilities within a general high school biology curriculum, the program addresses teacher and student challenges with consistent support for reading and vocabulary, real-world relevance, scientific inquiry, and preparation for high-stakes testing.

Serway and Faughn's Physics © 2012 is a comprehensive high school physics textbook and digital program with a balanced approach that melds concepts and problem solving. More accessible and engaging with a new design, the program helps all students develop a conceptual foundation supported by a mathematically based presentation of the high school physics curriculum. Ongoing problem-solving strategies, practice, guidance, and feedback reinforce and strengthen critical skills.

Environmental Science is specifically designed to appeal to high school students with varied interests and learning abilities. Balanced coverage of environmental topics including ecology, Earth science, health, and policy issues, is a hallmark

of the program. An unparalleled Interactive Online Edition of this environmental science textbook offers access to a full range of print and digital content.

Holt McDougal Earth Science (bmbco.com) provides ongoing support for reading, resources for differentiated instruction, engaging multimedia, and online resources. With a wide array of labs, including all labs from Holt McDougal Environmental Science, the program provides ample opportunities for students to observe and apply scientific processes.

Florida GO Math

Florida GO Math © 2015 features a consumable write-in Student Edition with learning tasks that are designed to promote conceptual understanding and procedural skills—key goals of the Florida Common Core State Standards. Lessons integrate the Standards for Mathematical Practice and rigorous problem sets prepare students for the PARCC* assessments (HMHC.com).

Florida Algebra 1, Geometry, and Algebra 2

Houghton Mifflin Harcourt Florida Algebra 1, Geometry, and Algebra 2 © 2015 is a comprehensive online high school mathematics program supported with by consumable Explorations in Core Math work text. The work text leads with conceptual investigations and tasks and is paired with online lessons and resources that continue to support conceptual understanding while also developing important procedural skills (HMHC.com).

Programs for Enrichment

Civil Air Patrol: The Civil Air Patrol (CAP) grades 6-12 curriculum has won many awards for its effectiveness in research based learning and STEM, to include, but not limited to:

CAP's aerospace/STEM education programs are nationally recognized:

- **2013-** Air Force Association's National Chairman's Aerospace Education Excellence Award
- **2013-** Cyber Security Exchange (CSX) MeriTalk's Honorable Mention for Cyber Security Innovation
- **2011-** National Coalition of Aviation and Space Education two top awards: Crown Circle and Mervin Strickler Aerospace Leadership Awards
- Past recipient of the Air Force Association's Vandenberg Award, the National Aeronautics Association's Brewer Trophy, **and the** Space Foundation's Education Achievement Award.
- Website past recipient as USA TODAY'S Best Bet for Educators

STEM

The school wide STEM program will prepare students for future careers and professions upon graduating from high school. According to a report on Science, Technology, Engineering, and Mathematics (STEM) education, increasing opportunities for young Americans to gain strong STEM skills is essential if the United States intends to continue its remarkable record of success in science and innovation. (National Science and Technology Council, 2013)

Embry-Riddle Aeronautic University Concurrent Program

The proposed Concurrent program with Embry-Riddle Aeronautic University will provide students with rigorous STEM related courses which will then prepare them for college graduation and high paying careers. Research benefits for the concurrent program with Embry-Riddle, include:

- High school instructors are credentialed and will meet the academic departments' requirements for teaching the Embry-Riddle course.

- All high school classes are catalogued courses with the same departmental designations, course descriptions, numbers, titles and credits as the courses offered at the Embry Riddle Daytona Beach campus.
- Earn college credit while in high school with the Embry-Riddle concurrent enrollment.
- Tuition and books are at no cost to the student
- Courses are taught on the high school campus and follow the high school schedule.
- Embry-Riddle faculty members will visit the Academy to ensure that the Embry-Riddle courses offered reflect the courses that are offered on campus.
- Connections to successful industry certifications and completion of the program.
- Easier transition into college.
- Embry-Riddle's concurrent enrollment program offers a \$2,000 scholarship, per year, to students who enroll at Embry-Riddle.
- Individual Student Course Transfer Agreement (ISCTA) allows students to complete two years of study at their local community college before transferring to Embry-Riddle. (ERAU.edu).

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 set strategies for students who are reading at grade level or higher and a separate curriculum and strategies for students reading below grade level. The Reading curriculum will be consistent with effective teaching strategies and be grounded in scientifically-based reading research.

The North Port Collegiate Military Academy reading curriculum will provide for reading instruction both directly and indirectly for students at all instructional levels. Reading fluency and comprehension will be emphasized throughout the curriculum. Reading skills create lifelong learners within all coursework and beyond the classroom. "Research findings in applied linguistics and reading research consistently show a strong correlation between reading proficiency and academic success at all ages, from the primary school right through to university level: students who read a lot and who understand what they read usually attain good grades" (Pretorius, E., 2015.)

Success in all subject areas depends upon the child being able to read fluently and comprehend. The reading curriculum correlates to all Reading and Language Arts NGSSS-CCSS standards. The program will focus on the 6-12 reading:

- Oral language – listening, speaking, opportunities for conversation, and
- vocabulary development
- Phonological/phonemic awareness – the ability to notice, think about, and work with the individual sounds in words. A student's skill in phonemic awareness is a good predictor of later reading success or difficulty.
- Phonics and decoding - the understanding that there is a predictable relationship between the sounds of spoken language, and the letters and spellings that represent those sounds in written language. Successful decoding occurs when a student uses his or her knowledge of letter-sound relationships to accurately read a word.
- Fluency - the ability to read a text correctly and quickly
- Vocabulary - the words children must know to communicate effectively. It should be taught directly and indirectly.
- Comprehension – understanding of text; the “essence” of reading four (4) types of classroom assessments:

- Screening, Progress monitoring, Diagnosis, Outcome measures initial instruction including considerations for background knowledge, motivation, and the provision for print rich, explicit, systematic scaffolding, and differentiated instruction, and the reading/writing connection immediate, intensive intervention: including extended time, flexible grouping, accommodations, and more frequent progress monitoring.

Coherent instructional design includes explicit instructional strategies that address students' strengths and weaknesses, coordinated instructional sequences, ample practice opportunities, and aligned student materials. The instruction will be informed by regular assessment data.

The Academy will hire a highly qualified Reading coach, who is dual certified in English 6-12, is specified in 1011.62 (9) (c) 3 that will support teachers in making appropriate instructional decisions based on student data, and in improving teacher delivery of effective reading instruction, intervention, and reading in the content areas based on student need.

The Academy will create a Reading Leadership Teams or Literacy Leadership Teams (RLT) which will help teachers understand the concept of text complexity, and its implications for teaching and support to students. The team will include the principal, reading coach, mentor reading teachers, ESE teacher, ELL teacher, and content area teachers. The RLT will maintain a connection to the School's Multi-tiered System of Support (MTSS) by using the MTSS problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

The RLT team will meet to:

- Evaluate data and correlate to instructional decisions
- Review progress monitoring data at the grade level and classroom level to identify students and their academic levels
- Identify professional development needs to enhance students' achievement levels
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation

Teachers will be taught support skills for students to include: when encountering complex text, students need to be taught how to be strategic and meta-cognitive in their thinking while reflecting on the text's meaning. While teachers pose questions to facilitate comprehension, students should also learn to question for their understanding. Answers to questions should be text-dependent.

NPCMA instructional teachers will use the technology programs utilized by Sarasota County School District to provide access to both leveled an authentic literacy and informational texts for a range of levels, interests, genres and cultures, to include authentic fiction and non-fiction texts via e-books, the Thomson-Gale Virtual Library, ProQuest, Florida Electric Library, Info-Trac, World Book Student electronic data base, Defined Learning, and book collections in each classroom.

Students will analyze media literacy in reading and content area subjects to include: his includes print media, still photography, radio/audio, television/film, and internet in reading and content areas. Teachers, in all content areas, will have access to "Instructional Focus Guides (IFG)" that provide examples of media literacy. All classrooms, by year five, will have an Active board, DVD player, and speakers so viewing information can be done as a whole group.

Students will be allowed to bring their own devices (laptop/tablet) and students can link to the media literacy used by the teacher. A laptop cart will be shared among small groups of classrooms that can be used to provide small group and/or independent viewing of media literacy.

High School

Daily independent reading is an essential component of the reading classrooms at NPCMA. Classroom libraries are an important part of independent reading. Teachers will have their own library stations in their classrooms. Students will have access to authentic fiction and non-fiction texts via e-books; the Thomson-Gale Virtual Library, ProQuest, Florida Electric Library, Info-Track, Groliers, Atomic Learning and book collections in media centers from the District site.

Students will analyze media literacy in reading and content area subjects to include: his includes print media, still photography, radio/audio, television/film, and internet in reading and content areas. Teachers, in all content areas, will have access to “Instructional Focus Guides (IFG)” that provide examples of media literacy. All classrooms, by year five, will have an Active board, DVD player, and speakers so viewing information can be done as a whole group.

Students will be allowed to bring their own devices (laptop/tablet) and students can link to the media literacy used by the teacher. A laptop cart will be shared among small groups of classrooms that can be used to provide small group and/or independent viewing of media literacy.

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

NPCMA will increase learning opportunities for all students, with a special emphasis on low-performing students and reading by the Academy’s curriculum, differentiated instruction, character development and research based strategies. Students will be engaged in core class, electives and enrichment activities provided after school.

The Academy will implement the Florida’s Positive Behavior Support (PBS) system and Problem Solving/Response to Intervention (PSRtI) to facilitate Florida’s Multi-Tier System of Supports (MTSS) to accelerate and maximize students’ academic, social-emotional outcomes through the application of data-based problem solving through effective lesson plans at all levels.

Please see chart for further explanation.

MTSS Teacher Lesson Plans Implementation for Outcomes		
<i>Academic Skills</i>	<i>Academic Behaviors-Student Engagement</i>	<i>Inter-/Intra-Personal Behaviors</i>
Goal setting in The Florida Standards for English Language Arts and Mathematics	Behaviors associated with successful completion of the academic/employability skills	Behaviors that support social skills
Goal setting in the Next Generation	On-task, listening, following-directions, ignoring distractions,	Social/emotional development

Sunshine State Standards	self-monitoring, goal setting, content of private speech	
Developmental Standards		

The Academy will identify at risk students through progress monitoring and provide ongoing evidence based interventions. The interventions will be scrutinized as necessary depending on the students' responsiveness and accountability to the program. As a combined middle and high school, NPCMA will be able to easily recognize deficiencies, particularly reading acquisition and proficiency, early and create interventions to ensure student successes beyond graduation.

NPCMA will utilize Sarasota County K-12 Comprehensive Research-Based Reading Plan to promote reading acquisition and proficiency at all grade levels. Professional development training offered through Sarasota County School District will provide an array of research based materials to reinforce language arts skills.

NPCMA middle grades literacy development will move beyond foundational skills to include:

- o Academic and discipline-specific vocabulary
- o High level comprehension
- o Critical literary analysis
- o Generalization, inquiry and research processes

NPCMA middle school reading instruction will incorporate the use of an integrated and interdisciplinary approach utilizing the FLDOE Reading Plan 2014:

1. Integrated approach to the language arts strands and to skill application:

Middle schools will integrate opportunities for students to apply the composite use of the language skills -- reading, writing, listening, speaking -- that they are learning in order to further strengthen their overall literary development.

2. Interdisciplinary approach: Middle school literacy instruction needs to attain a balance of literature and informational texts that relate to history, social studies, and science content. This interdisciplinary approach to literacy is based on extensive research that establishes the need for students to become proficient in reading complex informational text independently in a variety of content areas in order to develop college- career readiness by the time they graduate.

3. Simultaneous use of both approaches: Middle school literacy instruction will incorporate the integration of reading, writing, listening, and discussing as students relate to various increasingly complex interdisciplinary texts throughout the school year. (FLDOE.org, pg 17)

NPCMA high school students' literacy development will include a combination of research based programs and strategies that have been proven successful in the remediation of older struggling students. These strategies to raise students' literacy scores coupled with preparing for college/career readiness will require students to move beyond basic literacy skills to higher order thinking within a complex text, FLDOE examples as follows:

- o General academic and discipline-specific vocabulary, including technical terms

- Extracting and using information from informational and technical texts
- High-level comprehension, including argumentation
- Critical literary analysis student question generation, inquiry, and research skills that include validation and corroboration of complex information

NPCMA high school reading instruction needs to incorporate the use of an integrated and interdisciplinary approach:

1. Integrated approach to the language arts strands and skills: High schools will integrate opportunities for students to apply the composite use of the language arts skills – reading, writing, listening, speaking – that they are learning in order to further strengthen their overall literary development.

2. Interdisciplinary approach: High school literacy instruction needs to attain a balance of literary and informational texts that relate to history, social studies, and science content. This interdisciplinary approach to literacy is based on extensive research that establishes the need for students to become proficient in reading complex informational text independently in a variety of content areas in order to develop college-career readiness by the time they graduate.

3. Simultaneous use of both approaches: High school literacy instruction will incorporate the integration of reading, writing, listening, and discussing as students relate to various increasingly complex interdisciplinary texts throughout the school year. (FLDOE.org, Pg 23-24)

North Port Collegiate Military Academy will increase learning opportunities for all students through the curriculum, Progress Monitoring, interdisciplinary teaching, and effective research based strategies and approaches.

“Even those students who struggle in math and science during school can succeed on the job; with perseverance, many people who may have had difficulty with early math or science classes can later thrive in a STEM career,” (DOE.org, p.1).

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

North Port Collegiate Military Academy will offer the following innovative programs within its middle and high school curriculum, to include but not limited:

STEM Program (Science, Technology, Engineering, and Mathematics): *“A curriculum driven by problem-solving, discovery and exploratory learning that requires students to actively engage in a situation to find its solution. Nature of technology; engineering design; and systems thinking, maintenance and troubleshooting incorporated into the science and mathematics curricula; Innovative instruction allows students to explore greater depths of all of the subjects by utilizing the skills learned. Technology provides creative and innovative ways to solve problems and apply what has been learned. Independent and collaborative research projects embedded in the curricula. Collaboration, communication, and critical thinking skills threaded throughout the curricula. Opportunities for mentoring by business, industry, and research organization leaders,”* (Florida Department of Education 2014)

Project Lead The Way (PLTW): (Proposed) *STEM initiatives will be executed utilizing the Project Lead The Way “world-class curriculum and high-quality teacher professional development model, combined with an engaged network*

of educators and corporate and community partners, [to] help students develop the skills necessary to succeed in our global community,” (Project Lead The Way 2014).

Middle School STEM

Middle School STEM will be integrated throughout the curriculum and the following proposed electives pending student population, interest, and highly qualified certified teachers, may include: The Engineering Process; Computer Assisted Design; Cyber-Security, Robotics; Biodiversity; Environmental Technology; Sustainable Systems; Water Resources & Conservation; Food Science; and Biotechnology.

SUBJECT	6 th Grade	7 th Grade	8 th Grade
Math	Math	Math	Algebra 1
English	English	English	English
Science	Science	Science	Science
Elective	PLTW* Gateway to Tech (GTT)	PLTW GTT	PLTW GTT
Social Studies	Social Studies	Social Studies	Social Studies
Elective	Robotics 1A	Robotics 1B	Robotics 2A
Elective	Reading	Reading	Reading

Notes: *Project Lead the Way. PLTW works with schools to support the implementation of effective Science, Technology, Engineering, and Mathematics (STEM) education programs. Throughout Gateway to Technology (GTT), students acquire knowledge and skills in problem solving, teamwork and innovation as well as explore STEM careers.

STEM Integrated at High School

Through *Project Lead the Way's* Pathway to Engineering (PTE), high school students will learn and apply the engineer design process, acquire strong teamwork and communication proficiency, and develop organizational, critical thinking, and problem solving skills. Along the way, students will investigate a variety of careers in STEM fields.

Enrich: The Academy will place a distinct effort on enriching the school day with after-school programs, pullout programs for gifted and talented students, and supplemental education services for school improvement. NPCMA recognizes the huge opportunity available to having an impact on student achievement and engagement in STEM subjects. Examples include LEGO Robotics, Cyber-Patriots, and Video-Production.

Example of STEM Aerospace Engineering Track (AE)

SUBJECT	9 th Grade	10 th Grade	11 th Grade	12 th Grade
Math	Alg1 or Geometry	Geometry or Trig/Alg 2	Trig/Alg 2 or Pre-Calculus	Pre-Calculus or Calculus
Science	Physics	Biology	Chemistry	Health

English	English 1	English 2	English 3	English 4
Social Science	Social Science	World History	American History	Econ/Civics
Elective	PTE POE (Principles of Engineering)	PTE DE (Digital Electronics)	PTE AE (Aerospace Engineering)	PTE EDD (Design and Development)
Elective	PTE IED	Foreign Lang	Foreign Lang	AR Robotics II
Elective	CA Design: (Computer Aided Design)	Adv CA Design	AR Robotics I	AP or Dual Enrollment Course

Notes:

- Pathways to Engineering via Project Lead the Way
- POE is Principles of Engineering (POE): This survey course exposes students to major concepts they'll encounter in a postsecondary engineering course of study. Topics include mechanisms, energy, statics, materials, and kinematics. They develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges, document their work and communicate solutions.

The National Middle School Cadet Corps (NMSCC): *While students in grades 6-8 are not permitted to participate in the AFJROTC program, NPCMA will integrate content area academic initiatives with The National Middle School Cadet Corps program. "The National Middle School Cadet Corps is a sequence of middle school courses and a supplemental after-school program that prepares young people for secondary and post secondary pathways. Through intensive leadership development, students gain the confidence, teamwork and critical thinking skills necessary for success. The Program also promotes healthy and balanced lifestyle choices, active goal setting, more effective relationships and meaningful community involvement," (National Middle School Cadet Corps 2014).*

Grade 6-8 National Middle School Cadet Corps Program (NMSCC)

Course Guide Summary:	Leadership Lab:
Course 1 – Personal Success & Leadership	Service Learning
Course 2 – Student Leadership	Drill and Ceremony
Course 3 – Leadership in a Diverse World	Physical Fitness & Health

Course descriptions (National Middle School Cadet Corps 2014) as follows:

Course 1: Personal Success and Leadership

- Module 1 (M1): National Middle School Cadet Corps (NMSCC) – Building Stronger Leaders Inside and Out

C1M1L1: NMSCC – A program for you!

Are you wondering what the National Middle School Cadet Corps (NMSCC) is all about? Well, wonder no more! This lesson will provide you an overview of the unique opportunities in NMSCC from earning rank and awards, to building skills and abilities as a leader and better student. NMSCC provides opportunity to work with others in your class, your school and community, all while learning more about yourself and where you want to go in your life.

C1M1L2: Your Map to Success

To find your way to a destination on a map you need to know your starting point. You have all the potential to become a better leader, but you need to understand where you are now to use your strengths and most efficiently build the skills needed to meet your goals. Winning Colors will help you to understand yourself, communicate with others, and negotiate effectively. The Personal Responsibility Map will help you to build skills and set your course for success!

- Module 2: Who Are You as a Leader?

C1M2L1: A Look at Leadership

What makes a leader great? Think about the leaders in your life—family members, a teacher, an older sibling or friend. What qualities and characteristics do they possess that makes them a leader in your eye? What about you? Do you see yourself as a leader too? In this learning plan you'll begin to discover the attributes of leadership and the strengths you already possess. You'll also begin to identify attributes you'd like to strengthen and consider ways to begin developing your skills and abilities for leadership success.

C1M2L2: Attributes of a Leader

Now that you've had some time to examine a bit about leadership and the attributes that all leaders possess, let's take a deeper look at each attribute. In this lesson you'll look deeper into leadership communication, organization and management, responsibility and goal setting. As well, you'll work with your classmates on a project that will allow you to assess your continued growth as both a leader and a follower.

C1M2L3: Are YOU a Leader?

You're getting the picture now! Leaders grow and seek opportunity to accomplish goals whether personal or team. Leaders are responsible, they communicate, manage, organize and work with others, and set goals. In this last lesson in Module 2: Who Are You: As a Leader, you will participate as a leader and follower with others in the class. You ARE a leader! Don't you think so?

- Module 3: You and Your Success

C1M3L1: What is Personal Success?

What does it mean to achieve personal success? Are you on the road to success now? In this lesson, you will explore the different elements of success, how failure can help you be more successful, and even how what you eat will help you achieve your personal best.

C1M3L2: Assess Your Personal Success Skills

What ARE your current habits--do you know? Can you take an honest look at how you spend your time, what you eat, and how you spend money? In this Learning Plan, you will take a closer look at where you are on the path to becoming your personal best.

C1M3L3 Lifestyle Balance

It doesn't matter how much you love ice cream, too much will make you sick! Too much or too little of anything can harm you and your body--balance is essential for personal health, security and success. But what does balance mean? You will examine what experts say are the key factors to emotional and physical health as well as a balanced lifestyle.

C1M3L4 Personal Habits and Personal Success

Where are you on the road to Personal Success? In previous Learning Plans, you have examined your current skills and habits. You have also looked at what it means to be successful. In this Learning Plan, you pull it all together and compare where you are with where you want to be--then begin mapping the journey that will get you there.

- Module 4: What are the Roles that Define You?

C1M4L1 Roles and Responsibilities in Your Personal Communities

You play many roles in your life, which can be overwhelming and confusing! By clearly defining your roles, you better understand what is expected of you, as well as what you should expect from yourself.

- Module 5: How will you Get There?

C1M5L1 Plan for Future Success

Your pathway to success starts with you knowing what you want out of life—your goals. In this lesson, you will examine where you are so you can start building the path to get you where you want to go. Looking back at your previous work will help guide you so that every day keeps you on the road to success—your success!

Course 2 – Student Leadership

- Module 1: Successful Strategies

C2M1L1: Where are you in Your Course to Success?

You learned your starting point on your map to success in Course 1. You learned you need to know how to use your strengths and most efficiently build the skills needed to meet your goals. Now it is time to review where you are in your path to success and explore ways you have already, and can continue, to use your Winning Colors and skills to communicate with others, negotiate effectively, and generally be a better leader.

C2M1L2: What are the Different Ways You Can Lead?

As you continue to follow Robb through his adventures, you will begin to see how you can use the methods and strategies he uses in your own environment; at home and school. You will put some of the strategies into action as you work through activities that require your expertise!

- Module 2: Success in School

C2M2L1: Honing Your Academic Success Skills

Start your road to school leadership by becoming a model of academic success. Have you ever described yourself as someone who doesn't test well? Critical academic success skills, such as note-taking, studying, and test-taking play as much a role in your classroom performance as your understanding of school subjects.

C2M2L2: Can Academic Success Help You Get a Job?

Believe it or not, the skills you are learning in the classroom are often the same skills you need to succeed in the workplace. Explore how your health, personal responsibility, communication skills, and sense of teamwork will help you be a better student AND land your first job!

- Module 3: Respect in School

C2M3L1: Can You Be Yourself in School?

There may be pressure in school to be someone you're not. Take a look at how others define you and decide for yourself who you really are. Then learn skills to increase your pride and self-confidence!

C2M3L2: Making a Difference by Being Different You've looked at how you can celebrate by being who you are, but what about everyone else? Being a leader means recognizing the differences in others and using those differences to benefit team performance. Learn how diversity is an asset to you and your school.

C2M3L3: Leadership Challenge

You will assume the roles of Sonia, Warren, Mike, and Jamie who have been nominated by their teachers to attend the Lefty Morrison Youth Leadership Challenge. This five day leadership camp helps students develop their character and leadership skills through teamwork, study, and competition. These characters will work through themes of self-awareness, leadership values and skills, communication, peer pressure, followership, and behavior. You will have the opportunity to explore these concepts while developing critical thinking, decision-making, problem-solving, and leadership skills.

- Module 4: Leadership in School

C2M4L1: Analyzing Your Skills

You will take the Personal Responsibility Assessment again and compare the Personal summary from Course 1 to the new summary. After analyzing the differences you will explore how and why your scores improved (or did not improve) and ways you can take advantage of your strengths while you continue to build your skills

C2M4L2: Using and Building Your Skills – Goal Achievement

The skills you need to succeed are at your fingertips! You will explore your goal achievement potential in depth. You will work to identify your core beliefs and values and explore whether your values are consistent with your goals. You will review your desire and commitment to achieve your goals and find others to help you reach them.

C2M4L3: Using and Building Your Skills – Self-Management

Personal responsibility is your commitment to setting clear goals and taking the responsibility to reach them. Once you have established this baseline, you will strengthen your ability to work through issues, solve problems, and cause bottom line results to happen.

- Module 5: Presenting Your Solutions

C2M5L1: What Can You do to Help Create a Bully-Free Environment?

You will put all of your skills and strategies to work brainstorming and creating scenarios that tear down barriers and build positive environments wherever you go. You will combine these strategies with your leadership skills to develop a presentation to share with school administrators and community members to show how they can assist.

Course 3 – Leadership in a Diverse World

- Module 1: Career Success in a Diverse World

C3M1L1: Where are you in Your Course to Success? Y

You learned your starting point on your map to success in Course 1, you checked your progress in Course 2 and now you will check your improvement again. You have had several opportunities to use your strengths and build the skills needed to meet your goals. In this course you will begin to explore a new level of leadership.

C3M1L2: What Does Your Future Hold?

Robb, Ms. B, LJ, Selena, and LoPhat are embarking on adventures that will introduce you to leadership in a diverse world as they explore different career paths and possibilities. You will have the opportunity to participate in activities that will help you set goals for your future occupations. Making good choices requires careful thought and a positive outlook. Goals are important, but dreams are what will help you to accomplish them. Your dreams will propel you to do the work to develop the academic, employability, and technical skills needed to become career ready.

C3M1L3: Define Leadership and Success

Now that you have explored careers that interest you it is time to plan how to get there. You will investigate a variety of personal paths to successful leadership and prepare a strategy for building career readiness skills. You will view how others have prepared for the unknown and unexpected (specifically women in the military) and will participate in activities to learn how you too can overcome adversity through adaptability, resiliency, willingness to change, and your relationship skills. You will access what you need to enter the global workforce.

- Module 2: Respect for Others in a Global Society

C3M2L1: Exploring a Global Workforce

Your study of a broader global society and different cultures will begin with what is required for your own survival. You will participate in activities that challenge you to decide what types of institutions (economic, education, familial, belief, and government) you will need to establish for an orderly society. Then you will take a look at the skills you possess that may assist you in a global workplace. You will also infer how global leaders might make decisions.

C3M2L2: Expanding Your World View

It is important to find out what culture is since it affects who we are and everything we do. There are national cultures, school cultures, and even family cultures that affect us. The differences between generations, communities, and locations result in varying cultures. Each culture affects another as elements of that culture seep into the other. The shift caused can be positive or negative and occurs within local, national, and international groups and organizations.

C3M2L3: Challenging Issues

Crossing cultures can be intimidating, but if you can learn to respect the differences and use your skills, you will likely be successful. You will study the importance of bi-cultural and multi-cultural skills and strategies. Then, by learning about the humanitarian efforts during and after the Vietnam War you will learn to describe what respecting other cultures can look like. This respect enables cultures to come together and overcome the many similar challenges we all face.

Leadership Lab

These activities provide a “laboratory” to apply leadership, teamwork, and healthy living concepts, which strengthen the academic components of the program

Drill and Ceremony

The purpose of drill is to instill self-discipline, teamwork, communication skills, and leadership training. Color Guard: The purpose of the color guard team is to instill self-discipline, teamwork, communication skills, and leadership training. The color guard team may also be used to Post the Colors during school assemblies and at special district and school functions.

Orienteering is an optional program that provides the team with training in land navigation and physical conditioning.

Service Learning

Service learning is a hands-on teaching and learning strategy that combines meaningful service and classroom content. Service learning creates authentic learning opportunities while teaching civic responsibility through service to others. Students discover intrinsic motivation when they care about the subject matter and recognize a need they can fulfill in their communities. Meeting academic standards is realized as classrooms are filled with engaged students and teachers. For information, activities, and support register to participate with your school in Generation On <http://www.generationon.org/teachers/generationOn-Schools/registration>.

Physical Fitness and Health

Presidential Youth Fitness Program <http://www.presidentialyouthfitnessprogram.org/>
And/or JAM (Just-a-Minute) School Program <http://www.healthetips.com/jam-program.php>

JAMmin' Minute® A one-minute fitness routine that includes 5 very simple exercises that kids (and staff) can do while either standing at their desk or sitting in a chair. Included on this weekly communication is a health tip, something simple that teaches a healthier habit. These routines are authored by us and we invite schools to submit routines to us!

JAM Blast®: Athlete-delivered healthy living and eating messages with a coordinating 3-5 minute exercise routine that focuses on that athlete's idea about what is most important for peak performance. Fun facts about each athlete are included.

Air Force JROTC Curriculum:

The AFJROTC curriculum will be utilized by all students in grades 9-12. "The curriculum includes Aerospace Science, Leadership Education, and Wellness components...The model curriculum consists of 180 contact hours. Each academic credit must consist of aerospace science, leadership education, and wellness components...Air Force Junior ROTC was awarded accreditation by the Commission on International and Trans-Regional Accreditation (CITA) Board of Directors on 29 November 2005. To achieve accreditation, AFJROTC underwent and successfully completed a self-study conducted by CITA," (AFJROTC Curriculum 2014).

AFJROTC is a 3- or 4-year program offered to high school students in grades 9-12. The aerospace science options to select from are:

AS-100: A Journey into Aviation History;
AS-200: Global and Cultural Studies;
AS-210: The Science of Flight; Cultural Studies: An Introduction to Global Awareness;
AS-300: The Exploration of Space;
AS-310: Introduction to Astronomy;
AS-400: Management of the Cadet Corps;
AS-410: Survival; AS-420: World Geography: Building a Global Perspective;
AS-430: Policy and Organization;
AS-440: Laboratory Manual; and
AS-500: Aviation Honors Ground School.

The leadership education options are: LE-100, Citizenship, Character and Air Force Tradition; LE-200, Communication, Awareness, and Leadership; LE-300, Life Skills and Career Opportunities; and LE-400, Principles of Management.

The Academy will utilize other programs and courses to meet the learning needs of all students, to include but not limited to the following:

- Civil Air Patrol (CAP)
- Performing Arts/Music
- Physical Education
- Science, Technology, Engineering and Math (STEM)
- Gaetz Aerospace Institute: Embry-Riddle Aeronautical University Concurrent Enrollment Program model (CEP)
- Advanced Placement Curriculum
- Foreign Language courses-Arabic, Russian, Spanish, and Mandarin Chinese

- Student Mentoring/Leadership Program
- State of the art multimedia classrooms, science and computer laboratories, learning resource center and library.
- Corporate/Business Internships

The Academy will encourage business partners for mentoring, internship, field-based project learning, service learning and services which will promote students readiness in career-oriented, 21st century skills. As new global innovations grow, the Academy will embrace the local community for collaboration.

F. Describe how the effectiveness of the curriculum will be evaluated.

The Academy will utilize the Florida State Accountability system as applicable and other grade level research based assessments to formulate measurable progress in meeting the needs of all students. To do this the Academy will:

- Identify students not making adequate progress towards mastery of the NGSSS and the Florida Standards in English Language Arts and Mathematics
- Develop measurable learning objectives through interdisciplinary instruction to target students learning and developmental needs
- Incorporate the Comprehensive Instructional Sequence (CIS) with fidelity
- Monitor appropriate measures for students requiring remediation in reading, math and other subject matters.

A Student Career Portfolio will be developed within the counseling center to prepare students to recognize future employability skills and outcomes. The Armed Services Vocational Aptitude Battery (ASVAB) test which measures developed abilities and helps predict future academic and occupational success in the military will be given to also assist in career readiness.

The Academy will use the following data disaggregation system to assist in measuring learning outcomes:

- School Improvement Plan (SIP)
- Climate Surveys (staff, administration, parents, and students)
- Student and Parent Portal
- Gradebook
- Instructional Performance Evaluation and Growth System
- NPCMA Individual Student Data
- District Baseline and Interim Reports
- Student Assessment Plan
- The Florida Standards Assessment (FSA)
- Florida Assessments for Instructional Reading (FAIR)
- Comprehensive English Language Learning Assessment (CELLA)
- Community partnership data disaggregation dialogue
- SWIS (School-Wide Information System)
- AdvanceED/Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS/CASI)

Baseline academic performance data for all incoming students will be measured for learning outcomes. These outcomes will assist in determining if each student is reading on grade level. Further data will then determine students' specific benchmark gains in reading for every year at the Academy. This data will be communicated to parents whether their child is reading at grade level and whether the child gains at least a year's worth of learning in a year's time.

NPCMA will measure its own progress in meeting the needs of the students by the data analysis from the State's Accountability Reports. Through the annual School Improvement Plan (SIP), as a method of accountability, the Academy will detail specific goals and strategies to achieve academic success and fiscal efficiency. This aligns responsibility for students' academic successes to all stakeholders, including NPCMA's Governing Board.

The Academy will be accountable to its stakeholders for a quality education in a cost efficient and responsible manner. The Academy is responsible for setting goals to address student learning needs, monitoring student progress and then planning a viable course for successful educational outcomes.

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.

Goal	Baseline	Method of Evaluation
The percentage of student in grades 6-10 who score at or above grade level in Reading on state assessments at the Academy will meet or exceed the same average for the District’s students	Based on the 2015-2016 Florida State Assessment results, Sarasota County averages for grades 6 through 10	Scores on the 2015-2016 Florida Standards Assessments (FSA) English Language Arts and Mathematics scores calculated by the state of Florida will be used. Averages will be calculated based on the total number of students enrolled in 6 th -10 grades using state reported results.
The percentage of students in grade 10 who score at or above grade level in Science will meet or exceed the same average for the District’s students.	Based on FCAT 2.0 Science	Student scores on the FCAT 2.0 Science are calculated by the state of Florida will be used. Averages will be calculated based on the total number of students enrolled in 8 th and 10 th grades using state reported results.
At least 90% of students in 8 th grade and 10 th grade will score a 3.0 or above on the 2014-2015 Florida Standards Assessment-English Language Arts (writing)	Based on the 2015-2016 Florida Standards Assessments Rubric	Student scores on the Florida Standards Assessment are calculated by the state of Florida will be used. Averages will be calculated based on the total number of students enrolled in 8 th and 10 th grades using state reported results.
The percentage of students who pass expectations on Florida EOC exams shall meet or exceed the percentage of the students who pass the same tests from the Sarasota County School District	Based on the Spring 2015 result, Sarasota averages in Algebra; Geometry; US History	Student scores on the Florida EOC as reported by the state of Florida will be used.
The graduate rate calculated by the state of Florida for the Academy shall meet or exceed that of the District	Based on Florida’s Sarasota County School District High School Graduation Rates 2015-2016 graduation rate.	The percentages published by the state of Florida, and the graduation rate will be higher than the District’s.
Increase Adequate progress of students scoring in the lower 25% on 2015-2016 FSA English Language Arts and Mathematics based on the District	Based on 2015-2016 Florida Standards Assessment Rubric	Student scores on the Florida Standards Assessment are calculated by the state of Florida will be used.
85% of the Academy’s students will take the PSAT, ACT or SAT college preparatory exams	Comparable baseline data does not exist	All students will be prepared to take the following- PSAT, ACT or SAT. The percentage of students who take the assessments will be used for measurement by the Academy
100% of the Academy’s students in	Comparable baseline data	All students will take the ASVAB. The

10 th and 11 th grade will take the Armed Services Vocational Aptitude Battery (ASVAB)	does not exist	government score will provide measurements for student inventory report: enlistment eligibility, military jobs. And career exploration
At least 80% of the parents, staff, and administration will report overall satisfaction on the school climate survey	Unavailable. Future years will produce baseline data	Scores will be reported by the Sarasota County School District Climate Survey results.
100% of content area instructors will be ESOL; CAR-PD or NGCAR-PD certified	Unavailable.	Certificates will be kept in personnel files; Teachers will attend professional development through the district.
At least 50% or more of the classroom will be digital at the Academy	Follow State and District requirements for technology initiatives.	Teachers will be offered professional development classes at the District or the Academy.

All data will be analyzed by the Academy and revisions will be made in accordance with data analysis reports, following State and district guidelines. The annual development of SMART goals will assist continuous improvement and learning gains for the student population and published annually in the School Improvement Plan.

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

North Port Collegiate Military Academy will be in accordance with the requirements for promotion from grade to grade and student placement in each grade level set for in the Sarasota County District Student Progression Plan for 6-8 and 9-12. The Academy will adopt current District policies and procedures with proper implementation and abide by any future amendments to student placement procedures and promotion standards.

NPCMA will follow The Middle Grades Promotion Requirements (FS.1003.4156) for middle school grades 6, 7, and 8. A student must successfully complete the following academic courses or higher for promotion:

Grade	Required Courses			
6	English Language Arts	Math	Earth/Space Science	Social Studies
7	English Language Arts	Math *	Life Science	Social Studies/Civics
8	English Language Arts	Math*	Physical Science	Social Studies/Career Education and Planning

(Sarasota County School Board Middle School Progression Plan 2013-2014, pg 6)

NPCMA middle grades will offer at least one high school mathematics course for which students may earn high school credit. To earn high school credit for Algebra I, a middle grades student must pass the Algebra I statewide, standardized assessment. The students who want to earn high school credit for a geometry course, the middle grades student must take the statewide, standardized geometry assessment, which constitutes 30% of the student’s final course grade, and earn a passing grade in the course.

Similarly, each student’s performance on the statewide standardized EOC assessment in civics education constitutes 30% of the student’s final course grade.

Middle grades students need to begin thinking of their futures relating to careers and education. A Career and Education Planning course will be part of Middle Grades Social Studies curriculum. The students will utilize technology for career planning options and tools. In grade 8, students will develop a personalized academic and career plan signed by student, teacher, and parent/guardian. In grade 8, students and school counselor will work to together to review and update their personalized academic and career plan.

Reading Remediation

If a middle grades student scores Level 1 or Level 2 on FCAT 2.0 Reading, the Academy will place the student in a remedial course or content area course in which remediation strategies are incorporated into course content delivery. The student must successfully pass the course. NPCMA’s diagnostic, placements, progress monitoring, and reading program strategies will be conducted in accordance with the Sarasota K-12 Comprehensive Reading Plan.

Mathematics Remediation

If a middle grades student scores Level 1 or Level 2 on FCAT 2.0 Mathematics, the student, as required, will receive remediation. This remediation requirement will either be integrated into the student’s required mathematics course at the next grade level, or the student will participate in an intensive remedial course.

C. If the school will serve high school students; *describe the methods used to determine if a student has satisfied the requirements specified in section 1003.428, F.S., and any proposed additional requirements.*

The Academy will implement Sarasota County School District’s policies and procedures to graduation requirements, as implemented in the High School Student Progression Plan, and future amendments to these graduation requirements to remain in compliance with Section 1003.43, F.S.

Subject	Credits
English: Major concentration in composition, reading for information, and literature	4
Mathematics: Algebra 1 or a series of courses equivalent to Algebra 1 or higher and Geometry or a series of courses equivalent to Geometry are required.	4
Science: Two of the three credits must have a lab component and one of the three credits must be Biology 1 or its equivalent.	3
World History	1
American History	1
Economics	.5
American Government	.5
Performing/Fine/Practical Arts	1
PE (HOPE) and Health	1
Remainder of required credits will be Electives At least one course must be an online course (SVA, FLVS, online DE): Exemption to online course graduation requirement for students who have IEP which indicate non-appropriateness or 12 th grade student enrolled in Florida high school one year or less. Any course approved by the School Board of Sarasota County that is appropriate for Grade 9 or above may fulfill an elective credit for graduation except study hall and other courses identified as noncredit (NC), Adult Basic Education, and GED preparation. An online course taken for high school credit during grades 6-8 could also fulfill this	10 (Traditional Schedule)

requirement, following criteria from the district’s Course Review Committee	
High school grade students must earn passing scores (as defined by the State of Florida) on the FCAT 2.0 reading or scores that are concordant with passing scores on FCAT 2.0 Reading. Students must take the appropriate End of Course exams as required by the state of Florida.	

The JROTC component of the Academy will require the approved substitutions to be utilized in lieu of the required course as presented below from the High School Progression Plan 2013-2014.

REQUIRED COURSES	APPROVED SUBSTITUTIONS
1.0 HOPE (Health Opportunities through Physical Education)	Participation in 2 Seasons of an interscholastic sport at the JV and Varsity levels and a passing grade of C on a Personal Fitness Competency test. Or Completion of 2 Full Years ROTC
1.0 Performing/Fine/Practical Arts	Completion of 2 Full Years ROTC
1.0 Physical Science	Successful completion of the JROTC Naval Science Program (Naval Science I, II, III)
.5 Physical Education	Successful completion of the Army JROTC Leadership Educational Training Courses I and II.
Foreign-Born Students entering high school with 1.0 – 4.0 credits in the study of English language	1.0 – 4.0 credits for student’s study of a foreign language (in this case, the foreign language is English for that student).
Foreign-Born Students entering high school with 1.0 – 4.0 credits in the study of their own country’s primary language	1.0 – 4.0 credits in English (e.g. a French student gets credit for studying French in the same way that an American student gets credit for studying English)
.5 Credit/1.0 Credit Performing/Fine/Practical Arts	Successful completion of any art form course, that requires manual dexterity, or a course in speech and debate (F.S.1003.43)
Substitutions listed in Annual DOE Course Code Directory	Successful completion of Career and Technical Education courses used as substitutes in Mathematics and Science (does not apply to scholar diploma).

If high school students have not met reading and mathematics requirements, NPCMA will incorporate the policies and procedures of the School Board of Sarasota County High School Student Progression Plan 2013-2014, until updates are available, which states:

REMEDICATION [F.S. 1008.25]

- A. Schools are expected to provide, with school district assistance, a variety of strategies to meet the individual needs of students. These strategies may include but are not limited to extended school year, dropout prevention service, tutorial programs, exceptional student education, modified curriculum, reading instruction, after-school instruction and other extended day services, tutoring, mentoring, class size reduction, and intensive skills development programs.
- B. For each year in which a student scores a Level 1 on FCAT Mathematics, the student must complete an intensive mathematics course the following year, which may be taught through applied, integrated, or combined courses.
- C. Each year a student scores Level 1 or Level 2 on the Algebra 1 EOC assessment, the student must be enrolled in and complete an intensive remedial course the following year or be placed in a content area course that includes remediation of skills not acquired by the student.

D. The Individual Education Plan (IEP) will serve as the remediation plan for most ESE students. Remedial instruction provided during high school may not be counted in lieu of English and mathematics credits required for graduation.

The following Accommodations for students with Disabilities will be applied, when applicable, to standardized testing:

- Flexible Presentation
- Flexible Responding
- Flexible Scheduling
- Flexible Setting

Students preparing to attend college will need to be assessed on their ability to perform at that level. A college readiness assessment, PERT, ACT, or SAT, will be administered to all NPCMA high school students prior to grade 12 with defined FCAT 2.0 scores. The Academy will following the State Board of Education established rules regarding the minimum test scores a student must achieve to demonstrate readiness. Students achieving the minimum scores, and enrolling in a community college within two years, will not be required to enroll in remediation courses. Students in grade 12 who score below the minimum scores will be provided access to remedial instruction prior to graduation.

Graduation Plan

NPCMA strives for its students a successful transition year to year to prepare them to meet graduation requirements. Seniors will be notified during the first quarter of each school year regarding his or her credit standing in order that he/she can plan for graduation activities. The Academy's counselor and student will utilize a graduation credit check which will be completed and discussed to provide a plan to complete all required course work prior to graduation. For senior transfer students, the graduation credit check will be completed as soon as records are received and evaluated by the school counselor. Each year underclassmen will meet with the school counselor every spring to discuss credit standing and scheduling requirements.

Diploma and Certification Options for ESE Students from Sarasota County School Board High School Progression Plan:

North Port Collegiate Military Academy will follow the diploma and certification options that are available to the ESE students following the Sarasota County School Board High School Progression Plan. The course and credit requirements for a special diploma are determined by the level of State Standards for Special Diploma or State Standards access points the student is pursuing.

A. Standard Diploma

1. Students in exceptional student education programs must meet all district course and credit requirements in order to receive a standards diploma. Regular education and career-technical courses may be used to meet these requirements. ESE courses may be used as electives. Accommodations may be provided for exceptional students as specified in the IEP.
2. Curriculum frameworks and student performance standards for regular high school courses may not be modified for students with disabilities if the courses are to be used to meet the graduation requirements for a standard diploma [6A-6.0312(1)].

3. Career and technical education courses may be modified for students with disabilities [6A-6.0312(2)], and may be used to meet the requirements of a standard diploma.
4. ESE students must meet the General Assessment Graduation Requirements (unless student meets criteria for waiver) and GPA requirements as specified 64 changes may occur any time pending legislation for a standard diploma. Instruction, as specified in the IEP, is provided to prepare students with disabilities to demonstrate proficiency in the skills and competencies necessary for successful grade-to-grade progression and high school graduation [F.S. 1003.43(11) (a)].
5. Assessment Waivers for Students with Disabilities [F.S. 1007.02]:
 - A. The Enhanced New Needed Opportunity for Better Life and Education for Students with Disabilities (ENNOBLES) Act, addresses access to postsecondary education and meaningful careers for students with disabilities (F.S. 1007.02).
 - B. For the purposes of this act, the term “student with disability” means any student who is documented as having; a hearing impairment, including deafness; a speech or language impairment; a visual impairment including blindness; a serious emotional disturbance, including an emotional handicap; an orthopedic impairment; autism; a traumatic brain injury; or a specific learning disability, including, but not limited to dyslexia, dyscalculia, or developmental aphasia [F.S. 1007.02(2)].
 - C. The ENNOBLES Act also provides for the waiver of the General Assessment Graduation Requirements for graduation with a standard diploma for certain students with disabilities as defined in F.S. 1007.02(2) who have met all other requirements for graduation with a standard diploma, except a passing score [F.S. 1003.43(11)(b)].
 - D. Exceptional students eligible for consideration of the waiver, include:
 - (1) A student who is identified with a disability as defined in section F.S.1007.02 (2).
 - (2) Currently seniors or students with disabilities who remain enrolled seeking a standard diploma who have a Transition IEP (TIEP) and for whom the FCAT is the graduation test.
 - (3) Have met the district’s graduation requirement for academic credits and a 2.0 UN weighted cumulative grade point average (GPA) or higher for graduation with a standard diploma.
 - (4) Demonstrated the knowledge, skills and abilities required by the Grade 10 State Standards
 - (5) Have taken both sections of the Grade 10 General Assessment Graduation Requirements with appropriate allowable accommodations at least twice, once in Grade 10 and once in Grade 11
 - (6) Participated in intensive remediation each year following, earning scores below level 3, and
 - (7) The TIEP team determines that the General Assessment Graduation Requirements cannot accurately measure the student’s abilities, even if all appropriate, allowable accommodations are used.
6. If there is sufficient evidence that the student has mastered the applicable State Standards and the TIEP team determines that the assessment is not an accurate measure of the student’s ability, the General Assessment Graduation Requirements may not be waived, and the student may graduate with a standard diploma.
7. An assessment waiver may not be used by students in any of the three-year, 18 credit graduation option plans.
8. Credit earned by students in exceptional student education may be converted to reflect regular education credit upon certification by the exceptional student education teacher that the student has completed the same performance standards as required by the basic education course. If converted, this credit shall count toward the earning of a standard diploma.
Course accommodations shall be indicated on the student’s IEP.
9. Students may select and move between the special diploma options and/or standard diploma as appropriate. The Individual Educational Plan (IEP) committee shall document whether the student is

pursuing a course of study leading toward a standard or special diploma. The chosen diploma option shall be recorded on the IEP prior to entering a high school program. The Parent/Student Notification of Diploma Options form must be completed and the decision shall be reviewed annually.

B. Special Diploma(s)

There are two options provided for earning a special diploma. By Statute, eligible exceptionalities for special diplomas EXCLUDE gifted, speech, and visually impaired.

1. Option I is based upon mastering state standards, earning the required credits, and earning a minimum 2.0 GPA.

2. Option II is based on demonstrating competency through employment, earning the required credits, and earning a minimum 2.0 GPA.

Students graduating with a special diploma may continue to in school until the end of the school year in which the student turns 22 years old, provided that they are age 21 on the first day of school that final year (SCSBHSSPP, 2013, pgs 63-66).

C. 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.*

During the first academic year, baseline achievement data will be established through progress monitoring, previous year's scores on the Florida Standards Assessment English Language Arts and Mathematics, FCAT 2.0 Science, EOCs and FAIR scores to identify strengths and needs of students. FAIR baseline scores will be recorded within the first month of the Academy's instructional day. All students will be assessed FAIR. Probability of reading success will be determined by the BS/PMT. The Academy will use this performance data to assist the Middle and High School Student Progression Plans. The Sarasota County School District's Student Information System will provide disaggregated student performance data by students, school, grade level and/or teachers.

Baseline data will be compiled for all students and used in the following manner:

- The Reading Specialist will assist and provide data of FAIR scores for grades 6-10, the teachers will be able to immediately target reading deficient areas. The Student Information System and cumulative file will assist with prior data of students' performances.
- NPCMA will focus on retained 6th grade students through 12th grade students performing in the lower quadrant on the FSA English Language Arts and Mathematics, and FCAT 2.0 Science.
- Teachers will identify scores on EOCs (Algebra I, Geometry, Biology I including 30% of course grade for middle grade students following Section 1003.4156, F.S.
- Teachers will identify scores on EOCs (Algebra I, U.S. History, Biology, Algebra II, including 30% course grade for high school students following Section 103.4282 F.S.
- Data will be used in the Professional Learning Community (PLC) to improve instruction for all quadrants in the student population.

Baseline data is not limited to standardized test scores; other baseline data may include report cards, mid-term grades, attendance records, behavior records (positive incident reports as well as disciplinary reports) which will be incorporated in the PLCs for progress monitoring.

In addition, Individual Education Plans (IEP) will be reviewed and measurable goals will be set. The ELL Student Plans will be obtained for the English Language Learners/Limited Proficient Learner (ELL/LEP). This data will be made available to teachers who will assess progress against baseline data.

Baseline data will be written in the School Improvement Plan to determine the extent to which the educational goals and performance standards have been met. It will provide a method of goal setting and continuous data collection in the SIP for North Port Collegiate Military Academy.

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

North Port Collegiate Military Academy will measure and monitor student through several methods beginning with these steps:

- Parents will sign a release records form (the sending school) to ensure efficient collection and transfer of student performance data to the Academy
- Once withdrawn, the student will be entered into the Student Information System and enrolled at the Academy
- Students with an IEP, an articulation meeting will be scheduled with Academy’s ESE Liaison and District personnel.
- Teacher evaluation tool, PRIDE, which is based on the Florida Educator Accomplished Practices (FEAPs) and influenced by the research of Marzano and Danielson evaluation models, will be used to determine Student Growth Measures (SGM) in evaluations.

The Academy will follow the Sarasota County’s most recent and updated testing calendar, including

Types of Assessments	Frequency	Students Levels
FAIR-Florida Assessments for Instruction in Reading	September 2016	Grades 6-12 Online
FCAT 2.0 Reading and Math Retakes	October 2016	Grades 11 and 12, Retained 10 and Adults (new students) Online
PSAT- Preliminary SAT	October 2016	Grade 10, Grade 11 optional
Students only taking the following course for Benchmark Assessments: Algebra 1, Geometry, Biology, U.S. History, Civics	October- November 2016	HS Students Enrolled in Algebra 1, Algebra 2, Geometry, US History and Biology MS students enrolled in Algebra 1, Geometry and Civics. Note: Middle School students taking Algebra 1, Geometry and Civics MUST also take grade level Math benchmarks assessments ONLINE
Benchmark Assessments: Math, Science, History	November 2016	Math- Grades 6-8; Science Grades 6-8; Online
PERT	November-May 2016-2017	Grade 11; Students who scored Level 2 or 3 on FCAT Reading and/or scored a Level 2,3, or 4 on Algebra 1 EOC and Grade 12 Retakes, Online
FAIR: Florida Assessments for Instruction in Reading	November- January 2016-17	Grades 6-12 Pending further DOE Action, Online

State End of Course Exam U.S. History ;Biology 1; Algebra 1 Retake ; Geometry Retake; Civics	December 2016	Students Enrolled in U.S. History/Honors; Students Enrolled in Biology 1 and Biology 1 Honors; Students Enrolled in Algebra 1, Algebra 1 Honors, and Algebra 1B ; Students Enrolled in Geometry and Geometry Honors , Online
FSA English Language Arts- Writing Component Fiend Test Grades 6-11	December 2016	Selected Schools Only, Online
Algebra 1, Geometry, Biology, Civics, US History and Algebra 2 To serve as Mid-term (HS & MS students taking these courses)	December 2016 90 minutes-0%- 30% Teacher Weighting	HS Students Enrolled in Algebra 1, Algebra 2, Geometry, US History and Biology MS students enrolled in Algebra 1, Geometry and Civics. ONLINE
World History Final Part 1	December 2016 90 minutes 0%-30% Teacher Weighting	Students Enrolled in World History Online
FSA Writing Component Test Simulation	School Determined, December 2016 90 minutes	Students Grades 6-11, Online
Economics/Government Final	January 2017 90 minutes 0%-30% Teacher Weighting	Students Enrolled in Economics or Government
Benchmark Assessments Math and Science	January 2017	Math: Grades 6-8 Science: Grades 6-8, Online
NAEP- National Assessment of Educational Progress	January-March 2017	Selected Schools Only
CELLA- Comprehensive English Language Learning Assessment	February- April 2017	ELL Students Grades 6-12
Florida Alternative Assessment Test	March-April 2017	Grades 6-11, ESE Only
FSA English Language Arts- Writing Component	March 2017	Grades 6,7 Paper Based Grades 8-11 Online
FAIR-Florida Assessments for Instruction in Reading	March-April 2017	Grades 6-12 Pending further DOE Action, Online
FCAT Retakes Florida Comprehensive Assessment Test 2.0 Reading and Math	March-April 2017	Grades 11,12, Retained 10, and Adults (New Students) Online
End of Course Algebra 1 Retake	April 2017	Online
FSA English Language Arts	April 2017	Grades 6-11, Online
FSA Mathematics	April 2017	Grades 6-8, Online
FCAT 2.0 Science	April-May 2017	Grade 8, Paper Based
FSA End-of-Course Exam Algebra 1; Geometry ; Algebra 2	April-May 2017	ONLINE
NGSSS End of Course Exam Civics; US History; Biology 1	April-May 2017	Specific weeks will be assigned Online

Advance Placement + Area Exams	May 2017	AP Students
Local End of Course Assessments Economics/Government World History; Physical Science English 4 College Prep and Honors; Life Science Earth/ Space	May 2017 90 minutes 0%-30% Teacher Weighting	Online
State End of Course Exam U.S. History Biology 1 Algebra 1 Retake Civics	July 2017	Summer Testing Window
CTE Certification Exams	Ongoing	Online

North Port Collegiate Military Academy will include the assessments, frequency and grade level for the following:

Test	Frequency	Grade Levels
ACT	September, October, December, February, April, June 2016-2017	Interested students Grades 11 and 12
College Board SAT I and II	October, November, December, January, March, May 2016-2017	Interested students Grades 11 and 12

Standards Assessments

Teachers will use weekly standards assessments which may include pre and post test assessments, weekly generated quizzes, monthly generated chapter tests, mid term and final examinations, in class exit questions for quick check of content material, essays, and military assessments that meet the standards for JROTC and NMSCC. These assessments are aligned to the curriculum and measures students' mastery of benchmark standards.

Authentic assessment will be used to measure student performance through “real world endeavors” instead of standardized assessments:

- Journals and Logs
- Student self-assessment surveys
- Quarterly Literacy Projects
- Digital Projects and Presentations
- Teacher observation
- Class participation rubrics

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

The use of student assessments and performance data is vital to the mission and beliefs of North Port Collegiate Military Academy, maintaining an annual the School Improvement Plan, implement the Teacher Evaluation System (TES) using PRIDE (Professional Rubrics Investing and Developing Educator Excellence) will assist to evaluate and guide instruction at all grade levels.

The State’s assessments will be used to improve the teaching and learning of high educational standards and its relationship to other schools within Florida and the District. The criterion-referenced tests and EOC assessments will be used to assess student achievement of higher order thinking skills represented in the Next Generation Sunshine Standards and Florida Standards. These assessments will serve to inform North Port Collegiate Military Academy’s stakeholders about annual strengths and weaknesses on benchmarks.

Additionally, it will provide teachers and administrators with feedback to guide professional development, lesson planning and individualized instruction for the subsequent school year. The results will inform parents and students about progress to specific learning objectives.

The Sarasota County School’s Teacher’s Evaluation System (TES) using PRIDE is a tool to evaluate, inform and guide instruction. Quality teachers will increase student success. In order to achieve quality teachers the Academy will implement TES. The Head of School will use the qualitative evaluation; PRIDE (Professional Rubrics Investing and Developing Educator Excellence) to provide a research based instrument to develop educator excellence thus encouraging student achievement. There are four domains and incorporated standards identified by the Florida Department of Education (FDOE) that have the largest positive influence on student success. The following chart provides how NPCMA will use the PRIDE domains and standards for classroom teachers:

Classroom Teacher

Domain I: Creating a Culture for Learning	Domain II: Planning for Success Domain	III: Instructing and Assessing for Student Achievement Domain	IV: Communicating Professional Commitment
1. Establishing high expectations for student learning and work 2. Creating an environment of respect and rapport 3. Organizing the physical environment 4. Managing classroom procedures 5. Managing student behavior 6. Modeling oral and written communication skills	1. Demonstrating a deep knowledge of content 2. Aligning student outcomes to State standards 3. Using data to attend to individual student needs 4. Planning formative and summative assessments 5. Determining strategies for meaningful/coherent instruction 6. Using instructional time wisely	1. Engaging students in learning 2. Varying instruction to meet student needs 3. Using quality questions and discussions 4. Monitoring student performance 5. Adjusting and monitoring instruction to enhance achievement & student mastery 6. Planning interventions and/or locating/utilizing resources to increase student achievement and meet goals 7. Using traditional and alternative assessments to increase achievement 8. Using technology to support learning	1. Complying with and implementing all Federal and State laws, as well as district and school policies and procedures 2. Taking responsibility for professional development 3. Collaborating with colleagues for student success 4. Developing positive relationships with families and communities

Non Classroom Teachers:

Domain I: Creating a Culture for	Domain II: Planning for Success	Domain III: Instructing and Assessing for	Domain IV: Communicating
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Learning		Participant Achievement	Professional Commitment
1. Establishing high expectations for learning and work 2. Creating an environment of respect and rapport 3. Organizing the physical environment 4. Managing procedures in the professional setting 5. Managing participant behavior 6. Modeling oral and written communication skills	1. Demonstrating knowledge of current trends in program area and professional practice 2. Aligning program objectives to school/district goals 3. Using data to attend to individual needs 4. Planning formative and summative assessments 5. Determining strategies for meaningful/ coherent delivery of services 6. Using time effectively	1. Engaging participants 2. Varying content to meet participant needs 3. Using quality questions and discussions 4. Adjusting and monitoring activity to enhance achievement & reach mastery 5. Developing interventions and/or locating resources to increase student achievement and meet goals 6. Using technology to support learning	1. Complying with & implementing all Federal and State laws, as well as district policies and procedures 2. Taking responsibility for professional development 3. Collaborating with colleagues for student success 4. Developing positive relationships with families and community

All classroom and non-classroom instructional staff with three or more years of continues Student Growth Measures (SGM) scores will have 50% of their evaluation based on a three year weighted average of those SGM and 50% based on PRIDE, including the Individual Professional Development Plan (IPDP). Teachers with less than three years of SGM will have 40% of their evaluation based on a weighted average of SGM data. The use of a roster verification process will be used to identify the student teacher relationship.

Following the guidelines of Sarasota County Schools, NPCMA will use the statewide standardized assessments and its corresponding Value Added Measure (VAM), and EOC assessments in measuring student growth rather than measureable learning targets as part of the teacher evaluation. Lastly, Local End of Course (LEOC) assessments, as developed by the district, will be part of the instructional staff's evaluation.

The Academy will utilize the RtI model for each student that does not meet state performance levels in reading, writing, mathematics, and/or science. The Academy will integrate assessments and interventions within a multi-tiered prevention system to maximize the students' achievements and reduce behavior problems. The RtI/MTSS implementation will provide meaningful identification of learning and behavioral problems, provide improved lesson plans, and assist with identifying learning challenges.

The MTSS committee will include the Head of School, Assistant Head of School, grade level chairs, ESE and ESOL Liaisons, Reading Specialist and Media Specialist who will meet weekly to:

- Evaluate data and correlate to instructional decisions
- Review progress monitoring data at each grade level and classroom level to identify students and their academics
- Identify professional development to enhance student learning and performance gains
- Discuss data from the Professional Learning Community (PLCs) that meets weekly to share effective best practices, evaluate implementation, problem solve and decision making, and new methods, programs and skills.

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

Student assessment and performance information will be shared with students and parents in many ways. Teachers will utilize Progress Monitoring Plans and they will maintain updated grades on assignments, quizzes, class work, and employability scores in the Sarasota County Student Information system. Lesson plans will be provided on the Academy's website.

Teachers will communicate with parents regarding their child's academic or behavior performance through Gradebook, progress reports, parent conferences, parent night, email and telephone. District Interim report and Report cards will be utilized.

The Sarasota County Student Information system allows parents to view their child's assignments, assessments, cumulative grades, and attendance while communicating via electronic email with the classroom teacher.

IEP, 504, Gifted Education and ELL meetings will be shared with parents and students as needed and required by state and district policies.

Section 6: Exceptional Students

A. Please indicate the level of service that the school will provide to students with disabilities by selecting from the list below.

- The school will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.
- The school will serve students with disabilities whose needs can be met in a regular classroom and resource room combination (between 40%-80% of instruction occurring in a class with non-disabled peers) with the provision of reasonable supplementary supports and services and/or modifications and accommodations.
- The school will serve students with disabilities whose needs can be met in a separate classroom (less than 40% of instruction occurring in a class with non-disabled peers).

"We insist, with Goals 2000, that every student can learn. We insist that it's time to abolish the outdated distinction between academic learning and skill learning. We know now that most academics have practical application, and that, more and more, practical problems require academic knowledge. And I hope to goodness we don't do anything else - we've finally erased that divide so that we can teach our young people to learn in the way that best suits their own capacities and the work they have to do. But I am absolutely convinced that there is not a single, solitary problem in American education that has not been solved by somebody, somewhere. What we have done as a nation is to resist learning from each other, to resist institutionalizing change, to resist, therefore, holding ourselves accountable for results as a nation"

President Clinton, 1994, pg 1093

North Port Collegiate Military Academy will provide Free and Appropriate Education (FAPE) to all students with disabilities in accordance with all state and federal special education guidelines and regulations, Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act.

As affirmed by sections 1000.05 of the Florida Statutes, and Chapter 6A-6 of the Florida Administrative Code. This includes but is not limited to:

- A non-discriminatory policy regarding identification, location, evaluation, and selection
- Free and Appropriate Public Education (FAPE)
- Individual Education Plans (IEP) to include IEP meetings with the parents and the IEP Committee
- Section 504 Plan

Student with disabilities at North Port Collegiate Military Academy will be provided with services to maximize learning gains. Highly qualified teachers with Special Education certifications will support and implement the students' IEP or 504 Plans which align specific services and specialized instruction for students with disabilities in a least restrictive environment.

The Academy will also comply with Section 504 of the Rehabilitation Act of 1973 that states that no person with a disability can be excluded from or denied benefits of any program receiving federal financial assistance. A student is disabled within the definition of Section 504 if he or she has a mental or physical impairment, which substantially limits one or more of a person's major life activities. The

Academy will have certified professionals develop and implement services to accommodate the students' needs in the general education classes.

The Academy will work with the district to determine proper placement for students with disabilities. It will incorporate the services offered and implement these guidelines for identification, evaluation, placement, and due process procedures for students with disabilities at the Academy. An inclusion model with ESE support will be implemented in the Academy, as appropriate, which the ESE Liaison and General Education teacher will monitor student' progress on attaining IEP goals as well as grade level curriculum goals.

The Academy will employ or contract with the necessary personnel to provide:

- Speech and Language services,
- Occupational Therapy
- And Physical Therapy as required by the IEP.

The Academy will ensure students' needs are being met even before a student who may not be identified or evaluated for Exceptional education Services through the Response to Intervention (RtI) process. This process will provide research based interventions to guide learning for students in the general education classroom. This method will provide comprehensive support for students; it will allow the Academy to respond quickly and efficiently to documented learning and behavioral assessments and it will ensure appropriate identification of students with disabilities.

NPCMA believes that every student has the opportunity to learn and grow and develop the skills to be productive citizens while at the Academy as well as upon graduation. Thus, the Academy will follow the Federal Goals 2000: Educate America Act which provides for the establishment of high-quality, internationally competitive content and student performance standards and strategies that all students will be expected to achieve. The term "all students" is defined to include students with disabilities, as well as students from a broad range of other diverse backgrounds and circumstances (www.tecweb.org).

B. Describe how the school will ensure that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school.

NPCMA will not discriminate on the basis of race, religion, nationality, or ethnic origin in the admission of students. A parent of any eligible student who submits a timely application within the provided enrollment period will be accepted, unless the number of applicants is more than the Academy's specified enrollment projection. If this occurs, all applicants will have an equal chance of being accepted through a random selection lottery process, based on each grade level enrollment specifications.

North Port Collegiate Military Academy will ensure that students with disabilities will have equal opportunity of being selected for enrollment by following these guidelines, as follows:

- Pursuant to F.S. 1002.33(10) (a), the School shall be open to any age/grade appropriate student residing within the School District. In compliance with Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities in Education Act, and the Americans with Disabilities Act, all students regardless of disability will have equal access to the School. In accordance with state law, all necessary accommodations that do not impose an "undue hardship" will be made by the School

to include students with disabilities. Students in neighboring Charlotte County may attend with no assisted transportation.

- Pursuant to F.S. 1002.33(10)(f), students served in Exceptional Student Education (ESE) or English for Speakers of Other Languages (ESOL) programs, shall have equitable opportunity of being selected for enrollment.

Marketing materials will include a statement stipulating that North Port Collegiate Military Academy accommodates students with “exceptionalities,” “disabilities” and “limited English proficiency”.

C. Describe how the school will work with the sponsor to ensure the charter school is the appropriate placement for each student with a disability, based on the student’s needs.

Working with the District effectively in all area is essential to the success of all students and the Academy. This is especially relevant for Exceptional Student Education in which the district serves as the Local Education Agency to ESE matters. The Academy will work with the district to determine proper placement for students with disabilities. It will incorporate the services offered and then implement these guidelines for identification, evaluation, placement, and due process procedures for students with disabilities at the Academy.

An inclusion model with ESE support will be implemented in the Academy, as appropriate, which the ESE Liaison and General Education teacher will monitor student’ progress on attaining IEP goals as well as grade level curriculum goals.

The Academy will employ or contract specialists to provide certified individuals to administer direct services, assessments, and progress monitoring for students with impairment disabilities to include:

- Speech and Language services,
- Occupational Therapy
- And Physical Therapy as required by the IEP.
- Case Manager, as needed, for progress monitoring

D. Describe how the school will utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate, including the use of supplementary aids and services.

North Port Collegiate Military Academy facilities will be in compliance with the accessibility standards included in the Americans with Disabilities Act (ADA) that specify requirements for facilities, such as exterior routes, entries into buildings and rooms, alarms, drinking fountains, and restrooms. Students will be able to use all parts of the building, including classrooms, restrooms, cafeteria, and media center and access to rooms or spaces on the school.

The Academy will provide a least restrictive environment consistent with federal, state and local policies through the Academy’s inclusive instructional model. Through the student’s IEP, supplementary aids and services will be provided to each eligible student at the maximum extent for the following purposes:

- To engage in the educational process with other students with disabilities and nondisabled students

- To provide students the opportunity for achievement gains on annual goals on their IEPs
- To develop skills to become 21st century scholars, leaders and entrepreneurs utilizing the general education curriculum
- To participate in community activities, extracurricular activities and clubs with all stakeholders

Supplementary aids and services utilized by the Academy may include, but not limited to:

- Specialized instructional strategies
- Assignment modification
- Social interaction support
- Study skills support
- Environmental adaptations
- Peer mentoring
- Assistive technology
- Curricular modifications
- Collaborative teaching

The Academy's instructional program for students with disabilities is based on the Florida Department of Education for Students with Disabilities; Instructional Program with focus on the curriculum and classroom support, including but not limited to:

1. Students will have curriculum and State standards accessibility, to the maximum extent possible, as determined through the IEP Process.
2. Student will have specially designed instruction and related services to prepare them for a standard high school diploma, future education, employment, and independent living.
3. Specifically designing instruction for students with disabilities means NPCMA will adapt, as appropriate, the content, methodology or delivery of instruction through universal design for learning, assistive technology, accommodations, or modifications, and support from special education and regular education teachers.
4. Teachers will be trained in designing and implementing individualized programs to address the learning needs of each student registering classes through the Professional Development Services with Sarasota County School District or continued education.
5. The administrative team will support the teacher to assure reasonable class size and workload, adequate funds for materials, and professional development.
6. Teachers will instruct students in the unique skills necessary to access and benefit from the core curriculum. These skills may include, but are not limited to, curriculum and learning strategies, compensatory skills, independent functioning, social emotional behavior, use of assistive technology, and communication.
7. The Academy will provide, when applicable, a range of service delivery options that are available to meet the student's needs: consultation, itinerant instruction, resource room, special class, separate school, residential placement, homebound or hospitalized, and community-based or home-based services.
8. The Academy will utilize Sarasota County School District that may provide professional development for teachers in coordination with community agencies, the Florida School for the Deaf and the Blind, discretionary projects funded by the Department of Education and other

agencies of state and local government, including, but not limited to, the Division of Blind Services, the Division of Vocational Rehabilitation, Department of Children and Families, and the Department of Health, Children's Medical Services, as appropriate.

The Academy will utilize the school facilities and incorporate the use of supplementary aids and services to assist exceptional students by providing an environment which encourages learning and attaining goals on the IEP.

E. Describe how the school's effectiveness in serving exceptional education students will be evaluated.

The Academy will evaluate its effectiveness in serving exceptional education students based on the achievements of goals provided in the student's IEP, grade promotion, accumulation of credits earned, graduation rates, and transition into the community.

The Academy will use several factors to evaluate its effectiveness in serving the exceptional education through the following approaches:

- Quarterly updates and record retention of each student's IEP goal progress and attainment with proper documentation provided
- Annual IEP meetings with parents and students
- RtI documentation for behavioral and educational data
- Analysis of the number of ESE students who meet middle school promotion requirements to enter high school
- Analysis of the number of ESE students who meet graduation requirements for standard diploma and graduate each year.
- Annual compliance review meetings
- School Improvement Plan
- Annual School Climate Survey

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

North Port Collegiate Military Academy will provide an educational program and support system that will give exceptional students who enter the Academy below level sufficient support to make grade level expectations, or attain at least more than a year's worth of growth during each school year.

Before entering the Academy, parents will be provided FAPE to the student, which includes services comparable to those described in the student's IEP or EP from the previous school, until the Academy does **one** of the following:

- a. Adopts the child's IEP or EP from the previous school district.
- b. Develops, adopts, and implements a new IEP or EP that meets the applicable requirements of Rule 6A-6.03028 or 6A-6.030191, F.A.C.

The Academy will incorporate the Multi Tiered Systems of Support (MTSS) process, a smaller learning community, structure and discipline, intensive reading and mathematics classes, and highly effective teachers utilizing researched based learning strategies and methods.

The military model will assist exceptional students with obtaining skills and benchmarks as required within the National Middle School Cadet Corps and the Air Force Junior Reserve Corps curricula. The military programs and lesson plans will be an added benefit to the Academy's overall curriculum by engaging the exceptional students to become school leaders and successful learners.

G. Provide the school's projected population of students with disabilities and describe how the projection was made.

North Port Collegiate Military Academy projected population of students with disabilities will be approximately 11.8%.

The Department of Education's School Accountability Reports 2012-2013 for North Port High School, Heron Creek Middle School, Woodland Middle School and Imagine School North Port provided population data for students with disabilities. The following analysis provided the projected population, as presented:

Projections Enrolled in October			School %		District %		State %	
	Female	Male	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
North Port High School								
Disabled	85	198	12.5	12.2	13.8	14.0	12.9	13.2
Economically Disadvantaged	719	746	64.6	62.9	52.1	50.9	58.6	57.6
ELL	43	46	3.9	4.4	8.0	7.7	12.1	11.9

Projections Enrolled in October			School %		District %		State %	
	Female	Male	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
Heron Creek Middle School								
Disabled	42	86	14.6	14.2	13.8	14.0	12.9	13.2
Economically Disadvantaged	325	324	73.8	72.4	52.1	50.9	58.6	57.6
ELL	13	31	5.0	4.6	8.0	7.7	12.1	11.9

Projections Enrolled in October			School %	District %		State %		
	Female	Male	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
Woodland Middle School								
Disabled	32	63	12.6	12.8	13.8	14.0	12.9	13.2
Economically Disadvantaged	252	267	69.0	69.6	52.1	50.9	58.6	57.6
ELL	11	20	4.1	3.7	8.0	7.7	12.1	11.9

Projections Enrolled in October		School %			District %		State %		
		Female	Male	2012-13	2011-12	2012-13	2011-12	2012-13	2011-12
Imagine North Port									
Disabled	29	54	7.5	8.0	13.8	14.0	12.9	13.2	
Economically Disadvantaged	315	313	56.9	55.0	52.1	50.9	58.6	57.6	
ELL	15	21	3.3	4.0	8.0	7.7	12.1	11.9	

H. Identify the staffing plan, based on the above projection, for the school’s special education program, including the number and qualifications of staff.

The Academy will have an ESE Program Specialist/Liaison maintaining state and district qualifications with full certification in special education, which also may include other certificates. The ESE Program Specialist will ensure implementation of all IEPs, district and state accountability reports, and strategies and methods for general education teachers to support special education students.

The Academy will employ the number of special education staff based on the number of students in the Special Education Program identified upon student enrollment. The Special Education teachers will have a Florida special education certificate, as well as possess or in process of compliance with ESOL, CAR-PD or NGCAR-PD certifications.

Students will have services available for speech-language, occupational, and physical therapy which will be contracted services within the District and provided at the Academy.

I. Describe how the school will serve gifted and talented students.

A student at NCPMA who is eligible for special instructional programs for the gifted, one who is gifted is one who has superior intellectual development and is capable of high performance, will meet the criteria under 1 or 2 below:

1. The student demonstrates:
 - a. The need for a special program
 - b. A majority of characteristics of gifted students according to a standard scale or checklist
 - c. Superior intellectual development as measured by an intelligence quotient of two (2) standard deviations or more above the mean on an individually administered standardized test of intelligence
2. The student is a member of an underrepresented group and meets the criteria specified in an approved school district plan for increasing the participation of underrepresented groups in programs for students who are gifted. Underrepresented groups are defined in Rule 6A-6.03019, F.A.C. as students with limited English proficiency or students from low socio-economic status families.

Teacher Qualifications: Using the certification criteria described, NPCMA will hire and train the appropriate number of teachers to ensure adherence to Federal and State guidelines for class size and caseload, to ensure all necessary IEP services are being implemented.

Florida special education teachers, also referred to as exceptional student teachers, are governed under state administrative rule 6A-4.01795 of the revised code and must comply with the following:

- (1) Plan One. A bachelor's or higher degree with a major in exceptional student education, special education, mental disabilities, specific learning disabilities, emotional disabilities, physically impaired or varying exceptionalities; or
- (2) Plan Two. A bachelor's or higher degree with thirty (30) semester hours in exceptional student education to include the areas specified below:
 - (a) Foundations of special education to include educational practices and development and characteristics of children with disabilities;
 - (b) Assessment and evaluation to include interpretation, analysis, and application of assessment results and alternate assessment strategies;
 - (c) Evaluation of student progress in acquiring, generalizing, and maintaining skills related to participation in educational settings;
 - (d) Instructional practices in special education to include selection and implementation of instructional practices and strategies and identification of accommodations.
 - (e) Relevant general education and special skills curricula selection;
 - (f) Assessing, designing, and implementing positive behavioral supports;
 - (g) Language development and communication skills to include normal sequence of expressive and receptive language development and identification of communication deficits and appropriate interventions;
 - (h) Skills to teach interpersonal interactions to include criteria for selecting instructional procedures for teaching personal care, interpersonal skills, self-advocacy skills, and adaptive life skills; Transition process to include development of desired post school outcomes;
 - (I) use effective methods of communication, consultation, and collaboration with students, families, administrators, and other education professionals.

6A-4.01791 Specialization Requirements for the Gifted Endorsement –

- (1) A bachelor's or higher degree with certification in academic class coverage, and (2) Fifteen (15) Semester hours in gifted education to include three (3) semester hours in each area specified below:
 - (A) Nature and needs of gifted students to include student characteristics; cognitive, social, and emotional needs; and history and current research;
 - (b) Curriculum and instructional strategies for teaching gifted students to include modification of curriculum content, instructional process, student products, and learning environment;
 - (c) Guidance and counseling of gifted students to include motivation, self-image, interpersonal skills, and career options for gifted students;
 - (d) Educating special populations of gifted students such as minorities, underachievers, handicapped, economically disadvantaged, and highly gifted to include student characteristics and programmatic adaptations; and
 - (e) Theory and development of creativity to include elements of creativity such as fluency, flexibility, originality, and elaboration.

While an IEP is a written statement for a student with a disability that is developed, reviewed, and revised in accordance with Rule 6A-6.03028, F.A.C. Since an EP is defined in Rule 6A-6.030191, F.A.C.,

as being developed for students identified solely as gifted, an IEP rather than an EP is developed for students who are gifted and have also been identified as having a disability.

The EP will include:

- A statement of the student's present levels of educational performance that may include, but is not limited to, the student's strengths and interests, the student's needs beyond the general curriculum, results of the student's performance on State and district assessments, and evaluation results
- A statement of goals, including benchmarks or short-term objectives
- A statement of the specially designed instruction to be provided to the student
- A statement of how the student's progress toward the goals will be measured and reported to the parents
- The projected dates for the beginning of services and the anticipated frequency, location, and duration of these services.

The Academy will utilize the District's options for gifted and talented students through the Student Progression Plans and following the Gifted Screening/Evaluation Timeline available through Sarasota County School District website and calendar.

Curriculum Support

NPCMA's curriculum will provide a fulfilling and engaging learning environment which will meet the needs of gifted students based on the Florida Department of Education, Bureau of Exceptional Education and Student Services. The curriculum plan is as follows:

- a. Provide an effective and differentiated curriculum designed for the abilities of the student who is gifted to ensure that each individual student progresses in the curriculum.
- b. The curriculum may include, but is not limited to, opportunities for problem solving, problem-based learning, application of knowledge and skills, and other effective instructional strategies.
- c. The teachers of the students who are gifted are trained to provide a curriculum based on the educational characteristics and needs of the learner who is gifted.
- d. Curriculum for each student will be determined by the EP and will focus on the performance levels for the student and needs for developing further skills and abilities, recognizing opportunities to extend the present program through appropriate scaffolding for students who are gifted.
- e. Students who are gifted will have access to the general curriculum (State standards) with emphasis on what the EP team determines will offer opportunities for growth for the learner who is gifted based on the student's strengths and present level of performance.

Instructional Support:

- a. Students will have a specially designed instruction and related services as determined through the development of the EP.
- b. Teachers will provide instruction and support to further develop the student's demonstrated ability.
- c. Administrative support will support teachers to develop an individualized program to meet the goals for each student as determined by the EP.

- d. Students who are gifted may indicate a need for special counseling and guidance in understanding their special characteristics.
- e. Support services are provided in coordination with local school district student services and community agencies, the Florida Diagnostic and Learning Resources System Associate Centers, special projects funded by the Bureau of Exceptional Education and Student Services, and other agencies of state and local government.
- f. No student may be given special instruction for students who are gifted until after he or she has been properly evaluated and found eligible for gifted services.

Delivery Models for Students who are Gifted:

The Academy will utilize the gifted services delivery models, which may include one or several options:

Full Time – Students receive instruction in a classroom with all gifted students taught by a teacher qualified to work with gifted students. This program option focuses on an accelerated curriculum. Gifted students considered for this program must meet additional eligibility criteria.

Advanced Work Classroom – Students are placed in a classroom with other gifted children and a teacher qualified to work with gifted students. The class also includes students who are not identified as gifted but excel academically. This program option focuses on enrichment activities as well as instruction in grade level curriculum.

Resource - Students are pulled from the general education classroom to receive specialized instruction from a teacher qualified to work with gifted students. This program option focuses on enrichment activities.

Consultation – A teacher of the gifted works with the general education teacher(s) to assist them in meeting identified needs of the gifted student. Materials and other resources are made available to the general education teacher by a teacher qualified to work with gifted students.
(www.sarasotacountyschool.net)

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 Academy will comply with all the guidelines in the META Consent Decree which is the state of Florida's framework for compliance with the following federal and state laws and jurisprudence regarding the education of English language learner students:

- Title VI and VII Civil Rights Act of 1964
- Office of Civil Rights Memorandum (Standards for Title VI Compliance) of May 25, 1970
- Requirements based on the Supreme Court decision in *Lau v. Nichols*, 1974
- Equal Education Opportunities Act of 1974
- Requirements of the Vocational Education Guidelines, 1979
- Requirements based on the Fifth Circuit court decision in *Castañeda v. Pickard*, 1981
- Requirements based on the Supreme Court decision in *Plyler v. Doe*, 1982
- Americans with Disabilities Act (PL 94-142)
- Florida Education Equity Act, 1984
- Section 504 of the Rehabilitation Act of 1973

North Port Collegiate Military Academy will be in compliance serving English language learners by providing support services, utilizing the META Consent Degree and providing equal access to all programs appropriate to their academic needs to include Compensatory, Exceptional Student Education and Vocational programs.

At the time of registration all parents/guardians complete the Home Language Survey. This is the first step in assessing and determining the linguistic and academic needs of English Language Learners to ensure proper identification.

Each student who responded “yes” to any question on the home language survey shall be screened with an aural/oral proficiency assessment within two weeks of school entry to determine if the student is limited English proficient.

The student’s parent will be notified in writing. All verbal and written communication will be provided to parents/guardians in their home language, if needed. If a student is not administered the tests within two weeks of registration, the parents will be notified informing them of the reason for the delay and the date when the test will be administered.

An ELL Committee Meeting will be developed consisting of Parents, teachers and ESOL Liaison will meet to discuss and evaluate all ESOL students’ academic needs and develop an ELL Student Plan utilizing a Comprehensive Student REVIEW/RtI for students. The ESOL liaison at each school is responsible for notifying the parents of the results of the test and/or ELL/LEP Committee recommendations. The liaison is also responsible for updating the exit data on the Student ELL/LEP Plan.

Proposed Timetable	Component Complete by:
Home Language Survey.	At time of registration
Classification of ESOL Levels Student Placement in ESOL Parent/Guardian Notification	Within first two weeks of school.
Teacher Certification/Personnel	In compliance with META timeline
Update ELL/LEP Student Plan	One month after student enters school and appropriate personnel are assigned.
Check Cumulative Folder	Upon receipt of cumulative folder.
Post Program Review	First report card; End of 1st Semester (Jan. /Feb.); End of school year; Final-end of 2nd year.
Reclassification or Exiting of ESOL students	Any point in the year after four months of assessment or as needed according to grades. Upon reentry to school district (private school transfers).
Home-School Communication	Ongoing through the year.

English Language Proficiency (ELP) Assessments:

Listening and Speaking Proficiency Assessment: IPT I Oral and IPT II Oral

The table below indicates the publisher's cut score by score type that determines the student eligible and in need of ESOL services

Name of Listening and Speaking Instruments	INDICATE THE CUT SCORE DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score	Scale Score	National Percentage
IPT I Oral K-6 (Ballard & Tighe, Norm Year 2004)	Grade 6	Score Level: A, B, C, D, E Proficiency Designation: Level: A, B, C - NES Level D, E - LES	A scale score (SS) is a raw score that has been converted to a scale. The conversion table provided by test publisher should be used to report the scale score, if the test results are not provided in terms of a scale score.	A national percentile (NP) is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.
IPT II Oral 7 – 12 (Ballard & Tighe, Norm Year 2004)	Grade 7 to Grade 12	Score Level: A, B, C, D, E, F Proficiency Designation: Level A, B - NES Level C, D, E - LES		

(1) A raw score (RS) represents number of points a student received for correctly answering questions on a test.

(2) *The Raw Score corresponds to a Score Level represented by letters A, B, C, D, E, and F. Each Score Level (i.e.; A, B, C, D, E, F) corresponds to a Proficiency Level (i.e.; NES: Non-English Speaking, LES: Limited English Speaking, and FES: Fluent English Speaking) based on student's current grade level from Ballard & Tighe test booklets, Norm Year 2004

Reading and Writing

NPCMA will assess students with the Idea Oral Language Proficiency Test (IPT). A score at or below the 32nd percentile on the reading or writing portion of a norm referenced test would qualify a student for entry into the ESOL program.

Name of Reading and Writing Instrument
IPT 2 Reading (Ballard & Tighe) Grade 6
IPT 2 Writing (Ballard & Tighe) Grades 6
IPT 3 Reading(Ballard & Tighe) Grades 7-12
IPT 3 Writing (Ballard & Tighe) Grades 7-12

ESOL Strategies documentation – Teachers will be required to provide lesson plan which show strategies for

- Modifications/ accommodations within mainstream/inclusion program
- Interdisciplinary/cross-curricular strategies
- ESOL Instruction and / or home language instructional strategies
- Communication with ESOL Paraprofessional / Bilingual
- Assist in the translation in native language for clarification of concepts.

NPCMA ESOL instructional models:

- Basic Inclusion
- Clustered Inclusion
- Self-Contained
- Beginners Level IPT score- students will be placed in double block ESOL class and language arts/English class.
- Moderate to Advanced IPT score-student will be placed in a single block of ESOL and matriculated into the regular language arts/English class

Outcome Measures:

NPCMA will use the Comprehensive English Language Learning Assessment (CELLA) to assist in measuring English Language Learners' outcomes. CELLA is a four-skill language proficiency assessment developed under contract by Educational Testing Service (ETS) that is designed to provide:

- Evidence of program accountability in accordance with Title III of No Child Left Behind (NCLB), which requires NPCMA to meet state accountability objectives for increasing the English-language proficiency of English Language Learners.
- Data useful for the ELL team to chart student progress over time and, for the newly arrived students; charting progress over the first year.

- Information about the language proficiency levels of individual students that can be used in making decisions regarding placement into, or exit from English for Speakers of Other Languages (ESOL) programs.
- Diagnostically useful information about students' strengths and weaknesses in English (with as much specificity as possible within the limitations of a large-scale standardized test.)

A Listening and Speaking Proficiency Assessment will determine whether or not a student is English proficient and ready for exit by measuring the growth of classified LEP students in English skills—reading, writing, listening, and speaking. It will be administered each spring to all current ELL students in grades 6-12.

2015 CELLA		INDICATES THE PROFICIENCY LEVEL SCORE USED FOR EXIT	
Listening and Speaking	Grade Level	Proficiency Scale Score	Proficiency Level Descriptors
	6th - 8th (Only applies to ELL/LEP students with no FCAT score available)	733-830	Students speak in English and understand spoken English at grade level in a manner similar to non-ELL students.
	9-12	739-835	
READING	6-8	759-815	Student reads in English grade level text in a manner similar to non-ELL students
	9-12	778-820	
WRITING	6-8	746-845	Student writes in English at grade level in a manner similar to non-ELL students From the fldoe.org CELLA Interpretive Guide, 2015
	9-12	746-850	

The Annual Measurable Achievement Objectives required by Sec. 3122 of the Title III, Part A of the NCLB Act will provide the Academy with baseline data for assessing Adequate Yearly Progress

- Upon exit of the ESOL program, students will be monitored for two years at regular intervals as specified by the Sarasota County District Plan
 - The ELL/LEP Committee will determine students eligible for exit based on student academic performance results on ELA and CELLA Reading and Writing.
 - 9th Grade: Proficient in all areas of CELLA and ELA Reading Level 3 or above (or the equivalent in the PARCC)
 - 10th-12th Grade: Proficient in all areas of CELLA and the 10th grade ELA Reading score (or PARCC equivalent) to meet graduation requirements or an equivalent concordant.
 - Two-year Post Reclassification Monitoring follow up by ESOL Liaison

The Academy will follow all legislative changes for the English language learner program.

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

NPCMA will provide adequate staffing of certified ESOL teachers, including an ESOL Liaison and at least one ESOL endorsed member of the Student Success Team, based on the ELL population data from North Port High School, Woodland Middle School, Heron Creek Middle school and Imagine School North Port presented in Section 6 Graph. The projected enrollment for the Academy's ELL population will be 4.1%.

The Academy will require teachers to adhere by states guidelines:

Category I Teachers:

- Certification in another subject appropriate to the teaching assignment
- Complete 300 in-service points, or 15 semester hours of college credit through the Courses listed below:
 1. Methods of Teaching ESOL
 2. ESOL Curriculum and Materials Development
 3. Cross-Cultural Communication and Understanding
 4. Testing and Evaluation of ESOL
 5. Applied Linguistics
- Experienced Teachers have 6 years for completion of ESOL Endorsement.
- Beginning Teachers have 6 years for completion of ESOL Endorsement.

Category II Teachers:

- Hold certification in a subject appropriate to the teaching assignment
- Complete 60 in-service points or a 3-semester hour college credit ESOL Strategies course
- Experienced Teachers have one year to complete
- Beginning Teachers have two years to complete

Category III Teachers:

- Hold certification in a subject appropriate to the teaching assignment
- Complete 18 in-service points or a 3-semester hour college credit ESOL Strategies course
- Experienced Teachers have one year to complete
- Beginning Teachers have two years to complete

Category IV Administrators and Student Services Coordinator:

- 3 semester credit hours or 60 in-service points

The Head of School will collect copies of teachers' certifications, endorsements and course completion and file them in their personnel files. Options include:

- Certification
- Bachelor or Master Degree in TESOL
- Passing Score on ESOL Subject Area Test

ESOL Endorsement-

Goal: All NPCMA teachers will be ESOL endorsed by the end of year 2.

- 15 semester hours or 300 in-service credit points.

ESOL Competencies for Administrators-

Goal: All NPCMA Administrators will meet the ESOL competencies for administrators by the end of year 2.

- 18 or 60 in-service points or 3 semester credit hours

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

North Port Collegiate Military Academy will ensure that English Language Learners will have equal opportunity of being selected for enrollment by following these guidelines, as follows:

- Pursuant to F.S. 1002.33(10) (a), the School shall be open to any age/grade appropriate student residing within the School District. In compliance with Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities in Education Act, and the Americans with Disabilities Act, all students regardless of disability will have equal access to the School. In accordance with state law, all necessary accommodations that do not impose an “undue hardship” will be made by the School to include students with disabilities. Students in neighboring Charlotte County may attend with no assisted transportation.
- Pursuant to F.S. 1002.33(10)(f), students served in Exceptional Student Education (ESE) or English for Speakers of Other Languages (ESOL) programs, shall have equitable opportunity of being selected for enrollment.

NPCMA will follow all state and district guidelines for English Language Learners who enter the Academy below grade level by providing an engaging and beneficial curriculum. The Academy’s design of a small learning community, structure and discipline, peer leadership coupled with research based methods, strategies and assessments will assist the English Language Learner.

Reading Remediation - If ELL middle or high school graders student scores Level 1 or Level 2 on FSA English Language Arts, the student must enroll in and complete a remedial course or content area course in which remediation strategies are incorporated into course content delivery. All diagnostic, placements, progress monitoring, and reading program strategies will be conducted in accordance with the SarasotaK-12 Comprehensive Reading Plan as required by [FS 1001.62(8)].

Mathematics Remediation - – If a middle grades student scores Level 1 or Level 2 on FCAT 2.0 Mathematics, the student must receive remediation. This remediation requirement will either be integrated into the student’s required mathematics course at the next grade level, or the student will participate in an intensive remedial course (SCSBMSPP, pg 6-7).

Many supplementary aids and services utilized by the Academy for serving the students in Exceptional Student Education may assist the English Language Learner, including, but not limited to:

- Specialized instructional strategies
- Assignment modification
- Social interaction support
- Study skills support
- Environmental adaptations
- Peer mentoring
- Assistive technology
- Curricular modifications
- Collaborative teaching

The National Middle School Cadet Corps, the Civil Air Patrol and the Air Force Junior Reserve Corps curricula within a military structured environment will provide the ELL population with lessons on

bullying prevention, integrity, leadership, citizenship and honor. These skills will lead them into the 21st century successfully. The NMSCC uniform, CAP uniform and the AFJROTC uniform provides students to wear it with the utmost respect for the Academy and the veterans we honor.

Section 8: School Climate and Discipline

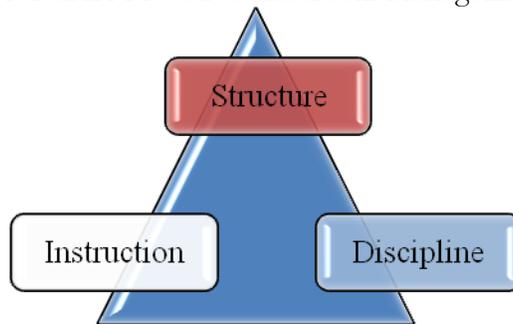
A. Describe the school's planned approach to classroom management and student discipline.

North Port Collegiate Military Academy's philosophy regarding student behaviors reflects the Academy's mission daily. A safe and orderly environment is importance to creating an enjoyable and engaging learning environment for all stakeholders. The military model requires students be accountable for appropriate behaviors- respect, perseverance, dignity, integrity and honor which provides a productive learning experience. Marzano said the following about responsibility in the classroom:

Ample evidence indicates that teaching responsibility is a high priority in U.S. education. Speaking of self-discipline, Bear (1998) explains that "the American public's belief that schools should play a role in teaching self-discipline has never been greater than it is today" (p. 15). He cites the 1996 Gallup study (Elam, Rose, & Gallup, 1996) indicating that 98 percent of the public believes that the primary purpose of public schools should be to prepare students to be responsible citizens. (2003, p. 77)

Classroom teachers will use a proactive classroom management approach comprised of three interactive classroom features- Structure, Discipline and Instruction:

NPCMA Proactive Classroom Management:



Structure: Structure refers to organizational practices, routines, and procedures that form a platform for daily activities. Structure involves such concrete issues as how desks are arranged and influences such abstract concerns as group dynamics (Gunter and Denny, 1996; Hewett, 1968).

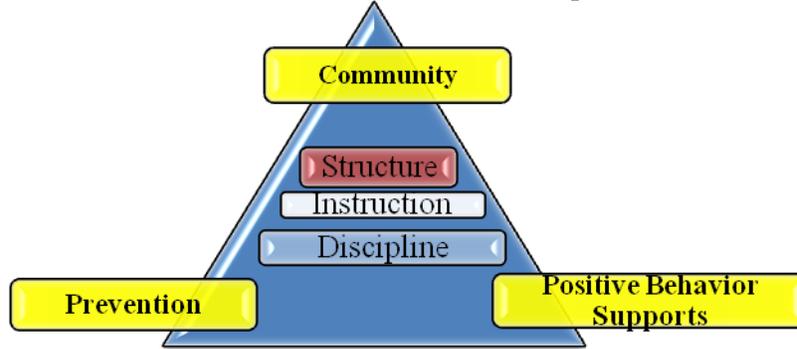
Instruction: Effective classroom managers know the curriculum; understand students' needs and interests to develop engaging lesson plans using a variety of teaching methods.

Discipline: Discipline is proactive and educational. It gives teachers approaches and strategies to guide and promote constructive student behavior.

Combining structure, instruction, and discipline have a dynamic effect on classroom management (Shores, Gunter, & Jack, 1993).

The proactive approach will emphasize positive practices that involve all stakeholders to contribute to the success of the students.

NPCMA Proactive Teaching:



Community: The classroom teacher will build a foundation of respect and rapport. The classroom teacher will model appropriate behaviors and develop lessons that expand interpersonal connections. Empowering students' diversities through activities of group problem solving, interdisciplinary activities and classroom discussions will develop skills to be used beyond the classroom.

Prevention: Teachers will be cognizant of the classrooms group dynamics, motivation and the quality of instruction which will prevent many discipline problems. Teachers will write weekly lesson plans, create a focus calendar, and participate in PLCs to create an atmosphere of preventative discipline by looking at the causes of the behavioral problems.

Positive Behavioral Supports: Teachers that have students who require more support to adapting to the classroom routine will utilize positive behavior supports. Specific features of positive behavioral supports include identifying classroom events that trigger misbehavior, teaching constructive behavior, and defusing the potential spiral of misbehavior through de-escalation strategies (Sugai et al., 1999).

The Academy will create a classroom code of conduct policy for appropriate behaviors. When discipline problems occur the teacher will assess the behaviors and make immediate corrections on the behavior through a warning system, if the student continues the behaviors the teacher will write a Classroom Infraction Report explaining the student's negative behaviors in the classroom which will require a parent's signature. If the negative behaviors do not improve and are disruptive to the learning environment, the teacher will call to the administrative office for the student to be escorted out of the classroom. The administrators will follow the districts Parent/Student Handbook for specific consequences that are acceptable and unacceptable. A call will be made to the student's parent about the student's conduct and consequences.

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

North Port Collegiate Military Academy will utilize Sarasota County School District's Code of Conduct for discipline, suspension, dismissal and recommendation for expulsion. The Academy will work collaboratively with the district on severe disciplinary matters to ensure the correct discipline processes have been followed, to include alternative learning environments. The Academy will implement RtI/MTSS as a method of progress monitoring for students academic and behavior needs.

The NPCMA Classroom Policies for grades 6-12:

Cadets Will Not:

- Chew gum, eat food, or drink beverages in the classroom or instructor offices.
- Wear hats or other headgear indoors during any cadet activity. The wear of bandannas and other faddish clothes are prohibited during any corps or school sanctioned activity
- Talk when the instructor or a guest lecturer is talking unless recognized
- Get out of his/her seat without permission
- Throw object(s) in the classroom, cadet offices, or instructor offices
- Write on the chalkboard, bulletin board, whiteboard, or on any other visual aid without the instructor's permission
- Place books, athletic/book bags, purses, or other personal belongings in foyer or hallway
- Sleep or put head down on the desk unless authorized by the instructor due to illness
- Be loud, disruptive, or participate in any form of "horseplay"
- Forget to address the instructor or guest lecturer as "Sir" or "Ma'am" or cadet officers when in uniform or in formation in or out of uniform as "Sir" or Ma'am"
- Enter instructor offices without being given permission to enter and address the instructor
- Come to class unprepared. Cadets will bring a 2" 3-ring binder, pencil(s), and pen with black or blue ink, and aerospace science books for assignments
- Be disrespectful, inconsiderate, threatening, or use vulgarity towards administrators, teachers, visitors, or other students. (www.midlandisd.net, pg 8)

NPCMA Daily Classroom Procedures for grades 6-12:

The following are the daily classroom procedures:

- Cadets will stand behind their chair at "parade rest" with all personal belongings properly secured when the second bell stops ringing. A cadet not in position will be marked tardy.
- All bags or items not needed for class will be placed in the designated area
- While standing at "parade rest", cadets will remain silent. Take note of any assignments or announcements on the dry erase board, and be prepared to begin class immediately at the conclusion of roll call.
- With the flight at "parade rest", the flight sergeant/acting NCO will immediately call roll using the student roster. At the conclusion of roll call, the flight sergeant/acting NCO will call the flight to attention and salute the flight commander/class leader. The flight sergeant/acting NCO will then state "ALL PRESENT OR ACCOUNTED FOR" or "ALL PRESENT WITH THE EXCEPTION OF..." After the report, the instructor will direct the class to "TAKE YOUR SEATS". Cadets will then sit down and refrain from talking.
- Unexcused absences and excessive tardy/lateness will negatively affect Outstanding Flight Competition and the cadet's course grade. Being on time and attending school are qualities that will ensure success in school and later in the job market. (www.midlandisd.net, pg 9)

The Academy will issue two types of discipline based on the severity of the behavior

Minor Infractions: dress code violations, tardiness, off task, food/drinks in classroom
Consequences: call to parent, verbal reprimand, detention

Major Infractions: Insubordination, disrespect, cheating, fighting, skipping school, multiple minor infractions, drugs, smoking, etc.

Consequences: Saturday school/detention, in-school suspension, out of school suspension, expulsion in accordance with the District's Code of Student Conduct.

In addition to sanctions applied by school officials, violations committed by AFJROTC cadets may carry additional penalties ranging from loss of rank and duty position up to being dismissed from the program

All students will abide by the Air Force Honor Code- "A Cadet will not Lie, Cheat, or Steal nor Tolerate Those Who Do". As well as the district's Academic 400.1 Honor Code policy, the school board and the district define cheating as "The inappropriate and deliberate distribution or use of information, notes, materials, or the work of another person, or the unauthorized use of technology devices in the completion of an academic assessment or assignment. (SCSFH, 2013, pg 33)

Students at North Port Collegiate Military Academy will be members of North Port's Drug-Free Youth (D-FY) program which requires students to:

- Complete a membership application confirming their commitment to be drug, alcohol, and tobacco free.
- All potential members validate this commitment through a confidential drug screening when they join, and agree to be screened randomly throughout their membership year.
- Once the application is validated, members receive a photo ID membership card that entitles them to discounts at participating businesses and entrance to member-only events. Voluntary membership is renewable on a yearly basis. (www.northportdfy.com)

The NMSCC, CAP, and AFJROTC curricula emphasize bullying prevention lesson plans and activities. The Academy will be in compliance of The "Jeffrey Johnson Stand Up for All Students Act" (F.S. 1006.147) which prohibits the bullying and/or harassment, including cyber bullying, of any public K-12 student or employee

When disciplinary actions reach the level of suspension or expulsion of a student, the Academy will follow the Sarasota County Student and Family Handbook 2013-2014, Section 300.20- Due Process for Suspensions and Expulsion. These procedural steps are created to protect the interests of the student. The principal will follow the steps of the Due Process Checklist, including students receiving Exceptional Student Services, 504, or English for Speakers of Other Languages (ESOL) services. The Academy will follow Section 300.20a-Suspension and 300.20b-Expulsion policies as defined in the Sarasota Code of Conduct found in the 2013-2014 Student and Family Handbook.

II. ORGANIZATIONAL PLAN

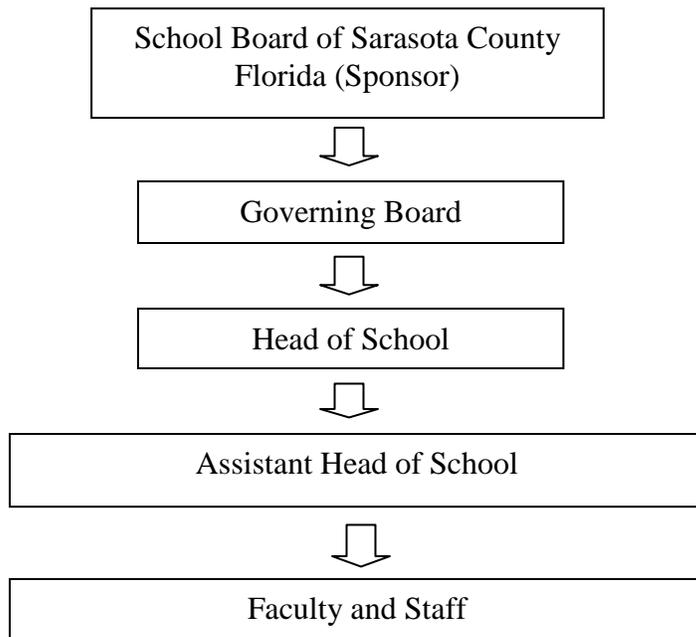
Section 9: Governance

A. Describe how the school will organize as or be operated by a non-profit organization.

North Port Collegiate Military, Inc. is a Florida not-for-profit corporation, and is recognized by the IRS and the State of Florida with a 501 (c) (3) active status (Section 21, Appendix 1). The Academy has approval from the Department of Agriculture and Consumer Services, dated June 26, 2015, allowing NPCMA to receive charitable donations (Section 22, Appendix 2). This entity and its board members will be responsible for monitoring fiscal responsibility in the budget and effective school operations of the Academy, pending district approval.

B. Provide an organizational chart for the school and a narrative description of the chart. Clearly describe the proposed reporting structure to the governing board and the relationship of the board to the school's leader and administration.

The organizational chart depicts the proposed reporting structure to the governing board and the relationship of the board to the Head of School and administration, regarding its involvement in planning, development, operation and oversight of NPCMA.



The following is a narrative description of the organizational relationship:

- The Governing Board will lead the organization and has ultimate authority and responsibility for the Academy's operations, including the implementation and compliance of the charter agreement with the District. The Board is responsible for policy setting, budget approval, and

the hiring and firing of the Head of School. The Board has continuous oversight over the Academy's school operations and directs the policies of the Academy and holds the Head of School responsible to implement those policies. The Governing Board will report the Academy's operational budget and its progress annually to Sarasota County School Board, including the annual audited financial statements. The Board will have local representatives mainly within Sarasota County to foster accessibility, parent assistance, and resolutions of parental concerns or disputes within the Academy. Each Governing Board member will be required to read and sign the Conflict of Interest Statement. Attend the Governing Board member In-service, and have been fingerprinted and undergone a background check as required by Florida Statutes 1012.32.

- The Head of School, hired by the Governing Board, will be responsible for all aspects of the Academy's daily management and operations following the operating policy and budgetary approvals by the Board. The Head of School will report directly to the Board. All school staff will report to the Head of School. The Board will be responsible for annually reviewing the performance of the Head of School while the Head of School will be responsible for reviewing the Assistant Head of School and instructional staff.
- The Administrative Team will be responsible for implementing the policies and procedures of the educational program which will be aligned with the Academy's mission and policies set forth by the Governing Board and its sponsor, Sarasota County School Board.
- The faculty and staff will follow and carry out the policies and procedures of the educational program established by the Head of School which will be aligned with the Academy's mission and policies set forth by the Governing Board.

B. Provide a description of how the governing board will fulfill its responsibilities and obligations, including but not limited to:

- Adoption of annual budget
- Continuing oversight over charter school operations

The Governing Board will hold all power afforded to it by the Florida Laws for Not-For-Profit Corporations and as described in Section 1002.33, Florida Statutes. The Governing Board will be directly responsible to Sarasota County School District for the fulfillment of the terms of the Charter Agreement. The Governing Board understands the responsibility for the overall direction of the Academy's affairs, management of the Academy, and oversight of the Academy's Operations through its policy making decisions. The Board will hire the Head of School and ensure the approved policies will be implemented at the Academy.

The Governing Board will have responsibilities which include but are not limited to:

- Adopting the Academy's annual budget
- Overseeing and monitoring of the Academy's required financial reports to the District and Florida Department of Education.
- Facilitating that the Academy's annual audit is conducted and its results are shared with the District and the governing members.
- Ensuring the Academy's progress in obtaining, but not limited to, student achievement goals as specified in the charter.
- Communicating the Academy's mission in the community.
- Participating in fund raising and community/district events on behalf of the Academy
- Recruiting and mentoring future members for shared values

The Governing Board of the Academy will be responsible for and not limited to the following requirements of Florida Statute 1002.33:

- Ensuring that the charter school has retained the services of a certified public accountant or auditor for the annual financial audit, pursuant to s. 1002.345(2), who shall submit the report to the governing body.
- Reviewing and approving the audit report, including audit findings and recommendations for the financial recovery plan.
- Performing the duties in s. 1002.345, including monitoring a corrective action plan.
- Monitoring a financial recovery plan in order to ensure compliance.
- Participating in governance training approved by the department which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility.
- The governing body of the charter school shall report its progress annually to its sponsor, which shall forward the report to the Commissioner of Education at the same time as other annual school accountability reports.

President/Chair of the Board:

The President/Chair of the Board is the chief executive officer of the corporation and will preside at all meeting of the Board. The President will lead in general supervision, focus, and control of business and officers of North Port Collegiate Military, Inc.

Vice-President:

The Vice-President in the absence or disability of the President will perform all duties of the President and will have such other powers and perform such other duties as may be prescribe by the Board.

Secretary:

The secretary will maintain all reports, statements and other documents required by law, preserve minutes of all meetings of the Board and its committees, give notice of all meetings of the Board and other powers and perform such duties as may be prescribed by the Board.

D. Describe the proposed policies and procedures by which the governing board will operate, including board powers and duties; board member selection, removal procedures and term limits; code of ethics, conflict of interest, and frequency of meetings. If the Board has not yet developed policies, the applicant shall describe the timeline for development and approval of Board policies.

- *Charter school governing boards must be guided by a set of by-laws that define how the board will operate. Applicants may include their proposed by-laws.*

The proposed policies and procedure by which the Governing Board of North Port Collegiate Military Academy will be based and operated on the following components

Board Member Powers:

The Board members will govern the Academy in accordance with the Articles of Incorporation and the Bylaws of North Port Collegiate Military, Inc. The Board will adopt and maintain proposed Bylaws which will be consistent with the Articles of Incorporation (Appendix 3).

The Governing Board will facilitate the establishment of rules, policies and procedures to govern it and the Academy's Administrative Leader, which will include, but are not limited to, the following:

- Accountability
- Progress Monitoring and implementing the Academy's mission and purpose
- Code of Ethics and conflict of interests
- Fiscal Responsibility
- School climate and safety

Board Member Duties

The Governing Board of the Academy will perform the following proposed duties, as well as other specified duties in the Florida Statutes regarding the governing board of charter schools:

- Appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and resolve disputes.
- Accountable for operational policies, academic and financial accountability
- Approve and maintain an operating budget
- Oversight of operations of the Academy
- Annual Yearly Progress report to the District regarding student achievement, budgetary and financial status, proposed and planned facilitates, information pertaining to personnel, including certification levels, employee salary and benefit levels.

Board Member Selection, Vacancies, Resignation, and Removal

The number of board members will be determined by the Board of North Port Collegiate Military Academy as the Academy develops, but under no circumstance will there be fewer than three members at any given time. A Governing Board member may submit to the Board possible qualified candidates as members which the Board will consider for selection. Members will be elected every two years by the affirmative vote of a two-thirds (2/3) majority of the Governing Board of North Port Collegiate Military Academy. Any vacancies in the governing Board will be filled for the remainder of the un-expired portion of the term by the member and then will have the option to serve by affirmative vote of the majority.

The members will hold office for two terms, or until their earlier resignation or removal, or until their successors are elected and hold position. Board members may be re-elected without restriction. Any member may resign at any time providing a written notice of resignation to the Governing Board. A board member may be removed from a position by the affirmative vote of the members of the Academy, at any regular meeting or at any special meeting specific to that purpose, with or without cause.

Meetings and Frequency:

The Governing Board will conduct regularly scheduled monthly meetings, and they will provide reasonable public notice of the date, time and place of its meetings, and they will make minutes of its meetings available for public review in accordance with Florida's Public Records Law, Chapter 19 F.S.

Code of Ethics and Conflict of Interest:

The Governing Board of North Port Collegiate Military Academy will follow the Code of Ethics and Conflict of Interest policies and procedures as detailed in Section 1002.33, Florida Statutes.

E. Explain how the founding group for the school intends to transition to a governing board. (This question is not applicable if the applicant is an established governing board.)

Currently, North Port Collegiate Military Academy's has a Founding Board. Pending district approval the Academy will move from a Founding Board to a Governing Board. John Carver suggests that "the most important work of any governing board is to create and re-create the reason for organizational existence. This is not simply the approval of a purpose statement. Nor is this a task done once, and then forgotten. It is a perpetual obligation, deserving of the majority of board time and energy." The Board will make a concerted effort to share the mission, vision and purpose of the Academy with all newly elected members to ensure the continuity of commitment between the founding group and any newly elected members,

NPCMA Founding Board

Jodi Kopacz, EdD is the Founder/CEO and Head of School for North Port Collegiate Military Academy pending district approval. She has lived in Sarasota County for 19 years, and during that time she has working in the educational system. Her professional experiences began as a residential counselor and teacher at a locked residential treatment center, The Devereux Foundation, Pennsylvania, for four years, serving children ages 6-18 who were severely emotionally disturbed, to including schizophrenia, manic depression and multiply personalities. When she moved to Florida she began her career at St. Martha Catholic School teaching Language Arts and Religion for two years. Dr. Kopacz resigned at St. Martha to pursue furthering her dreams of teaching middle school students at a newly created Sarasota School of Arts and Sciences. She taught 7th and 8th Grade Language Arts, as well as other duties including Department chair, team leader, teacher mentor program, and the first ever Middle School Triathlon Team. Sarasota Military Academy was a new charter school, and after 7 years at SSAS, Dr. Kopacz decided to transition to the high school grades. There she taught English for four years and then as Assistant Headmaster to complete her 8 years of service at the Academy. She has training as Head of School, Diploma 1 International Baccalaureate Middle Years Program, School Improvement Plans, AdvancEd, and completing a new charter school application. She was nominated as a United States Administrative Delegate to the 2011 Bridge to China International Education Conference. She also has presented her research in Hawaii, and was asked to return the following year, as well as requested to present in Brussels and Turkey International Educational Conferences. Her background in charter school education and administration, including charter school policies and procedures, will provide a solid foundation for success at the Academy. She is also a Board Member for the Heart Gallery of Sarasota, Inc. She resides in Sarasota County.

George Spagnola, EdD has an extensive background in education which will foster policies and procedures to create a highly effective school. Dr. Spagnola currently is the Chairman for the College of Education at Argosy University, Sarasota and Tampa Campuses. Dr. Spagnola has been appointed to many education committees for Florida, to include:

- Item Validation Committee for the Florida Teacher Certification Examinations (FTCE) for Speakers of Other Languages (ESOL) K-12
- Florida Teacher Certification Examinations (FTCE) Middle Grades English 5-9 Competencies and Skills/Blueprint Development Committee

- Florida Educational Leadership Examination (FELE) Written Performance Assessment (WPA) Supplemental Rating Criteria (SRC) Specification Validation and Competencies and Skills/Test Blueprint Finalization Committee
- Professional Development Reviewer for the State of Florida concerning district reviews of the Professional Development Departments of Florida School Districts
- Folio reviewer/reader for the Florida Department of Education application process for colleges/universities certification program submissions
- Legislative liaison committee, Florida Association of Professors of Educational Leadership (FAPEL)

Dr. Spagnola has served as chair of the College of Education at Argosy University, Sarasota since 2009. From 1996-2009, he served as a member of the Manatee County School Board Curriculum Team. Prior to joining the school board, he had served in numerous leadership roles in higher education. Dr. Spagnola holds a Doctor of Education in Administration, Supervision and Management in 1972 from the University of Sarasota (now Argosy University, Sarasota), a master's degree in Education from the University of Montevallo, a master's degree in Leadership from Nova Southeastern University and a bachelor's degree in Education from St. Bernard College. Dr Spagnola will be a great asset to the Academy with his extensive knowledge of the educational system and its policies, procedures, evaluations and requirements to be effective. He resides in Bradenton.

Daniel Kennedy holds his BA and MA from The University of Kentucky. He has been in education for over 40 years as a teacher, Assistant Principal, and Principal. Dan Kennedy has been an educational leader in Sarasota County School district and has recently retired from Sarasota Military Academy, which he was co-founder, as Head of school. His vision was to create a charter school environment which provided increased discipline and zero tolerance for drugs. He also created Sarasota Military Academy Prep to serve middle school students with the same vision he had for the high school. Currently, SMA and SMAP Prep is the largest charter school in Sarasota County. Before founding the Sarasota Military Academy Dan Kennedy was Principle at Sarasota High School for 24 years. Sarasota City Commissioners honored Mr. Kennedy in July, 2014 with a Key to the City and a Dan Kennedy Day for his positive impact within the community. He is the Chairman of the Board for Sarasota School of the Arts and actively involved in many organizations and clubs. He and his wife reside in Sarasota County.

Joe Braly, EdD received a Doctorate in Education from Arizona State University. He has served in the public sector for 12 years in large and small high schools in Urban, Suburban and Rural communities, including two years in a public Native American school, four years in charter schools, and one year in a public military charter school, Sarasota Military Academy, as one of the founding teachers. Dr. Braly also has five years of teaching experience in chemistry and physical education at two public community colleges. He has worked as a professor at the University of Wyoming for six years teaching undergraduate and graduate programs. His professional experiences include: President and CEO for Tri-County Indian Nations Community Development Corp, Ada, OK.; Founder and President of Computer Solutions, Inc, Sarasota, FL.; Co Founder and CEO of Video Plus Video Rentals, Denver, CO; and Real Estate Broker, founder AARK Realty, Cheyenne, WY. He resides in North Port.

Mr. Steven Hazuda has been an educator in the Sarasota County School district since 1993. He has a Master of Education, Educational Leadership. His Florida Professional Educator's Certifications include Educational Leadership (grades 6-12), Exceptional Student Education (K-12), and English/Language Arts (5-9). Mr. Hazuda has been an English teacher, Mathematics teacher, Assistant Principal, Behavior

Intervention Specialist with the Sarasota County School Board. Previously, he was an Assistant Director-YMCA Triad Alternative Program and then became the Director of the program. Skills include Budget and Financial Management, Assured Compliance of State and Federal Laws, Curriculum Development, Facility Operations, Data Analysis, Administration of Staffing and Scheduling and Professional Development. He resides in Sarasota County.

Mr. Richard Suggs is President and CEO of the Suggs Group which is an accounting service in North Port, Florida. He and his wife reside in North Port. He is the Chief Operating Officer at Shop Local, Inc. which integrates technology and marketing media to local businesses. He holds a Master of Business Administration from Nova Southeastern University. Mr. Suggs is a Board member for the North Port Chamber of Commerce and he is the Chairman for the Economic and Development Committee. He previously worked at the Sheriff's Youth Ranch as a Cottage Parent which supports offering a stable home to needy children. He supported the Ranch's philosophy for the children to develop healthy work related skills and ethics, educational and vocational growth, involvement in personal activities, interests and hobbies, and live life through devotion, knowing what is right and wrong, and make logical choices that will be good for the child and the community.

Patricia O'Meara is a Certified Public Accountant and Certified Court Mediator-Family and Divorce. She also holds a Masters in Taxation. She has extensive knowledge in For-Profit and Not-For Profit accounting. She resides in Charlotte County.

F. Describe the plans for board member recruitment and development, including the orientation process for new members and ongoing professional development.

North Port Collegiate Military Academy plans to use the community of Sarasota County with its highly qualified professionals to recruit and develop a Governing Board. The Academy will utilize organizations, for example, but not limited to, the North Port Chamber of Commerce, The Rotary Club, and North Port Economic Development Committee, to familiarize professionals about the Academy and any potential seats available on the Board. All board members, current and future, will be required to participate in governing board training pursuant to Rule 6A-6.0784 and Florida Statute 1002.33.

Professional development courses, as specified in Section 1002.33(9) (k), Florida Statutes, may include:

- Guided Questions for Mission Statement and Strategic Planning
- Models of Governance and Leadership
- Charter School Law in Florida
- Financial Responsibility

Those community members with an interest for a potential seat on the Board will provide a letter of intent to join the board, a current resume and then a meeting with all board members to discuss his/her qualifications. After the review is completed, the Board will vote to accept or deny the candidate. All new Board members will receive a copy of the charter application, pending approval, current NPCMA policies and procedures and appropriate ongoing professional development as required by the School Board of Sarasota County.

G. List each of the proposed members of the school's governing board, indicating any ex-officio members and vacant seats to be filled. For each proposed member, provide a brief description of the person's background that highlights the contribution he/she intends to make through service as a governing board member and any office of the board that individual holds.

Currently, North Port Collegiate Military Academy's has a Founding Board. Pending district approval the Academy will move from a Founding Board to a Governing Board. NPCMA will actively seek new members for the Governing Board to fill the following positions of Secretary/Treasurer.

NPCMA Board members include:

President/Chairman:

George Spagnola, EdD has an extensive background in education which will foster policies and procedures to create a highly effective school. He currently is the Chairman for the College of Education at Argosy University, Sarasota and Tampa Campuses. Dr. Spagnola has been appointed to many education committees for Florida, to include:

- Item Validation Committee for the Florida Teacher Certification Examinations (FTCE) for Speakers of Other Languages (ESOL) K-12
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Vice-Chairman/Vice-President

Daniel Kennedy holds his BA and MA from The University of Kentucky. He has been in education for over 40 years as a teacher, Assistant Principal, and Principal. Dan Kennedy has been an educational leader in Sarasota County School district and has recently retired from Sarasota Military Academy, which he was co-founder, as Head of school. His vision was to create a charter school environment which provided increased discipline and zero tolerance for drugs. He also created Sarasota Military Academy

Prep to serve middle school students with the same vision he had for the high school. Currently, SMA and SMAP Prep is the largest charter school in Sarasota County. Before founding the Sarasota Military Academy Dan Kennedy was Principle at Sarasota High School for 24 years. Sarasota City Commissioners honored Mr. Kennedy in July, 2014 with a Key to the City and a Dan Kennedy Day for his positive impact within the community. He is the Chairman of the Board for Sarasota School of the Arts and actively involved in many organizations and clubs. His extensive community interest will support strong fundraising initiatives.

Secretary/Finance:

Patricia O'Meara is a Certified Public Accountant and Certified Court Mediator-Family and Divorce. She also holds a Masters in Taxation. She has extensive knowledge in For-Profit and Not-For Profit accounting. She resides in Charlotte County. Her expertise in finance, IRS, state/government requirements and litigation will provide professional fortitude with the financial management of the Academy.

H. Outline the methods to be used for resolving disputes between a parent and the school.

The Board will hire the Head of School for the Academy, who is an experienced school leader with communication and listening skills, and cognizant of Florida Law and Sarasota School Board's rules and procedures.

Methods to resolve disputes between a parent and the Academy:

1. Schedule an appointment to clarify issue with student's teacher;
2. Schedule an appointment to clarify issue with Administrative Team
3. Contact ESE or ESOL Liaison to clarify the issue, if applicable with services and support
4. Contact the Governing Board Chair
5. State issue at a scheduled Governing Board meeting

If the school is filing the application in conjunction with a college, university, museum, educational institution, another nonprofit organization or any other partner, provide the following information:

- B. Name of the partner organization.
- C. Name of the contact person at the partner organization and that person's full contact information.
- D. A description of the nature and purpose of the school's partnership with the organization.
- E. An explanation of how the partner organization will be involved in the governance of the school.

Not applicable

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.

North Port Collegiate Military Academy will have an Administrative Team consisting of the Head of School, Assistant Head of School and Chief Financial Officer/Commandant of Cadets. The Academy will utilize the job descriptions from the School District of Sarasota County regarding qualifications, knowledge, skills and abilities, and performance responsibilities

Head of School:

Qualifications

- Doctorate Degree from an accredited educational institution.
- Florida certificate in Administration and Supervision or Educational Leadership.
- Minimum of five (5) years experience in education.
- Minimum of three (3) years experience as a school administrator.

Responsibilities

- Develop, implement and assess the academic program leading to student success.
- Develop and implement an annual School Improvement Plan.
- Coordinate program planning with District staff.
- Interview and select qualified employees to be recommended for employment.
- Monitor and conduct personnel evaluations and take appropriate action.
- Develop an annual assessment for in service needs leading to faculty improvement.
- Provide leadership and vision to the School Improvement Process and changes leading to improvement.
- Develop a positive teaching / learning environment leading to teacher and student success.
- Develop and implement a safe and orderly school plan.
- Develop and implement a successful discipline plan promoting a safe teaching / learning environment.
- Promote a positive school image through appropriate communication and community involvement.
- Develop high expectations for teachers and students and promote this vision to the community.
- Develop and maintain the Academy's budget by involving appropriate input and by meeting local and state guidelines.
- Establish a role model conducive to hard work, caring and consistency for the entire staff.
- Utilize managerial skills to design and organize activities to achieve goals.
- Oversee the development of the extracurricular activities program and maintain an up-to-date activities calendar.
- Facilitate the resolution of problems and tasks through problem-solving techniques.
- Utilize critical thinking skills in analyzing data and reaching conclusions.
- Possess an ability to anticipate problems and to react to them prior to conclusion.
- Direct the development of the master schedule.
- Manage and assign the administration of the school testing program.

- Establish job assignments for administrators, teachers and support staff personnel.
- Assist in developing short- and long-range facility needs.
- Coordinate the completion of plant safety and facility inspections.
- Coordinate the school transportation services as required.
- Establish procedures for student accounting and attendance procedures.
- Establish procedures for property inventory records.
- Establish a program leading to the secure closure of the Academy and proper opening each day.
- Supervise the preparation of accurate and timely reports and records.
- Assume responsibility for all official correspondence and news releases.
- Manage the ordering of textbooks, materials and equipment.
- Maintain visibility and accessibility on the school campus.
- Assume responsibility for all student suspensions and expulsions in accordance with School Board policies and state law.
- Participate in District management meetings and other meetings appropriate for professional development.
- Maintain a close working relationship with District staff.
- Develop and monitor an articulation program with feeder schools and community agencies.
- Perform other incidental tasks consistent with the goals and objectives of this position.

The Head of School will be evaluated by the Governing Board using the Sarasota County Performance Accountability Evaluation Tool for Administrators.

Assistant Head of School

Qualifications

- Master's Degree or higher from an accredited educational institution.
- Certification in Educational Leadership, School Principal, Professional School Principal or Administration and Supervision.
- Minimum of three (3) years successful classroom teaching experience
- Minimum of two (2) years as a successful assistant and/or principal

Responsibilities

- Assist in the development, implementation and evaluation of the instructional program, including the use of technology.
- Supervise curricular and extracurricular activities as assigned.
- Provide recommendations to the Head of School regarding curriculum improvement.
- Assist with coordinating student field trips.
- Assist in developing the master schedule and assignment of students and staff.
- Assist in the administration of the testing program.
- Assist in gathering, analyzing and interpreting data related to student performance.
- Assist in coordinating the School Accreditation Program and School Improvement Program.
- Assist with the supervision of personnel, including orientation of new employees as assigned.
- Assist the Head of School in developing personnel assignments and duty rosters.
- Assist in implementing and administering negotiated employee contracts.

- Assist in the coordination of the school's in service program.
- Assist teachers in developing professional development plans and activities.
- Assist in monitoring and assisting substitute teachers.
- Coordinate and develop a new student orientation day
- Assist the Head of School with the daily operation of the school.
- Assist in supervising and monitoring the accurate and timely completion of data collection and reporting requirements.
- Assist in the supervision of the maintenance and care of the physical plant.
- Assist in developing and monitoring the school budget.
- Assist in maintaining property inventories.
- Assist in supervising school transportation services.
- Assist in identifying maintenance or facility needs.
- Assist in monitoring student attendance.
- Assist in ensuring that the school's discipline policy is consistently and fairly administered.
- Assist with student supervision and discipline.
- Assist in interpreting and implementing the Pupil Progression Plan.
- Assist in developing, implementing and evaluating the school's guidance program.
- Confer with students, parents and teachers to resolve problems and facilitate learning.
- Assist in coordinating schedules for extracurricular activities.
- Seek to improve skills and knowledge through participation in in-service and other professional development activities.
- Model and maintain high standards of professional conduct.
- Demonstrate initiative in identifying needs or potential for improvement and take appropriate action.
- Promote and support professional development for self and others.
- Maintain visibility and accessibility.
- Keep the Head of School informed about potential problems, unusual events or possible opportunities for school improvement.
- Support goals and priorities of the District and the Academy.
- Provide leadership in developing and implementing goals and priorities of the District and Academy.
- Assume duties and responsibilities of the Head of School in his / her absence.
- Assist in planning and implementing the school's public relations program.
- Conduct faculty meetings when requested by the Head of School.
- Serve on advisory committees as requested by the Head of School.
- Support and attend community functions.
- Use appropriate interpersonal styles and methods to guide individuals and groups to task accomplishment.
- Set high standards of performance for self, others and the school.
- Perform other incidental tasks consistent with the goals and objectives of this position.

The Assistant Head of School will be evaluated by the Head of School using the Sarasota County Performance Accountability Evaluation Tool for Administrators.

Teacher

Qualifications

- Bachelor's Degree or higher from an accredited educational institution.
- Certified by the State of Florida in appropriate area.

Responsibilities

- Establish short and long-range goals based on student needs and District and state curriculum requirements.
- Plan and prepare lessons and strategies which support the School Improvement Plan and Academy's mission.
- Plan and prepare lessons which are meaningful and engaging.
- Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.
- Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.
- Assist in assessing changing curricular needs and plans for improvement.
- Maintain a positive, organized and safe learning environment.
- Manage time, materials and equipment effectively.
- Instruct and supervise the work of volunteers and aides when assigned.
- Establish and maintain effective and efficient record keeping procedures.
- Use effective student behavior management techniques.
- Assist in enforcement of school rules, administrative regulations and School Board policies and NPPCMA Board policies.
- Participate in the development and implementation of IEP's, EP's & 504 Plans for exceptional education students, as appropriate.
- Develop effective assessment strategies to assist the continuous development of students.
- Interpret data for diagnosis, instructional planning and program evaluation.
- Establish appropriate testing environment and test security.
- Demonstrate knowledge and understanding of subject matter content.
- Apply principles of learning and effective teaching in instructional delivery.
- Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students.
- Use appropriate strategies and techniques to enhance critical thinking skills in students.
- Apply appropriate instructional modification for students with special needs.
- Provide quality work for students that challenges and is relevant to the goals and objectives of the class.
- Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
- Provide instruction on safety procedures and proper handling of materials and equipment.
- Use appropriate materials, technology and resources to help meet learning needs of all students.

- Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
- Communicate effectively, both orally and in writing, with other professionals, students, parents and the community.
- Collaborate with other professionals and parents after recognizing student distress or abuse.
- Collaborate with peers to enhance the instructional environment.
- Assist others in acquiring skills and knowledge in specific areas of responsibility.
- Engage in a continuing quest for personal growth through in-service, classes and study.
- Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
- Model professional and ethical conduct when dealing with students, peers, parents and the community.
- Perform and fulfill all professional responsibilities.
- Prepare all required reports and maintain all appropriate records.
- Support school improvement initiatives by active participation in school activities, services and programs.
- Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification.
- Perform other incidental tasks consistent with the goals and objectives of this position.

Teachers will be evaluated by the Head of School using the Sarasota County Performance Accountability Evaluation Tool.

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

Jodi Kopacz, EdD has been selected as Head of School for North Port Collegiate Military Academy. She has lived in Sarasota County for 19 years, and during that time she has working in the educational system. Her professional experiences began as a residential counselor and teacher at a locked residential treatment center, The Devereux Foundation, Pennsylvania, for four years, serving children ages 6-18 who were severely emotionally disturbed, to including schizophrenia, manic depression and multiply personalities. When she moved to Florida she began her career at St. Martha Catholic School teaching Language Arts and Religion for two years. Dr. Kopacz resigned at St. Martha to pursue furthering her dreams of teaching middle school students at a newly created Sarasota School of Arts and Sciences. She taught 7th and 8th Grade Language Arts, as well as other duties including Department chair, team leader, teacher mentor program, and the first ever Middle School Triathlon Team. Sarasota Military Academy was a new charter school, and after 7 years at SSAS, Dr. Kopacz decided to transition to the high school grades. There she taught English for four years and then as Assistant Headmaster to complete her 8 years of service at the Academy. She has training as Head of School, Diploma 1 International Baccalaureate Middle Years Program, School Improvement Plans, AdvancEd, and completing a new charter school application. She was nominated as a United States Administrative Delegate to the 2011 Bridge to China International Education Conference. She also has presented her dissertation in Hawaii, and was asked to return the following year, as well as requested to present in Brussels and Turkey International Educational Conferences. Her background in charter school education and

administration, including charter school policies and procedures, will provide a solid foundation for success at the Academy.

Her primary duties will be to manage and oversee the daily operations of the Academy, including academic progress, financial sustainability, and oversight and evaluation of administrative team and teachers. Dr. Kopacz has been involved in education for 18 years and in school leadership for five years. She is the founder and Chief Executive Officer of North Port Collegiate Military Academy. The Governing Board will interview qualified candidates if and when a new Head of School position becomes available. The candidate will possess the same vision of the Academy and lead by example.

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

Administrative Staff	Year One	Year Two	Year Three	Year Four	Year Five
Head of School	1	1	1	1	1
Assistant Head of School	1	1	1	1	1
Total Administration	2	2	2	2	2
Instructional Staff					
6-8 Language Arts	1	1	1	1	1
9-12 English	1	1	1	1	1
6-8 Mathematics	1	1	1	1	1
6-8 Science	1	1	1	1	1
9-12 Science/Math	1	1	1	1	1
6-8 Social Studies/Military History	1	1	1	1	1
9-12 History/Civics/Economics	1	1	1	1	1
ESE Liaison/Teacher	1	1.5	1.5	1.5	1.5
Reading Specialist/ESOL Liaison	1	1	1	1	1
Music 6-12	1	1	1	1	1
Art 6-12	1	1	1	1	1
Physical Education 6-12	2	2	2	2	2
Foreign Language 6-12	1	1	1	1	1
Technology	.5	.5	.5	.5	.5
JROTC Teacher	1	1	1	1	1
Total Instructional Staff	15.5	17	17	17	17
Support Staff					
Bookkeeper	1	1	1	1	1
Front desk Receptionist/Attendance	1	1	1	1	1
Registrar	1	1	1	1	1
Guidance Counselor/Testing Coordinator	1	1	1	1	1

Media Specialist	1	1	1	1	1
Facilities manager/Custodian	1	1	1	1	1
Food Service	.5	.5	.5	.5	.5
Clinic Aide	1	1	1	1	1
Total Support Staff	7.5	7.5	7.5	7.5	7.5

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

Recruitment:

North Port Collegiate Military Academy will recruit teachers and staff through Academy's website, national online resume databases (LinkedIn.com, Monster.com), employee referral program, college recruiting, positing in local newspaper publications, job fairs, and Troops to Teach.

Selection:

The applicants will submit an application, letter of intent, and curriculum vital/resume which will be reviewed by the Administrative Team. The team will evaluate the applicants on the following criteria, but not limited to:

- Florida teacher certifications/endorsements/licenses
- Successful teaching experience in selected subject area
- Unique projects, activities and/or lesson plans effectively following state standards/benchmarks
- Acceptance to the military structure of the Academy
- Review of written and verbal references from previous employers
- Resident of Sarasota County

Verification:

All employees will be fingerprinted and have background checks conducted as required by 1012.56 (2) (d), Florida Statute. The Academy will contract with the District to process fingerprinting and background checks. The support staff will include cafeteria staff, custodians, paraprofessionals, secretaries, and substitute teachers, and others approved to support the Academy's programs. All support staff will be required to be fingerprinted and have background checks prior to employment.

Evaluation:

The Head of School will hire the most qualified applicant. The instructional staff will be evaluated by the Head of school. The Academy will measure learning growth based on the performance of students on the state-required assessments for classroom teachers, other instructional personnel and school administrator evaluations. The remainder of a classroom teacher's evaluation is based on instructional practice and professional responsibilities. The evaluation system must differentiate among four levels: highly effective; effective; needs improvement or for instructional in the first three years of employment who need improvement, developing; and unsatisfactory.

Dismissal:

The first 90 days of employment will be considered an Introductory Period. The employee may resign from the Academy and the Academy may terminate employment without cause and without notice. After the first 90 days, progressive discipline policies will be followed for minor performance situations

and immediate termination for any violations of a serious nature. Per the employee handbook, the Academy will request two weeks' notice of all voluntary resignations. The Academy reserves the right to dismiss employees "at will" but without being in violation of federal and state laws. A notice of Disciplinary Action will be completed for documentation regarding the employee's type of problem or violation, its occurrence, corrective actions, expected improvement, statement of employee and signatures from Head of School and employee that a meeting was held for counsel. The supervisor checklist will be completed to comply with proper procedures. The Notice of Disciplinary Action will be placed in the employee's personnel folder.

NOTICE OF DISCIPLINARY ACTION

EMPLOYEE NAME: _____		DATE OF NOTICE: _____	
SUPERVISOR NAME: _____		JOB POSITION: _____	
TYPE OF PROBLEM OR VIOLATION:			
<input type="checkbox"/> Tardiness	<input type="checkbox"/> Quality of Work	<input type="checkbox"/> Safety	
<input type="checkbox"/> Absentecism	<input type="checkbox"/> Quantity of Work	<input type="checkbox"/> Drug or Alcohol Abuse	
<input type="checkbox"/> Insubordination	<input type="checkbox"/> Neatness	<input type="checkbox"/> Carelessness	
<input type="checkbox"/> Other: _____	<input type="checkbox"/> Date of Occurrence: _____		
DETAILS OF OCCURRENCE (Include description of impact on Company):			
CORRECTIVE ACTION TO BE TAKEN:			
Suspension:	<input type="checkbox"/> With Pay	<input type="checkbox"/> Without Pay	First Day: _____
Other:	_____		Last Day: _____
EXPECTED IMPROVEMENT (Include a clear statement as to the consequences of failing to improve)			
EMPLOYEE'S STATEMENT (Use additional paper if necessary)			
By signing this notice, I am acknowledging that I have been counseled about my inappropriate conduct and informed of consequences if improvements are not made.			
Employee Signature: _____		Date: _____	

SUPERVISOR CHECKLIST FOR NOTICE OF DISCIPLINARY ACTION

- | | |
|--|--|
| <input type="checkbox"/> Reviewed the Managing Poor Performance Checklist. | <input type="checkbox"/> Action discussed with and approved by human resource department prior to employee counseling. |
| <input type="checkbox"/> Described problem in detail to employee | <input type="checkbox"/> Explained consequences if improvements are not achieved by date specified. |
| <input type="checkbox"/> Explained how problem interferes with work environment, employee performance, business operations, profitability, or the well-being of other employees. | <input type="checkbox"/> Explained employee is "at will" and that there may be no further warnings prior to termination. |
| <input type="checkbox"/> Explained in detail what employee must do to improve performance or change behavior. | <input type="checkbox"/> Discipline is consistent with treatment of other employees guilty of similar violations. |
| <input type="checkbox"/> If applicable, stated deadline for improvements. | <input type="checkbox"/> Provided Employee Correction Form. |

Supervisor _____ Date: _____

Human Resources _____ Date: _____

Development:

The Academy will retain its employees by providing an environment which promotes a positive working relationship with the Board of Directors, Administrative Team and an environment that is conducive to effective teaching and learning. NPCMA will ensure employees are provided competitive benefits and employee services, within the parameters of the Academy's fiscal responsibilities.

The Academy will utilize the Sarasota County Professional Development services, when applicable, to promote ongoing professional development. Through building collaborative partnerships with community foundations, colleges, agencies and organizations will also assist in supporting professional development to retain highly qualified employees.

Section 11: Education Service Providers

If the school intends to enter into a contract with an Education Service Provider (ESP)¹:

- A. Describe the services to be provided by the ESP.
- B. Provide a draft of the proposed contract between the school and the ESP including, at a minimum, proposed services, performance evaluation measures, fee structure, renewal and termination provisions, and terms of property ownership (real, intellectual and personal).
- C. Unless the ESP is the parent non-profit organization, explain why the ESP was selected, including what due diligence efforts were conducted to inform the selection and how the relationship with the ESP will further the school's mission.
- D. Explain the ESP's roles and responsibilities for the financial management of the proposed charter school, if applicable, and the internal controls that will be in place to guide this relationship.
- E. Unless the ESP is the parent non-profit organization, explain how the governing board will ensure that an "arm's length," performance-based relationship exists between the governing board and the ESP.
- F. Provide a summary of the ESP's history, including its educational philosophy and background and experience of senior management.
- G. Provide a complete list of other charter schools the ESP operates or previously operated using Addendum C (Form IEPC-M1A).

North Port Collegiate Military Academy will not enter into a contract with an Education Service Provider (ESP).

¹ An Education Service Provider (ESP) is an organization that provides comprehensive services to a school. Organized as non-profit or for-profit companies, ESPs generally fall into two categories:

- *Educational Management Organizations* (EMOs) that provide comprehensive school management services and may provide school designs and/or educational programming as well, and
- *Comprehensive School Design Providers* that offer a replicable school model or common pedagogical, instructional and governance approach.

Section 12: Human Resources and Employment

A. Explain the school's compensation plan, including whether staff will be publicly or privately employed.

North Port Collegiate Military Academy, Inc., as allowed in Section 1002.33(12)(I) Florida Statutes, the Academy will operate as a private employer and will reflect an employment practice that will seek to mirror the diversity of the community and student population.. All full-time employees will be eligible to participate in the NPCMA benefits plan which will include, but not limited to, a health plan, and voluntary supplemental benefits such as vision, dental, life, and disability.

The Academy will offer a 401K retirement plan for the first three years of its existence. Fiscal responsibility is pertinent during the beginning years. Once established, NPCMA will utilize the Florida Retirement system for its employees in which the Academy will match the employee contribution up to 2% of the employee's salary.

B. Describe the proposed personnel policies and procedures to which staff will be required to adhere, including expectations for participation in the school's professional development program. If personnel policies and procedures have not been developed provide a clear plan, including timeline, for the development and approval by governing board.

North Port Collegiate Military Academy's proposed personnel policies and procedures to which the staff will be required to adhere, including expectations for participation in the Academy's professional development program will be completed upon approval of the charter application.

Florida Statutes will pertain, including but not limited to:

- The Academy will employ Highly Qualified Teachers. The Academy will follow the No Child Left behind Act (NCLB) of 2001 to seek and hire highly qualified teachers.
- The Academy will not hire an individual to provide instructional services or to serve as an aide if the individual's certificate or licensure as an educator is suspended or revoked by the State of Florida or other states.
- The Academy will require all employees to undergo a background check and fingerprinting in collaboration with the Sponsor as required by §1002.33(12)(g), Florida statutes prior to that employee reporting to the classroom

Code of Professional Practices

The Academy will adopt the Florida Department of Education's Code of Professional Practices and Faculty Code of Conduct in the District.

Nepotism

Nepotism is defined as showing favoritism or patronage to relatives. North Port Collegiate Academy will ensure that any applicant who would be supervised by a close relative will not be considered for a position at the Academy.

Drug and Alcohol Policy:

No employee of North Port Collegiate Military Academy shall possess, consume, sell, distribute, dispense, use or be under the influence of any alcoholic beverages in the workplace. Nor shall any

employee possess, consume, sell, manufacture, distribute, dispense, use or be under the influence of, on or off the job or in the workplace, any narcotic, drug, amphetamine, barbiturate, marijuana or any other controlled substance, as defined in the Controlled Substances Act (21 U.S.C. 812) and as further defined by regulations at 21 CFR 12001.11 through 1300.15 or Florida Statutes, Chapter 893. As a condition of employment, each employee will: (a) abide by the terms of this policy, and (b) notify the Superintendent of any criminal drug statute arrest or conviction within 48 hours.

Violations of Law

As required by the provisions of State Board of Education Rule 6B-1.006(5) and The Principles of Professional Conduct of the Education Profession in Florida a professional employee is required to self-report within 48 hours to the Executive Director of Human Resources any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance.

Political Activities

Florida Statute 104.31 and School Board policies 2.51 and 6.34 govern political activities of school public employees. Some things to remember are:

- Political posters shall not be displayed in schools
- Political literature shall not be distributed in schools or on school property
- Solicitations for votes or contributions shall not be conducted in schools or on school property
- Students shall not be required to distribute campaign literature
- Employees shall refrain from participation in partisan politics on school property during the hours school is in session

Child Abuse Reporting

Pursuant to Florida Statutes, any person, including, but not limited to, school teachers, school officials, and school employees, who knows, or has reasonable cause to suspect, that a child is abused, abandoned, or neglected by a parent, legal custodian, caregiver, or other person responsible for the child's welfare shall immediately report such knowledge or suspicion to the Florida Department of Children and Families' Central Abuse Hotline at 1-800-96-ABUSE.

Bullying and Harassment

It is the policy of North Port Collegiate Military Academy that all of its students and school employees have an educational setting that is safe, secure, and free from harassment and bullying of any kind. The Academy will not tolerate bullying and harassment of any type. Conduct that constitutes bullying and harassment is prohibited.

Teacher Hours and Attendance

Effective learning begins with the teacher's accountability in the classroom which includes promptness to classroom times, meeting and other pertinent related activities. If an employee is going to be absent due to illness, it is necessary to call the Assistant Head of School in order to get a substitute to perform the teacher's duties and then fill the required pay work upon return. A teacher who knows of upcoming absences will fill out the required paperwork for time-off and submit for authorization by the Head of School. The teacher will provide lesson plans, any materials prepared, class lists, behavior plan and seating charts for the substitute.

Performance Evaluation

Each member of the instructional and administrative staff shall receive an annual evaluation by his/her immediate administrative supervisor. The Head of School will be evaluated by the Governing Board and the Head of School will evaluate the Assistant Head of School and staff. New teachers will have two formal performance evaluations during the school year, and one formal performance evaluation for teachers more than one year at the Academy unless scoring unsatisfactory or needs improvement on their evaluation, they will have two per year.

North Port Collegiate Military Academy will use the Sarasota County School's Teacher's Evaluation System (TES) using PRIDE as a tool to evaluate, inform and guide instruction. Quality teachers will increase student success. In order to achieve quality teachers the Academy will implement TES. The Head of School will use the qualitative evaluation; PRIDE (Professional Rubrics Investing and Developing Educator Excellence) to provide a research based instrument to develop educator excellence thus encouraging student achievement. There are four domains and incorporated standards identified by the Florida Department of Education (FDOE) that have the largest positive influence on student success:

Florida Department of Education (FDOE) Four Domains for Positive Influences for Student Success:

Domain I: Creating a Culture for Learning

Domain II: Planning for Success

Domain III: Instructing and Assessing for Participant Achievement

Domain IV: Communicating Professional Commitment

All classroom and non-classroom instructional staff with three or more years of continuous Student Growth Measures (SGM) scores will have 50% of their evaluation based on a three year weighted average of those SGM and 50% based on PRIDE, including the Individual Professional Development Plan (IPDP). Teachers with less than three years of SGM will have 40% of their evaluation based on a weighted average of SGM data. The use of a roster verification process will be used to identify the student teacher relationship.

Following the guidelines of Sarasota County Schools, NPCMA will use the statewide standardized assessments and its corresponding Value Added Measure (VAM), and EOC assessments in measuring student growth rather than measurable learning targets as part of the teacher evaluation. Lastly, Local End of Course (LEOC) assessments, as developed by the district, will be part of the instructional staff's evaluation.

Acceptable Use Policy: Computers, Networks, and Information Systems Technologies

The Academy understands the demands of the technological shifts in education. Technologies can offer innovative and more effective learning environments. The following services will be provided to the employees through the District and the Academy:

- Access to district and global electronic mail with the ability to communicate within the district and globally;
- Access to various computerized information resources through the District network consisting of software, hardware, online services, and the Internet;

- May include access to District resources from home or from an off-site premise in support of education and/or research consistent with academic goals; and
- Discussion groups on a wide variety of topics

Professional Development:

NPCMA will follow the same vision of the district regarding Professional Development, which states: “Staff excels ~ Students Succeed.” The Academy believes highly qualified staff will maintain this level of skill through ongoing development on researched based programs, methods and strategies.

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.

North Port Collegiate Military Academy will not discriminate on the basis of race, ethnicity, national origin, gender, disability for recruitment, following Florida Statute 1000.05. The Academy embraces diversity within the Corps of Cadets, faculty and staff as a model of the 21st century global world.

The Academy created its crest to provide the community with a well defined educational brand; according to Markovich (2015) a 2010 study conducted by the world’s largest public relations firm, Edelman, the Y Generation, also known as the Millennial, consider brand identification almost as important as religious preference and ethnic background when defining themselves online. The power of branding has successfully melded into that of personal identification and emotional connection. The crest will be part of the student polo uniform, and used for advertisement, letterhead, banners and other marketing materials (Section 24, Appendix 4)

The marketing program will ensure the community will be informed and educated about the mission of North Port Collegiate Military Academy through periodic information meetings at different venues in Sarasota County. The Academy will distribute press released and public services announcements to various local radio and television stations, public libraries, community groups and organizations, social media, pamphlets and a website to provide the most relevant and current information to the public who may not have easy access to educational options. Any marketing pamphlets will be printed in multi languages to assist in reaching all families. The marketing plan will promote the uniqueness of a middle and high school collaboration coupled with a small learning community and a military structured environment. Several community members have written support letters regarding the opening of North Port Collegiate Military Academy, proposed 2016 (Section 25, Appendix 5).

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 students without regard to ethnicity, national origin, gender, or achievement level will be considered for admission to North Port Collegiate Military Academy, a tuition free public charter school. The Academy will utilize the racial/ethnic balance based on the data of racial and ethnic composition of the local schools to include North Port High School, Woodland Middle School, Heron Creek Middle School and Imagine School North Port and area zip codes which the schools are aligned, the following data comprised from U.S. Census Bureau, 2010 Census and National Center for Education Statistics, U.S. Dept of Education

	Year	White	African American	Hispanic	Asian	American Indian	Pacific Islander	Two or More Races
34286	2010	80.0%	7.1%	9.9%	1.2%	0.2%	0.0%	1.5%
North Port High Sc	2010	73.3%	11.1%	10.1%	1.1%	0.2%	0.0%	0.0%
34289	2010	76.7%	6.5%	12.8%	1.8%	0.2%	0.1%	1.9%

Woodland Middle Sc.	2010	64.8%	14.9%	12.7%	1.4%	0.0%	0.0%	0.0%
34291	2010	81.4%	7.2%	8.6%	0.9%	0.2%	0.1%	1.7%
Heron Creek MS	2010	73.1%	9.8%	10.5%	0.5%	0.3%	0.0%	0.0%
34289	2010	76.7%	6.5%	12.8%	1.8%	0.2%	0.1%	1.9%
Imagine School NP	2010	77.2%	3.1%	10.2%	1.4%	0.9%	0.0%	0.0%

The Academy will provide copies of its promotional materials in several languages to local community organizations and groups to engage all families in the community. During general meetings throughout Sarasota County, the Academy’s promotional pamphlets will be in several languages to assist in further understanding of the mission and educational opportunities. The website, after the Academy’s opening will provide multi language applications.

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.

Any eligible student, as described in Florida Statute 1002.33(10), who submits a timely application and whose parents accept the conditions of the Parental Contract shall be considered for enrollment, unless the number of applications exceeds the capacity of the program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process. If the number of applicants falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.

An open admissions policy will be implemented wherein the Academy will be open to any student residing in the County and surrounding Charlotte County (without district transportation). If the number of applicants exceeds capacity all applicants shall have an equal chance of being admitted through a random selection process, lottery conducted by the school's accounting firm in conformity with Florida’s charter school legislation.

Students in the lottery will be assigned a number and will be admitted when student seats become available or capacity increases. Florida’s charter school legislation, Florida Statute 1002.33(10) (e), provides that the Academy may give enrollment preference to certain student populations, to include:

1. Students who are siblings of a student enrolled in the Academy;
2. Students who are the children of a member of the Governing Board of the Academy;
3. Students who are the children of an employee of the Academy; and
4. Students who are the children of an active duty member of any branch of the United States Armed Forces.

Enrollment Timeline:

- January 1st through February 30th, 2016 – First Open Enrollment Period.
- February 17th through March 15th, 2016 – Second Open Enrollment Period. (Provided there is availability after first enrollment period)

- May 1st through May 29th, 2016 – Third Open Enrollment Period. (Provided there is availability after second enrollment period)
- June 15th through June 26th, 2016 – Fourth Open Enrollment Period. (Provided there is availability after third enrollment period)

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.

The Academy will require parents and students to sign separate Parent and Student Contracts (Agreements), as a requisite for initial and continued enrollment at the Academy. This will facilitate a home-school partnership building on communication and investing in their child's education.

The Parent's and Student's contracts will include:

- The Academy's Student Code of Conduct and the District's Code of Conduct
- Academy's attendance policies regarding unexcused absences, excused absences, and the late policy and authority for signing in and out from the Academy
- The School uniform policy
- The Districts and the Academy's Parent and Student handbook.
- 25 hours of volunteerism prior to the last day.
- Enforcement: If there is a breach in the Parent and Student Contracts, it may result in the student losing preferential reenrollment status at the Academy for the following school year. This means the student will not be automatically articulated to the next grade level. Before this occurs, a conference will be established by the Head of School and the parent and student will have an official warning placed in the student's file.

The Academy will finalize these policies after approval of the charter application by the district. The Governing Board and Head of School will collaborate before the Board finalizes these policies. The Board will give parents every opportunity to fulfill their agreement, but if a parent consistently or flagrantly disregards the Academy's policies, then the Academy may withhold an offer of reenrollment to the family's students, depending on the circumstances.

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

The Academy will encourage parental and community involvement in many ways, to include but not limited to:

- Parent Teacher Cadet Counsel (PTCC)
- School Improvement Team
- Southern Association of Colleges and Schools (SACS) accreditation team
- Parade and community activities
- Open House, Parent Night, Quarterly Parent/teacher Conferences
- Website, newsletters and other forms of communication
- Climate Survey

The Academy will build community partnerships to encourage that all stakeholders are equally vested in the education of the students attending the Academy. The opportunity to create internships and mentoring programs with professionals in the community will assist in student's learning and applying skills for the 21st century and beyond.

III. BUSINESS PLAN

Section 14: Facilities

If the site is not acquired:

A. Explain the school's facility needs, including desired location, size, and layout of space.

At the time of this application, The Board of North Port Collegiate Military Academy is assessing appropriate sites for the location of the Academy in Sarasota County, Florida. Considerations for health and safety, school size facility calculations, are being incorporated into the search. The anticipated location will be in North Port, Florida, located in the southern county of the district.

The facility will be a combination of modular structures, modular administrative office, modular bathrooms, and a modular large room approximately 50,000 square feet. Adequate space (based on North Port and Sarasota County Zoning Codes) to accommodate cadet drop off and pick up logistics, as well as faculty, staff, and parent parking,

The Academy will seek to engineer health, fire, and safety systems per state, county and city zip codes, as well as to implement storm water management upgrades and environmental building systems to create a low energy, efficient, sustainable complex for the future.

The Academy will utilize operating funds provided by Florida Department of Education and annual local revenue, per formula calculations, to pay a lease and maintain the modular buildings.

B. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived.

- *The financial plan for the proposed school should align with the facilities-related costs described.*

A "working estimates" for rent of all modular's and clearing two acres of land is budgeted at \$178,104. NPCMA has private investors interested in providing financial support for a lease or purchase of land pending approval from the District of Sarasota.

C. Explain the strategy and schedule that will be employed to secure an adequate facility.

Currently the Academy is working with North Port City Hall City Manager, local real estate companies, local organizations, churches, and associations to assist in finding an adequate facility. The Academy's goal is to have a facility by December 1, 2015. The Academy has ongoing dialogue with the North Port City Managers regarding codes and permits for building, renovating or removing buildings.

D. Describe the back-up facilities plan.

The Academy will work with a local organization to rent land space 355 X 200 for modular buildings and use of their facilities.

E. Describe the plan and methods the school will employ to comply with Florida's constitutional class size requirements.

North Port Collegiate military Academy will use modular classrooms will comply with Florida constitutional class size requirements, allowing for 22 middle school in a classroom, except in remedial English class with no more than 15 students. There will be 25 high school students in a classroom, and allowing no more than 15 students needing remediation. The 11 classroom modular buildings are all measured at 24x36 DCA type IIB, and the larger classroom is 36x56DCA.

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.²

North Port Collegiate Military Academy will contract services with Sarasota County School District for transportation services. These services will ensure that transportation will not prevent students interested in attending the Academy be jeopardized.

The Academy plans to use Sarasota County District transportation, for field trips and other off campus programs, to enhance student learning. The Academy will seek to purchase a bus in year two to provide enrichment learning within the community and to build the Academy's extracurricular activities which will require travelling to other schools and community centers.

The Academy will follow the guidelines presented in the Sarasota County Student and Family Handbook 2012-2013, Section 103.1 — Bus Service: Transportation is provided to students in grades K-12 if they live more than two miles from school. Transportation may or may not be provided for students who live outside the attendance boundaries of the school they attend. Students living in Charlotte County will not have bus services.

NPCMA Junior and Senior students will be able to park on campus, following the guidelines in the Sarasota County School District Student and Family Handbook 2013-2014, Section 103.2-Vehicles on School Property: The use of automobile or bicycle (in compliance with Section 103.3) transportation is a privilege granted by school district authorities if parking space is available. A student with a valid driver's license may be permitted to drive his or her automobile to school if written consent from his or her parent(s) or legal guardian(s) and a written agreement to comply with all the school district rules relating to student vehicles are filed with the principal or designee (SCSDSFH, 2013, pg.20).

The Assistant Head of School will maintain files of the students parking on campus which include a driver's license, copy of insurance, parent consent, and an agreement to comply with the rules and policies relating to student vehicles. The agreement will be created prior to the proposed Academy's opening.

² The charter school and the sponsor shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter. (Section 1002.33(20)(c), Florida Statutes)

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.

North Port Collegiate Military Academy will contract with the Sarasota County School District to provide food and nutrition services which was awarded the District of EXCELLENCE in Child Nutrition on February 9, 2012.

The Academy will sponsor the National School Lunch and Breakfast Programs, as required, to provide free and reduced priced meals for eligible students, those from households with gross incomes within the limits on the Federal Income Guidelines. Verification to receive free/reduced meal program will include a submitted online application at Sarasotacountyschools.net/departments/FNS or a paper application which will be available during orientation for parents and students the week before the Academy's first school day, or in the office during the school year. If a parent receives a letter of Direct Certification Notification during the summer, parents will not need to resubmit an application.

Verification to receive services will include income eligibility and household documentation or confirmation that the student is included in a currently certified SNAP or Medicaid assistance. Migrant, homeless, or foster students with documentation will qualify for Free or Reduced Price meals.

Section 17: Budget

- A. Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances. The budget should be based on the projected student enrollment indicated on the cover page of the application.

North Port Collegiate Military Academy has presented an operating budget covering each year which contains revenue projections, expenses and anticipated fund balances, based on project student enrollment can be view in Section 26, Appendix 6 for specific details.

- B. Provide a start-up budget that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.

Month	Dec	Jan	Feb	March	April	May	June	Total
Line of credit (local bank credit card with plan to receive earned points)	10,000							
Administration Staff	0	0	0	0	0	0	0	0
Marketing and Enrollment	2,500		2,500			1,000		6,000
Computer ink, printing paper	100	50	50	50	50	50	50	400
Administrative Expenses	500	500	300	200	200	200	100	2,000
Total Operating Expenses	3,100	550	2,850	250	250	1,250	150	8,400
Fund Balance	6,900	6,350	3,500	3,250	3,000	1,750	1,600	

- C. Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start-up budget are based.
The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.

North Port Collegiate Military Academy will implement a start up budget that contains a balance sheet, revenue projections, and anticipated fund balance using the following initiatives, and not limited to:

- NPCMA will seek a line of credit from a local financial institutions, upon approval of the charter application
- Any start-up activities prior to July 1, 2016 will be volunteer based containing of but not limited to the Administrative Team, Governing Board and the community.
- The Academy will apply for the Federal New Start Up Charter School Grant upon approval of the charter application.
- The Academy will apply for North Port City Economic Development and Green Grants upon approval of the charter application.

- The Governing Board will actively create fundraising activities, upon approval of the charter application.
- D. Explain how the governing board will monitor the budget, including a strategy for addressing revenue shortfalls due to lower than expected enrollment.

The Governing Board in compliance with F.S. 1002.33(9) (I), the Governing Board shall adopt on an annual basis a comprehensive budget, which shall include all forms of revenue and all expenditures. The Board will monitor the budget and make amendments through an approval process. The governing board will be cognizant of student enrollment and will work with the administration to determine steps to address any shortfalls in revenue due to lower than expected enrollment. The Board and administration will increase marketing strategies through speaking engagements in the community and public forums to address the proposed Academy and increase enrollment.

The Governing Boards strong professional and management skills will establish clear spending priorities that focus on the Academy's students and teachers. The expenditures of the Academy will be the priority to maintain a safe learning environment, sustain highly qualified teachers and administration, and provide an enriching educational atmosphere.

The Governing Boards collaboration with the administrative team will develop a participatory and gratifying environment which recognizes honor, integrity, creativity and quality within its teachers and staff.

- E. Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.

Appendix 4 will provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.

- F. Describe the school's fundraising plan, if applicable. Report on the current status of any fundraising efforts, including verification of any fundraising monies reported in the school's start-up or operating budgets.

North Port Collegiate Academy understands that fundraising will be a priority to further assist with services for the Academy's needs. The Academy will also participate and apply for grants at the local, nation and state levels, as well as resources for educational grants, new charter school grant and club and sports grants.

The Academy will continue to build strong partnerships within the community to create and encourage sponsorships and donations, including financial and in-kind donations that will promote the educational program through community relationships.

The Academy is planning a fundraising event with Vasani Comedy Club, Port Charlotte in the fall to assist with start-up costs as applicable.

Section 18: Financial Management and Oversight

A. Describe who will manage the school's finances and how the school will ensure financial resources are properly managed.

North Port Collegiate Military Academy will have internal controls to provide vital information on the process and procedures for financial management. The Academy's state and local revenue disbursement will begin July 1, 2016.

The Academy will use a Bookkeeper to oversee revenue and expenditures of daily finances. The Head of School in collaboration with the Assistant Head of School and Bookkeeper will manage the day to day operations and site based finances, including expenditures and receivables. The Head of School will prepare a school-site budget that will include review and approval of a preliminary annual budget that provides anticipated revenues and expenditures based on student enrollment. It will be clear that the Governing Board understands that it will have the ultimate responsibility for the financial viability of the Academy. The Governing Board's Treasurer will review the budget at monthly board meetings and inform the President of any changes, as necessary. The Head of School will need to seek approval and recommendations from the Governing Board for expenditures over a pre-approved amount and site-based budgets.

B. Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances.

North Port Collegiate Military Academy will employ safeguards by establishing financial controls, including an annual audit and regular board reviews of financial statements,

The Governing Board will:

- Annually adopt and maintain an operating budget
- Retain services of a certified public accountant or auditor for annual independent financial audit and review
- Approve the audit report, including audit findings and recommendations

In the event a financial recovery plan is required, the Governing Board will review and monitor the financial statements during month board meetings.

C. Describe the method by which accounting records will be maintained.

North Port Collegiate Military Academy will maintain accounting records several ways. The Academy will abide by any changes proposed in Rule 6A-1.001 in the Florida Department of Education Financial and Program Cost Accounting and Reporting For Florida Schools, 2013 manual (Red Book). The Academy is currently using QuickBooks software on trial, and pending charter approval, the Academy will purchase this accounting software for daily operational accounting records and a safe storage of the data. NPCMA will contract a payroll company who will manage the payroll.

D. Describe how the school will store student and financial records.

The Academy will store student and financial records on the campus. Students' records will be in the registrar's office in a locked fire proof filing cabinet, a discipline file will be kept in the Head of School's office in a locked fire proof filing cabinet. The Sarasota County Schools ESD Parent-Student Portal will provide secured student information.

Financial records will be in the Bookkeeper's office in a locked fire proof cabinet. All office doors will be closed and locked when no one is present. The Academy will use Sarasota County School Districts student information services

E. Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance and directors and officers liability coverage. North Port Collegiate Military Academy will provide the best environment for its administrators, faculty, staff and students. The Academy will search for highly qualified insurance companies and requests bids for comparison, The following types of insurance coverage includes but are not limited to:

General Liability

In order to protect North Port Collegiate Military Academy, Inc., against liability claims for bodily injury and property damage from third parties, General Liability Insurance is important. This type of insurance will protect the Academy against operations, products, and completed operations liability as well as advertising and personal injury liability. Pending district approval NPCMA will use Brown and Brown Insurance, under the direction of the Vice-President Mr. Larry Robbins.

Workers' Compensation

The Academy will focus on the two required parts to this type of insurance that protect an employer against injuries sustained by employees. Part one of the policy will the employer's statutory liabilities under workers compensation laws. Part Two of the policy covers liability arising out of employees' work-related injuries that do not fall under the workers compensation laws.

Employment Practices Liability

Wrongful acts that happen during employment such as wrongful termination, discrimination, sexual harassment, and retaliation are covered by this type of insurance. This policy also covers claims from inappropriate workplace conduct, including (but not limited to) employment-related: defamation, invasion of privacy, failure to promote, deprivation of a career opportunity, and negligent evaluation. Employment Practices Liability does not cover for bodily injury, property and intentional/dishonest acts. The policies are made to protect directors and officers, management personnel, and employees as Insured's. EPLI policies are written on a claims-made basis.

Property & Inland Marine Insurance

North Port Collegiate Military Academy understands that physical assets such as buildings, personal business property, equipment, and the personal property of others are at risk of loss. Property Insurance will cover this risk and can be on an "All Risk" or specified perils basis.

Directors and Officers/ School Leaders Legal Liability

Director and Officers/School Leaders Legal Liability allows those covered to be protected against "wrongful acts" such as actual or alleged errors, omissions, misstatements, negligence, or breach of duty or failure to perform duties.

Student Accident Insurance

If a student sustains a bodily injury during certain covered activities, this type of insurance covers the medical expenses for that incident. The coverage would apply if the policy is enacted for the injured student and the injury is sustained as a direct result of unintended, unanticipated accident that is external to the body of the student. The injury also has to occur while that student is participating in a covered activity. This coverage works independently from sickness, disease or any other cause. Coverage is generally enacted while the student is at the Academy and/or while attending or participating in NPCMA sponsored and supervised activities on or off the Academy's premises. This includes travel to and from NPCMA and NPCMA athletic tournaments.

Section 19: Action Plan

- A. Present a projected timetable for the school’s start-up, including but not limited to the following key activities:
- i. Applying for and securing appropriate legal status
 - ii. Identifying and securing facility
 - iii. Recruiting and hiring staff
 - iv. Staff training
 - v. Finalizing curriculum and other instructional materials
 - vi. Governing Board training
 - vii. Policy Adoption by Board (if necessary)
 - viii. Enrollment Lottery, if necessary
 - ix. Acquire furniture, fixtures, equipment
 - x. Acquire instructional materials and technology
 - xi. Student enrollment

The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor)

Action Plan	
Item	Timeline
501 (c)(3) Status Approved	March 2015
Department of Agriculture and Consumer Goods, Distribution of Donations Status Approved	July, 2015
Application Deadline	August, 2015
School Board Workshop Review Charter School Applications	
Clarification Interviews/Final Evaluations	October 16 or 21, 2015
Sarasota County School Board Action	September/October, 2015
Federal Start Up Grant	October 21 or November 4, 2015
Air Force JROTC Application (Section 26, Appendix 6)	November, 2015
Donation of desk from local bank placed in storage	November, 2015
Develop Board Policies and Procedures	November, 2015
Head of School participation in Florida Charter School Conference	November, 2015
Start Up Grant submission	November, 2015
Site Selection-initial vetting of adequate facilities	December, 2015
School Board approval of Contract	December-January
Student Recruitment Meetings	January-February 2016

Identify top sites and negotiate terms	December-July 2015-2016
Teacher Recruitment	January-February, 2016
Staff selection as per staffing plan complete	March –June, 2016
Purchase required products and services	July 2016
Finalize and Execute Lease and or rent	April- August , 2016
Board Member required training	May, 2016
Initial student registration period	May, 2016
Ordering classroom materials	April- June, 2016
Enrollment of registered students	April-June, 2016
Review pre-opening checklist	May, 2016
Lottery, if applicable	May, 2015
Last open Enrollment period	May-June, 2015
Final Preparation of Facilities-modular buildings, inspections, permits	June 15-26 th , 2016
Employee fingerprinting, drug testing, and background checks	June-July, 2016
Staff orientation and preparation of opening	June –July 2016
	August 2016

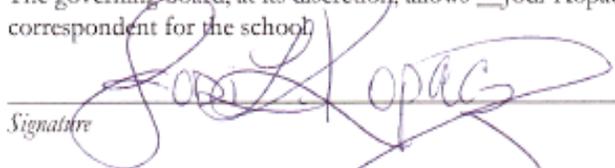
IV. STATEMENT OF ASSURANCES

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 North Port Collegiate Military Academy 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 Jodi Kopacz, CEO/Founder to sign as the legal correspondent for the school



Signature

Jodi L. Kopacz

Printed Name

July 23, 2015
Date

State of Florida Department of State

I certify from the records of this office that NORTH PORT COLLEGIATE MILITARY ACADEMY, INC. is a corporation organized under the laws of the State of Florida, filed on May 16, 2014.

The document number of this corporation is N14000004745.

I further certify that said corporation has paid all fees due this office through December 31, 2014, and its status is active.

I further certify that said corporation has not filed Articles of Dissolution.

*Given under my hand and the
Great Seal of the State of Florida
at Tallahassee, the Capital, this
the Seventeenth day of June, 2014*



Ken Detjmer
Secretary of State

Authentication ID: CU5032107906

To authenticate this certificate, visit the following site, enter this ID, and then follow the instructions displayed.

<https://efile.sunbiz.org/certsauthver.html>

Section 21, Appendix 1a

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **MAR 06 2015**

NORTH PORT COLLEGIATE MILITARY
ACADEMY INC
2352 WOOD STREET
SARASOTA, FL 34237

Employer Identification Number:
46-5726963
DLN:
17053349350044
Contact Person:
ELIZABETH ZAEBST ID# 31610
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
May 16, 2014
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,



Director, Exempt Organizations

Letter 947

Section 22, Appendix 2

1-800-HELP-FLA (435-7352)
www.800helpfla.com
www.freshfromflorida.com



DIVISION OF CONSUMER SERVICES
2005 APALACHEE PKWY
TALLAHASSEE FL 32399-6500

FLORIDA DEPARTMENT OF AGRICULTURE & CONSUMER SERVICES
COMMISSIONER ADAM H. PUTNAM

June 26, 2015

Refer To: DTN2694851

NORTH PORT COLLEGIATE MILITARY ACADEMY, INC.
2352 WOOD ST
SARASOTA, FL 34237-8020

RE: NORTH PORT COLLEGIATE MILITARY ACADEMY, INC.
REGISTRATION#: CH44635 EXPIRATION DATE: June 26, 2016

Dear Sir or Madam:

The Department has received your application submitted under Chapter 496, Florida Statutes, the Solicitation of Contributions Act. Effective July 1, 2013, qualified charitable organizations are exempt from the fee based registration if they meet the following criteria:

- * The charitable organization or sponsor has less than \$25,000 in total revenue during the preceding fiscal year.
- * The fundraising activities of the charitable organization or sponsor are carried on by volunteers, members, or officers who are not compensated and no part of the assets or income of the organization or sponsor inures to the benefit of or is paid to any officer or member of the above named charitable organization or sponsor.
- * The charitable organization or sponsor does not utilize a professional fundraising consultant, professional solicitor, or commercial co-venturer.

Based on the information provided, it appears your organization is not subject to the fee based registration and has complied with the filing requirements of s. 496.406.

PLEASE NOTE: If circumstances change, and you no longer meet one or more of the above listed qualifiers during this exemption period, you must submit a registration application with all required attachments and fees within 30 days of the qualifying change.

Every charitable organization or sponsor which is required to file under s. 496.406 must conspicuously display the registration number issued by the Department and in capital letters the following statement on every printed solicitation, written confirmation, receipt, or reminder of a contribution:

"A COPY OF THE OFFICIAL REGISTRATION AND FINANCIAL INFORMATION MAY BE OBTAINED FROM THE DIVISION OF CONSUMER SERVICES BY CALLING TOLL-FREE (800-435-7352) WITHIN THE STATE. REGISTRATION DOES NOT IMPLY ENDORSEMENT, APPROVAL, OR RECOMMENDATION BY THE STATE."

The Solicitation of Contributions Act requires an annual renewal to be filed on or before the date of expiration of the previous exemption. The Department will send a renewal package approximately 35 days prior to the date of expiration shown above. **A COPY OF THIS LETTER SHOULD BE RETAINED FOR YOUR RECORDS.** If we may be of further assistance, please contact the Solicitation of Contributions Section.

Sincerely,

Christy Johnson

Christy Johnson
Consultant
850-410-3680
Fax: 850-410-3804
E-mail: christy.johnson@freshfromflorida.com

**North Port Collegiate Military Academy, Inc
Conflict of Interest Policy**

Article I Purpose

1. The purpose of this Board conflict of interest policy is to protect NPCMA's interests when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or director of NPCMA or might result in a possible excess benefit transaction.
2. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.
3. This policy is also intended to identify "independent" directors.

Article II Definitions

1. Interested person -- Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. Financial interest -- A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a. An ownership or investment interest in any entity with which NPCMA has a transaction or arrangement,
 - b. A compensation arrangement with NPCMA or with any entity or individual with which NPCMA has a transaction or arrangement, or
 - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which NPCMA is negotiating a transaction or arrangement.Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.
A financial interest is not necessarily a conflict of interest. A person who has financial information needed to allow NPCMA to assess director independence in order to answer questions on Form 990 interest may have a conflict of interest only if the Board or Executive Committee decides that a conflict of interest exists, in accordance with this policy.
3. Independent Director -- A director shall be considered "independent" for the purposes of this policy if he or she is "independent" as defined in the instructions for the IRS 990 form or, until such definition is available, the director --
 - A. is not, and has not been for a period of at least three years, an employee of NPCMA or any entity in which NPCMA a financial interest has;
 - B. does not directly or indirectly have a significant business relationship with NPCMA, which might affect independence in decision-making;
 - c. is not employed as an executive of another corporation where any of NPCMA's executive officers or employees serve on that corporation's compensation committee; and
 - D. does not have an immediate family member who is an executive officer or employee of NPCMA or who holds a position that has a significant financial relationship with NPCMA.

Article III Procedures

1. Duty to Disclose -- In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board or Executive Committee.
2. Recusal of Self – Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.
3. Determining Whether a Conflict of Interest Exists -- After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Executive Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Executive Committee members shall decide if a conflict of interest exists.
4. Procedures for Addressing the Conflict of Interest
 - a. An interested person may make a presentation at the Board or Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the conflict of interest.
 - b. The Chairperson of the Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - c. After exercising due diligence, the Board or Executive Committee shall determine whether NPCMA can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
 - d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in NPCMA's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.
5. Violations of the Conflicts of Interest Policy
 - a. If the Board or Executive Committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
 - b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Executive Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV Records of Proceedings

The minutes of the Board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest,

any action taken to determine whether a conflict of interest was present, and the Board's or Executive Committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V Compensation

a. A voting member of the Board who receives compensation, directly or indirectly, from NPCMA for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from NPCMA for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from NPCMA either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI Annual Statements

1. Each director, principal officer and member of a committee with Board delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflict of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands NPCMA is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.

3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.

4. The Executive Committee shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

Article VII Periodic Reviews

To ensure NPCMA operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations, if any, conform to NPCMA's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

Article VIII Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, NPCMA may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

Revision History by the NPCMA Board

Initial Conflict of Interest policy reviewed _11/26/14____

Initial Conflict of Interest policy adopted _12/04/14____

North Port Collegiate Military Academy Crest with Descriptors



The eternal flame, at the apex, is a symbol for the service men and women who gave their lives for this great country. The torch of knowledge also represents that all students can achieve academically.

The laurel wreath surrounds the falcon and the logo which symbolizes antiquity, honor and achievement.

The falcon symbolizes aviation and aeronautics, as well as, the athletic mascot for NPCMA

The shield, the stronghold, with North Port Collegiate Military Academy's initials embedded in its center

Integrity is the foundation of the Academy. Its slant represents the Academy's forward motion into the future and beyond, similar to an aircraft launching.

Silver and blue the Academy's colors

From: Larry Robbins [lrobbins@bbsarasota.com]

Sent: Wednesday, June 17, 2015 8:25 AM

To: Board Members Subject: North Port Collegiate Military Academy Letter of Support

Dear Board:

It is my pleasure to provide a letter of support for School Board Approval for North Port Collegiate Military Academy as a new Charter School in Sarasota County.

I serve as President of Suncoast School for Innovative Studies (SSIS) and have had the pleasure of meeting Jodi Kopacz on numerous occasions. She is passionate about education and she will be an excellent leader for North Port Collegiate Academy. It has been my pleasure to introduce her to local business leadership in North Port who are eager to provide their local students with additional educational options and choices. She has devoted the past year to the development of strong community relationships which allowed her to share the vision and mission of NPCMA.

The mission of North Port Collegiate Military Academy (NPCMA), a college preparatory charter military school, aims for Esprit de Corps-the sense of pride, loyalty and camaraderie within a diverse learning community that focuses on the intellectual, emotional and physical development of students who aspire to become future scholars, entrepreneurs, and global leaders. Our students will experience the highest caliber of academic rigor and military fervor. The enhanced curricula-STEM (Science, Technology, Engineering and Mathematics), Air Force JROTC/ Civil Air Patrol, National Middle School Cadet Corps, and the Gaetz Aerospace Institute; Embry-Riddle Aeronautical University Concurrent Enrollment Program will provide students with research based, hands on learning experiences, which ultimately prepares them for highly qualified careers to meet the global demands of the 21st century.

The local North Port business leaders are interested in having a LOCAL public charter school in South Sarasota County that will:

- * Better serve its residents who are interested in a smaller learning environment with a military structure for middle and high school students.
- * Offer a middle and high school environment that will provide students with seven years of personal, intellectual, emotional and physical growth.
- * Support the Veterans in participation of parades and programs, and other duties when applicable within the community.
- * Provide students leadership opportunities while engaging in a rigorous curriculum, aligned with the Florida State Standards, STEM initiatives, coupled with a high school Concurrent Enrollment Program with the Aerospace Institute Embry-Riddle Aeronautical University for college credits.
- * Offer employment opportunities to the community which includes highly qualified jobs, and prepare students for future careers.

It is my recommendation that you approve NPCMA as a new Charter School in Sarasota County.

Sincerely,

Larry Robbins

Vice President

Brown & Brown of Florida, Inc.

240 S. Pineapple Avenue, Suite 301

Sarasota, FL 34236

[800.421.2803](tel:800.421.2803) [941.893.2200](tel:941.893.2200) Direct: [941.893.2206](tel:941.893.2206) Fax: [941.893.2300](tel:941.893.2300) lrobbins@bbsarasota.com

Robert Lechner lechner_sma@yahoo.com June 17, 2015

to board members

Dear Members of the School Board of Sarasota County,

It is a pleasure to write on behalf of Dr. Jodi Kopacz and the proposed North Port Collegiate Military Academy (NPCMA).

In the proposed charter school plan, Dr. Kopacz would be the CEO, Founder, and Head of School.

She and I worked together when I was the director of instruction at The Sarasota Military Academy (SMA). Therefore, she has experienced firsthand the benefits of blending the discipline and respect for American traditions with a demanding academic curriculum. The success of SMA is a great testimony to the concept originated by Dan Kennedy. SMA is no longer a dream in the making. It's an established fact that the Sarasota community has been enhanced by the efforts of well trained SMA Cadets.

NPCMA would provide similar benefits and results to the North Port community. From the moment anyone sets foot on such a campus, there is a noticeable difference in the school climate. There is a sense of respect, honor, patriotism, and achievement. In my 43 years in education, including being named the Sarasota County Teacher of the Year, 5000 students taught, and seven years as a university supervisor at USF, I have never witnessed such a discernible difference in the lives of young people.

Therefore, I am pleased to offer my full and enthusiastic support to Dr. Kopacz and the North Port Collegiate Military Academy. It has the potential to change lives, offer bright futures, build patriotism, support our veterans, and be a community asset for generations to come.

Respectfully,

Professor Robert P. Lechner
4401 Glebe Farm Rd.
Sarasota, FL 34235
(941) 371-1116

Spagnola, George M. gspagnola@argosy.edu

Dear Board,

I have known Dr. Kopacz as a doctoral candidate, a very capable administrator, and a solid part of our community. I have watched as she has grown to a woman and an educator with vision, determination and with a deep caring for the children of our area.

I can think of no one who would give as much of herself as Dr. Kopacz to insure the academic, moral, ethical and self worth of our children than she. She has strong leadership qualities, experience and working knowledge of the workings of a successful military charter school and the vision to take North Port Collegiate Military Academy to the highest levels. I have personally seen this during her very successful tenure at Sarasota Military Academy. Further, she was mentored by one of the most outstanding educator's in Sarasota, the founder of SMA, Mr. Dan Kennedy who was recently honored as one of the outstanding educator's in the area.

I urge you strongly to consider and approve the charter Dr. Kopacz is requesting.

Please feel free to contact me if you have any questions.

Thank You.

George M. Spagnola, Ed.D.

Chair, Graduate College of Education

Editor-in-Chief, Journal of Research and Practice in K-20 Education

WWW.K20EducationJournal.org

[941-554-1532](tel:941-554-1532)

gspagnola@argosy.edu

To Whom It May Concern,

As a 14 year resident of South Sarasota County, I've witnessed enormous growth in developments and in numbers of families moving into the area! As a proud mother of a US Marine, a 12 year old son and 3 year old daughter I clearly see the need for a more diverse and advanced educational establishment. The world is evolving and changing at an exponential rate and our country is becoming more diverse in its population and needs! The children are our future leaders of this world and of this country. To better serve these changes, a well-rounded education is the foundational need! As a pharmacist, I strongly appreciate a grounded education.

I can't think of anyone better to be a leader and proponent of such a system that would offer the necessary tools and establishment to our future leaders than Dr Jodi Kopacz! Her insight, experience and vision of the future make her a strong candidate to propose the necessary educational establishment for these leaders of tomorrow! North Port Collegiate Military Academy would be a prototype against which our future educational system can benchmark! It's offering of multiple languages, diversity in arts and sports will teach our children communication, teamwork, goal setting, and motivational challenge, all of which is needed to be a successful leader. Unfortunately the advancement in technology has allowed the world to rely less on core foundations and education with spell check and ease of knowledge at our fingertips.

It's necessary to support such a strong educational foundation for any and all visionaries such as Dr Kopacz who have the passion, drive and determination to make this a success. Those who value core and advanced education have my support 100% I personally would like to see our country become stronger. This can only be done through our children and our educational system.

Please support Dr Kopacz in her proposal for the North Port Collegiate Military Academy as a step in the right direction to make our country stronger, one child at a time and one school at a time. Our country and our world depend on a strong foundation for our future leaders and must start somewhere. Here is the prime example of a way in which it starts!

Sincerely,

Dr. Jeanine Cioffi

whiteheadej@aol.com

, board members

By way of introduction, my name is Edward J. Whitehead. My family is has lived in the Englewood area since the early 1920's. I am a graduate of the Sarasota County School system, graduating from Venice High School in 1969.

I am a former law enforcement officer, retiring from the Sarasota Police Department at the rank of Deputy Chief after 32 years. During my tenure at the Sarasota Police Department I have had significant interaction with the various county schools, as well as the District offices. I am familiar with many aspects of the Sarasota School District.

For the past seven years I have been a teacher at the Sarasota Military Academy, teaching ***An Introduction into Law Enforcement and Criminal Justice*** and ***an Introduction into Forensics and Criminalities***. During that time I have had the honor of working with Dr. Kopacz.

I understand that Dr. Jodi Kopacz is spearheading an effort to open a charter school in North Port, Florida. As I understand it, the school will be a College Preparatory Military Academy with emphasis on technology and engineering. I enthusiastically support her efforts for a number of reasons.

Being a career law enforcement officer, I place a high value on the discipline and commitment to community service that a military academy requires of its students. Instilling a sense of public service, rising to meet challenges and accepting responsibility all serve to strengthen a community. These traits form the backbone of the Military Academy model.

The accomplishments of the students at the Sarasota Military Academy, their reputation in the community for honor and service and their leadership skills are remarkable. I have personally witnessed underperforming student's blossom in such an environment and go onto to college dedicated to achieving their goals. Their transformation was remarkable.

I do not doubt that Dr. Kopacz can provide the students of North Port with the same educational opportunities and commitment to excellence in proposed the North Port Collegiate Military Academy. It is a great opportunity for the high school students in North Port and the surrounding communities, who are seeking an alternative to traditional high school.

I wholeheartedly recommend your favorable consideration to this proposal.

Respectfully,

Edward J. Whitehead

/ejw

Section 26, Appendix 6

Revenue Estimate Worksheet for North Port Collegiate Military Academy Charter School Year 1					
Based on the Fourth Calculation of the FEFP 2014-15					
School District:	Sarasota				
1. 2014-15 FEFP State and Local Funding					
Base Student Allocation	\$4,031.77	District Cost Differential:		1.0049	
Program	Number of FTE	Program Cost Factor	Weighted FTE (b) x (c)	2014-15 Base Funding WFTE x BSA x DCD	
(a)	(b)	(c)	(d)	(e)	
101 Basic K-3		1.126	0.0000	\$ -	
111 Basic K-3 with ESE Services		1.126	0.0000	\$ -	
102 Basic 4-8	112.00	1.000	112.0000	\$ 453,771	
112 Basic 4-8 with ESE Services	15.00	1.000	15.0000	\$ 60,773	
103 Basic 9-12	85.00	1.004	85.3400	\$ 345,757	
113 Basic 9-12 with ESE Services	11.00	1.004	11.0440	\$ 44,745	
254 ESE Level 4 (Grade Level PK-3)		3.548	0.0000	\$ -	
254 ESE Level 4 (Grade Level 4-8)		3.548	0.0000	\$ -	
254 ESE Level 4 (Grade Level 9-12)		3.548	0.0000	\$ -	
255 ESE Level 5 (Grade Level PK-3)		5.104	0.0000	\$ -	
255 ESE Level 5 (Grade Level 4-8)		5.104	0.0000	\$ -	
255 ESE Level 5 (Grade Level 9-12)		5.104	0.0000	\$ -	
130 ESOL (Grade Level PK-3)		1.147	0.0000	\$ -	
130 ESOL (Grade Level 4-8)	5.00	1.147	5.7350	\$ 23,235	
130 ESOL (Grade Level 9-12)	4.00	1.147	4.5880	\$ 18,588	
300 Career Education (Grades 9-12)		1.004	0.0000	\$ -	
Totals	232.00		233.7070	\$ 946,869	
2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 & 113 by grade and matrix level. Students who do not have a		PK-3	251	\$ 1,028	\$ -
		PK-3	252	\$ 3,318	\$ -

matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.		PK-3	253	\$ 6,771	\$ -
	15.00	4-8	251	\$ 1,152	\$ 17,280
		4-8	252	\$ 3,442	\$ -
		4-8	253	\$ 6,895	\$ -
	11.00	9-12	251	\$ 820	\$ 9,020
		9-12	252	\$ 3,110	\$ -
		9-12	253	\$ 6,563	\$ -
Total FTE with ESE Services	26.00	Total from ESE Guarantee			\$ 26,300
3. Supplemental Academic Instruction:					
District SAI Allocation	\$ 8,387,902	Per Student			
<i>divided by district FTE</i>	41,579.83		\$ 202	\$ 46,864	
<i>(with eligible services)</i>					
4. Reading Allocation:					
Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.					
Total Base Funding, ESE Guarantee, and SAI					\$ 1,020,033
5. Class size Reduction Funds:					
	<u>Weighted FTE (From Section 1)</u>	<u>X DCD</u>	<u>Allocation factors</u>		
PK - 3	0.0000	1.0049	1317.85	=	0
4-8	132.7350	1.0049	898.92	=	119,903
9-12	100.9720	1.0049	901.09	=	91,431
Total *	233.7070	Total Class Size Reduction Funds			\$ 211,334
<i>(*Total FTE should equal total in Section 1, column (d).)</i>					
6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	233.7070	by district's WFTE:	45,793.18		
To obtain school's WFTE share.					0.5104%
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	232.00	by district's UFTE:	41,579.83		
To obtain school's UFTE share.					0.5580%

Letters Refer to Notes At Bottom:							
7. Other FEFP (WFTE share)	(a)	1,003,819	x	0.5104%	\$	5,123	
Applicable to all Charter Schools:							
Declining Enrollment	0						
Sparsity Supplement	0						
Program Related Requirements:							
Safe Schools	1,003,819						
Lab School Discretionary	0						
8. Discretionary Local Effort (WFTE share)	(c)	33,736,237	x	0.5104%	\$	172,190	
9. Discretionary Millage Compression Allocation							
.748 mills (UFTE share)	(b)	0	x	0.5580%	\$	-	
10. Proration to Funds Available (WFTE share)	(a)	(1,627,324)	x	0.5104%	-\$	8,306	
11. Discretionary Lottery (WFTE share)	(a)	153,703	x	0.5104%	\$	785	
12. Instructional Materials Allocation (UFTE share)	(b)	3,155,040	x	0.5580%	\$	17,605	
Dual Enrollment Instructional Materials Allocation (See footnote I below)							
ESE Applications Allocation:							
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds.							
13. Student Transportation	(d)						
Enter	All Riders	174.00	x	357	\$	62,118	
Enter	ESE Student Riders	20.00	x	1,338	\$	26,760	
14. Digital Classrooms Allocation (UFTE share)	(e)	583,371	x	0.5580%	\$	3,255	
15. Florida Teachers Classroom Supply Assistance Program	(f)						
16. Food Service Allocation	(g)						
Total						\$	1,510,897
17. Funding for the purpose of calculating the administrative fee for ESE Charters.					(h)		
If you have more than a 75% ESE student population please place a 1 in the following box:					\$	-	
NOTES:							
(a) District allocations multiplied by percentage from item 6A.							
(b) District allocations multiplied by percentage from item 6B.							
(c) Proceeds of 0.748 millage levy (s. 1011.71(3) (b), Florida Statutes) multiplied by percentage from item 6A.							

(d) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
(e) The Digital Classroom Allocation is provided pursuant to House Bill 5101 and requires that charter school submit a digital classrooms plan to their school district for approval by the Department of Education.
(f) Teacher Classroom Supply Assistance Program Allocation per Section 1012.71, Florida Statutes
(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
(I) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(I), Florida Statutes.
<i>Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.</i>
<i>For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.</i>
<i>FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.</i>
<i>Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.</i>

**Revenue Estimate Worksheet for North Port Collegiate Military Academy Charter School
Year 2**

Based on the Fourth Calculation of the FEFP 2014-15

School District:

Sarasota

1. 2014-15 FEFP State and Local Funding

Base Student Allocation	\$4,031.77	District Cost Differential:		1.0049	
Program	Number of FTE	Program Cost Factor	Weighted FTE (b) x (c)	2014-15 Base Funding WFTE x BSA x DCD	
(a)	(b)	(c)	(d)	(e)	
101 Basic K-3		1.126	0.0000	\$ -	
111 Basic K-3 with ESE Services		1.126	0.0000	\$ -	
102 Basic 4-8	112.00	1.000	112.0000	\$ 453,771	
112 Basic 4-8 with ESE Services	15.00	1.000	15.0000	\$ 60,773	
103 Basic 9-12	106.00	1.004	106.4240	\$ 431,180	
113 Basic 9-12 with ESE Services	14.00	1.004	14.0560	\$ 56,948	
254 ESE Level 4 (Grade Level PK-3)		3.548	0.0000	\$ -	
254 ESE Level 4 (Grade Level 4-8)		3.548	0.0000	\$ -	
254 ESE Level 4 (Grade Level 9-12)		3.548	0.0000	\$ -	
255 ESE Level 5 (Grade Level PK-3)		5.104	0.0000	\$ -	
255 ESE Level 5 (Grade Level 4-8)		5.104	0.0000	\$ -	
255 ESE Level 5 (Grade Level 9-12)		5.104	0.0000	\$ -	
130 ESOL (Grade Level PK-3)		1.147	0.0000	\$ -	
130 ESOL (Grade Level 4-8)	5.00	1.147	5.7350	\$ 23,235	
130 ESOL (Grade Level 9-12)	5.00	1.147	5.7350	\$ 23,235	
300 Career Education (Grades 9-12)		1.004	0.0000	\$ -	
Totals	257.00		258.9500	\$ 1,049,142	
2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from		PK-3	251	\$ 1,028	\$ -
		PK-3	252	\$ 3,318	\$ -
		PK-3	253	\$ 6,771	\$ -

programs 111, 112 & 113 above.	15.00	4-8	251	\$	\$
		4-8	252	\$	\$
		4-8	253	\$	\$
	14.00	9-12	251	\$	\$
		9-12	252	\$	\$
		9-12	253	\$	\$
Total FTE with ESE Services	29.00	Total from ESE Guarantee			\$
					28,760
3. Supplemental Academic Instruction:					
District SAI Allocation	\$ 8,387,902	Per Student			
<i>divided by district FTE</i>	41,579.83		\$	\$	
			202		51,914
<i>(with eligible services)</i>					
4. Reading Allocation:					
Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.					
Total Base Funding, ESE Guarantee, and SAI					\$
					1,129,816
5. Class size Reduction Funds:					
	<u>Weighted FTE (From Section 1)</u>	X	<u>DCD</u>	<u>Allocation factors</u>	
		X			
PK - 3	0.0000	1.0049	1317.85	=	0
4-8	132.7350	1.0049	898.92	=	119,903
9-12	126.2150	1.0049	901.09	=	114,288
Total *	258.9500	Total Class Size Reduction Funds			\$
					234,191
<i>(*Total FTE should equal total in Section 1, column (d).)</i>					
6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	258.9500	by district's WFTE:	45,793.18		
To obtain school's WFTE share.				0.5655%	
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	257.00	by district's UFTE:	41,579.83		
To obtain school's UFTE share.				0.6181%	
Letters Refer to Notes At Bottom:					

7. Other FEFP (WFTE share)	(a)	1,003,819	x	0.5655%	\$ 5,677
Applicable to all Charter Schools:					
Declining Enrollment		0			
Sparsity Supplement		0			
Program Related Requirements:					
Safe Schools		1,003,819			
Lab School Discretionary		0			
8. Discretionary Local Effort (WFTE share)	(c)	33,736,237	x	0.5655%	\$ 190,778
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	0	x	0.6181%	\$ -
10. Proration to Funds Available (WFTE share)	(a)	(1,627,324)	x	0.5655%	-\$ 9,203
11. Discretionary Lottery (WFTE share)	(a)	153,703	x	0.5655%	\$ 869
12. Instructional Materials Allocation (UFTE share)	(b)	3,155,040	x	0.6181%	\$ 19,501
Dual Enrollment Instructional Materials Allocation (See footnote I below)					
ESE Applications Allocation:					
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds.					
13. Student Transportation	(d)				
Enter	All Riders	193.00	x	357	\$ 68,901
Enter	ESE Student Riders	23.00	x	1,338	\$ 30,774
14. Digital Classrooms Allocation (UFTE share)	(e)	583,371	x	0.6181%	\$ 3,606
15. Florida Teachers Classroom Supply Assistance Program	(f)				
16. Food Service Allocation	(g)				
Total					\$ 1,674,910
17. Funding for the purpose of calculating the administrative fee for ESE Charters.	(h)				
If you have more than a 75% ESE student population please place a 1 in the following box:					\$ -
NOTES:					
(a) District allocations multiplied by percentage from item 6A.					
(b) District allocations multiplied by percentage from item 6B.					
(c) Proceeds of 0.748 millage levy (s. 1011.71(3) (b), Florida Statutes) multiplied by percentage from item 6A.					
(d) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.					

(e) The Digital Classroom Allocation is provided pursuant to House Bill 5101 and requires that charter school submit a digital classrooms plan to their school district for approval by the Department of Education.
(f) Teacher Classroom Supply Assistance Program Allocation per Section 1012.71, Florida Statutes
(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
(I) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(I), Florida Statutes.
<i>Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.</i>
<i>For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.</i>
<i>FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.</i>
<i>Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.</i>

Revenue Estimate Worksheet for North Port Collegiate Military Academy Charter School Year 3					
Based on the Fourth Calculation of the FEFP 2014-15					
School District:	Sarasota				
1. 2014-15 FEFP State and Local Funding					
Base Student Allocation	\$4,031.77	District Cost Differential:		1.0049	
Program	Number of FTE	Program Cost Factor	Weighted FTE (b) x (c)	2014-15 Base Funding WFTE x BSA x DCD	
(a)	(b)	(c)	(d)	(e)	
101 Basic K-3		1.126	0.0000	\$ -	
111 Basic K-3 with ESE Services		1.126	0.0000	\$ -	
102 Basic 4-8	112.00	1.000	112.0000	\$ 453,771	
112 Basic 4-8 with ESE Services	15.00	1.000	15.0000	\$ 60,773	
103 Basic 9-12	127.00	1.004	127.5080	\$ 516,602	
113 Basic 9-12 with ESE Services	17.00	1.004	17.0680	\$ 69,151	
254 ESE Level 4 (Grade Level PK-3)		3.548	0.0000	\$ -	
254 ESE Level 4 (Grade Level 4-8)		3.548	0.0000	\$ -	
254 ESE Level 4 (Grade Level 9-12)		3.548	0.0000	\$ -	
255 ESE Level 5 (Grade Level PK-3)		5.104	0.0000	\$ -	
255 ESE Level 5 (Grade Level 4-8)		5.104	0.0000	\$ -	
255 ESE Level 5 (Grade Level 9-12)		5.104	0.0000	\$ -	
130 ESOL (Grade Level PK-3)		1.147	0.0000	\$ -	
130 ESOL (Grade Level 4-8)	5.00	1.147	5.7350	\$ 23,235	
130 ESOL (Grade Level 9-12)	6.00	1.147	6.8820	\$ 27,883	
300 Career Education (Grades 9-12)		1.004	0.0000	\$ -	
Totals	282.00		284.1930	\$ 1,151,415	
2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from		PK-3	251	\$ 1,028	\$ -
		PK-3	252	\$ 3,318	\$ -
		PK-3	253	\$ 6,771	\$ -

programs 111, 112 & 113 above.	15.00	4-8	251	\$	\$
		4-8	252	\$	\$
		4-8	253	\$	\$
	17.00	9-12	251	\$	\$
		9-12	252	\$	\$
		9-12	253	\$	\$
Total FTE with ESE Services	32.00	Total from ESE Guarantee			\$
					31,220
3. Supplemental Academic Instruction:					
District SAI Allocation	\$ 8,387,902	Per Student			
<i>divided by district FTE</i>	41,579.83		\$	\$	
			202		56,964
<i>(with eligible services)</i>					
4. Reading Allocation:					
Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.					
Total Base Funding, ESE Guarantee, and SAI					\$
					1,239,599
5. Class size Reduction Funds:					
	<u>Weighted FTE (From Section 1)</u>	X	<u>DCD</u>	<u>Allocation factors</u>	
		X			
PK - 3	0.0000	1.0049	1317.85	=	0
4-8	132.7350	1.0049	898.92	=	119,903
9-12	151.4580	1.0049	901.09	=	137,146
Total *	284.1930	Total Class Size Reduction Funds			\$
					257,049
<i>(*Total FTE should equal total in Section 1, column (d).)</i>					
6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	284.1930	by district's WFTE:	<u>45,793.18</u>		
To obtain school's WFTE share.				0.6206%	
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	282.00	by district's UFTE:	<u>41,579.83</u>		
To obtain school's UFTE share.				0.6782%	

Letters Refer to Notes At Bottom:							
7. Other FEFP (WFTE share)	(a)	1,003,819	x	0.6206%	\$	6,230	
Applicable to all Charter Schools:							
Declining Enrollment	0						
Sparsity Supplement	0						
Program Related Requirements:							
Safe Schools	1,003,819						
Lab School Discretionary	0						
8. Discretionary Local Effort (WFTE share)	(c)	33,736,237	x	0.6206%	\$	209,367	
9. Discretionary Millage Compression Allocation							
.748 mills (UFTE share)	(b)	0	x	0.6782%	\$	-	
10. Proration to Funds Available (WFTE share)	(a)	(1,627,324)	x	0.6206%	-\$	10,099	
11. Discretionary Lottery (WFTE share)	(a)	153,703	x	0.6206%	\$	954	
12. Instructional Materials Allocation (UFTE share)	(b)	3,155,040	x	0.6782%	\$	21,397	
Dual Enrollment Instructional Materials Allocation (See footnote I below)							
ESE Applications Allocation:							
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds.							
13. Student Transportation	(d)						
Enter	All Riders	212.00	x	357	\$	75,684	
Enter	ESE Student Riders	25.00	x	1,338	\$	33,450	
14. Digital Classrooms Allocation (UFTE share)	(e)	583,371	x	0.6782%	\$	3,956	
15. Florida Teachers Classroom Supply Assistance Program	(f)						
16. Food Service Allocation	(g)						
Total						\$	1,837,587
17. Funding for the purpose of calculating the administrative fee for ESE Charters.					(h)		
If you have more than a 75% ESE student population please place a 1 in the following box:						\$	-
NOTES:							
(a) District allocations multiplied by percentage from item 6A.							
(b) District allocations multiplied by percentage from item 6B.							

(c) Proceeds of 0.748 millage levy (s. 1011.71(3) (b), Florida Statutes) multiplied by percentage from item 6A.
(d) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
(e) The Digital Classroom Allocation is provided pursuant to House Bill 5101 and requires that charter school submit a digital classrooms plan to their school district for approval by the Department of Education.
(f) Teacher Classroom Supply Assistance Program Allocation per Section 1012.71, Florida Statutes
(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
(I) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(I), Florida Statutes. <i>Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.</i>
<i>For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.</i>
<i>FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.</i>
<i>Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.</i>

Revenue Estimate Worksheet for North Port Collegiate Military Academy Charter School Year 4					
Based on the Fourth Calculation of the FEFP 2014-15					
School District:	Sarasota				
1. 2014-15 FEFP State and Local Funding					
Base Student Allocation	\$4,031.77	District Cost Differential:		1.0049	
Program	Number of FTE	Program Cost Factor	Weighted FTE (b) x (c)	2014-15 Base Funding WFTE x BSA x DCD	
(a)	(b)	(c)	(d)	(e)	
101 Basic K-3		1.126	0.0000	\$ -	
111 Basic K-3 with ESE Services		1.126	0.0000	\$ -	
102 Basic 4-8	112.00	1.000	112.0000	\$ 453,771	
112 Basic 4-8 with ESE Services	15.00	1.000	15.0000	\$ 60,773	
103 Basic 9-12	148.00	1.004	148.5920	\$ 602,024	
113 Basic 9-12 with ESE Services	20.00	1.004	20.0800	\$ 81,355	
254 ESE Level 4 (Grade Level PK-3)		3.548	0.0000	\$ -	
254 ESE Level 4 (Grade Level 4-8)		3.548	0.0000	\$ -	
254 ESE Level 4 (Grade Level 9-12)		3.548	0.0000	\$ -	
255 ESE Level 5 (Grade Level PK-3)		5.104	0.0000	\$ -	
255 ESE Level 5 (Grade Level 4-8)		5.104	0.0000	\$ -	
255 ESE Level 5 (Grade Level 9-12)		5.104	0.0000	\$ -	
130 ESOL (Grade Level PK-3)		1.147	0.0000	\$ -	
130 ESOL (Grade Level 4-8)	5.00	1.147	5.7350	\$ 23,235	
130 ESOL (Grade Level 9-12)	7.00	1.147	8.0290	\$ 32,530	
300 Career Education (Grades 9-12)		1.004	0.0000	\$ -	
Totals	307.00		309.4360	\$ 1,253,688	
2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 & 113 by grade and matrix level. Students who do not have a matrix level should be considered 251.		PK-3	251	\$ 1,028	\$ -
		PK-3	252	\$ 3,318	\$ -
		PK-3	253	\$	\$

This total should equal all FTE from programs 111, 112 & 113 above.				6,771	-	
	15.00	4-8	251	\$ 1,152	\$ 17,280	
		4-8	252	\$ 3,442	\$ -	
		4-8	253	\$ 6,895	\$ -	
	20.00	9-12	251	\$ 820	\$ 16,400	
		9-12	252	\$ 3,110	\$ -	
		9-12	253	\$ 6,563	\$ -	
Total FTE with ESE Services	35.00	Total from ESE Guarantee		\$ 33,680		
3. Supplemental Academic Instruction:						
District SAI Allocation	\$ 8,387,902	Per Student				
<i>divided by district FTE</i>	41,579.83		\$ 202	\$ 62,014		
<i>(with eligible services)</i>						
4. Reading Allocation:						
Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.						
Total Base Funding, ESE Guarantee, and SAI					\$ 1,349,382	
5. Class size Reduction Funds:						
	<u>Weighted FTE (From Section 1)</u>	<u>X DCD</u>	<u>Allocation factors</u>			
PK - 3	0.0000	1.0049	1317.85	=	0	
4-8	132.7350	1.0049	898.92	=	119,903	
9-12	176.7010	1.0049	901.09	=	160,004	
Total *	309.4360	Total Class Size Reduction Funds			\$ 279,907	
<i>(*Total FTE should equal total in Section 1, column (d).)</i>						
6A. Divide school's Weighted FTE (WFTE) total computed						
in (d) above:	309.4360	by district's WFTE:	<u>45,793.18</u>			
To obtain school's WFTE share.					0.6757%	
6B. Divide school's Unweighted FTE (UFTE) total computed						
in (b) above:	307.00	by district's UFTE:	<u>41,579.83</u>			
To obtain school's UFTE share.					0.7383%	

Letters Refer to Notes At Bottom:							
7. Other FEFP (WFTE share)	(a)	1,003,819	x	0.6757%	\$	6,783	
Applicable to all Charter Schools:							
Declining Enrollment	0						
Sparsity Supplement	0						
Program Related Requirements:							
Safe Schools	1,003,819						
Lab School Discretionary	0						
8. Discretionary Local Effort (WFTE share)	(c)	33,736,237	x	0.6757%	\$	227,956	
9. Discretionary Millage Compression Allocation							
.748 mills (UFTE share)	(b)	0	x	0.7383%	\$	-	
10. Proration to Funds Available (WFTE share)	(a)	(1,627,324)	x	0.6757%	-\$	10,996	
11. Discretionary Lottery (WFTE share)	(a)	153,703	x	0.6757%	\$	1,039	
12. Instructional Materials Allocation (UFTE share)	(b)	3,155,040	x	0.7383%	\$	23,294	
Dual Enrollment Instructional Materials Allocation (See footnote I below)							
ESE Applications Allocation:							
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds.							
13. Student Transportation	(d)						
Enter	All Riders	230.00	x	357	\$	82,110	
Enter	ESE Student Riders	27.00	x	1,338	\$	36,126	
14. Digital Classrooms Allocation (UFTE share)	(e)	583,371	x	0.7383%	\$	4,307	
15. Florida Teachers Classroom Supply Assistance Program	(f)						
16. Food Service Allocation	(g)						
Total						\$	1,999,908
17. Funding for the purpose of calculating the administrative fee for ESE Charters.					(h)		
If you have more than a 75% ESE student population please place a 1 in the following box:						\$	-
NOTES:							
(a) District allocations multiplied by percentage from item 6A.							
(b) District allocations multiplied by percentage from item 6B.							
(c) Proceeds of 0.748 millage levy (s. 1011.71(3) (b), Florida Statutes) multiplied by percentage from item 6A.							

(d) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
(e) The Digital Classroom Allocation is provided pursuant to House Bill 5101 and requires that charter school submit a digital classrooms plan to their school district for approval by the Department of Education.
(f) Teacher Classroom Supply Assistance Program Allocation per Section 1012.71, Florida Statutes
(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
(I) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(I), Florida Statutes.
<i>Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.</i>
<i>For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.</i>
<i>FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.</i>
<i>Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.</i>

**Revenue Estimate Worksheet for North Port Collegiate Military Academy Charter School
Year 5**

Based on the Fourth Calculation of the FEFP 2014-15

School District:	Sarasota				
1. 2014-15 FEFP State and Local Funding					
Base Student Allocation	\$4,031.77	District Cost Differential:		1.0049	
Program	Number of FTE	Program Cost Factor	Weighted FTE (b) x (c)	2014-15 Base Funding WFTE x BSA x DCD	
(a)	(b)	(c)	(d)	(e)	
101 Basic K-3		1.126	0.0000	\$ -	
111 Basic K-3 with ESE Services		1.126	0.0000	\$ -	
102 Basic 4-8	112.00	1.000	112.0000	\$ 453,771	
112 Basic 4-8 with ESE Services	15.00	1.000	15.0000	\$ 60,773	
103 Basic 9-12	169.00	1.004	169.6760	\$ 687,447	
113 Basic 9-12 with ESE Services	23.00	1.004	23.0920	\$ 93,558	
254 ESE Level 4 (<i>Grade Level PK-3</i>)		3.548	0.0000	\$ -	
254 ESE Level 4 (<i>Grade Level 4-8</i>)		3.548	0.0000	\$ -	
254 ESE Level 4 (<i>Grade Level 9-12</i>)		3.548	0.0000	\$ -	
255 ESE Level 5 (<i>Grade Level PK-3</i>)		5.104	0.0000	\$ -	
255 ESE Level 5 (<i>Grade Level 4-8</i>)		5.104	0.0000	\$ -	
255 ESE Level 5 (<i>Grade Level 9-12</i>)		5.104	0.0000	\$ -	
130 ESOL (<i>Grade Level PK-3</i>)		1.147	0.0000	\$ -	
130 ESOL (<i>Grade Level 4-8</i>)	5.00	1.147	5.7350	\$ 23,235	
130 ESOL (<i>Grade Level 9-12</i>)	8.00	1.147	9.1760	\$ 37,177	
300 Career Education (<i>Grades 9-12</i>)		1.004	0.0000	\$ -	
Totals	332.00		334.6790	\$ 1,355,961	
2. ESE Guaranteed Allocation:	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 & 113 by grade and matrix level. Students who do not have a		PK-3	251	\$ 1,028	\$ -
		PK-3	252	\$ 3,318	\$ -

matrix level should be considered 251. This total should equal all FTE from programs 111, 112 & 113 above.		PK-3	253	\$ 6,771	\$ -
	15.00	4-8	251	\$ 1,152	\$ 17,280
		4-8	252	\$ 3,442	\$ -
		4-8	253	\$ 6,895	\$ -
	23.00	9-12	251	\$ 820	\$ 18,860
		9-12	252	\$ 3,110	\$ -
		9-12	253	\$ 6,563	\$ -
Total FTE with ESE Services	38.00	Total from ESE Guarantee			\$ 36,140
3. Supplemental Academic Instruction:					
District SAI Allocation	\$ 8,387,902	Per Student			
<i>divided by district FTE</i>	41,579.83		\$ 202	\$ 67,064	
<i>(with eligible services)</i>					
4. Reading Allocation:					
Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.					
Total Base Funding, ESE Guarantee, and SAI					\$ 1,459,165
5. Class size Reduction Funds:					
	<u>Weighted FTE (From Section 1)</u>	X X	<u>DCD</u>	<u>Allocation factors</u>	
PK - 3	0.0000	1.0049	1317.85	=	0
4-8	132.7350	1.0049	898.92	=	119,903
9-12	201.9440	1.0049	901.09	=	182,861
Total *	334.6790	Total Class Size Reduction Funds			\$ 302,764
<i>(*Total FTE should equal total in Section 1, column (d).)</i>					
6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	334.6790	by district's WFTE:	45,793.18		
To obtain school's WFTE share.					0.7308%
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	332.00	by district's UFTE:	41,579.83		

To obtain school's UFTE share.					0.7985%	
Letters Refer to Notes At Bottom:						
7. Other FEFP (WFTE share)	(a)	1,003,819	x	0.7308%	\$	7,336
Applicable to all Charter Schools:						
Declining Enrollment	0					
Sparsity Supplement	0					
Program Related Requirements:						
Safe Schools	1,003,819					
Lab School Discretionary	0					
8. Discretionary Local Effort (WFTE share)	(c)	33,736,237	x	0.7308%	\$	246,544
9. Discretionary Millage Compression Allocation						
.748 mills (UFTE share)	(b)	0	x	0.7985%	\$	-
10. Proration to Funds Available (WFTE share)	(a)	(1,627,324)	x	0.7308%	-\$	11,892
11. Discretionary Lottery (WFTE share)	(a)	153,703	x	0.7308%	\$	1,123
12. Instructional Materials Allocation (UFTE share)	(b)	3,155,040	x	0.7985%	\$	25,193
Dual Enrollment Instructional Materials Allocation (See footnote I below)						
ESE Applications Allocation:						
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds.						
13. Student Transportation	(d)					
Enter	All Riders	249.00	x	357	\$	88,893
Enter	ESE Student Riders	29.00	x	1,338	\$	38,802
14. Digital Classrooms Allocation (UFTE share)	(e)	583,371	x	0.7985%	\$	4,658
15. Florida Teachers Classroom Supply Assistance Program	(f)					
16. Food Service Allocation	(g)					
Total					\$	2,162,586
17. Funding for the purpose of calculating the administrative fee for ESE Charters.				(h)		
If you have more than a 75% ESE student population please place a 1 in the following box:					\$	-
NOTES:						
(a) District allocations multiplied by percentage from item 6A.						
(b) District allocations multiplied by percentage from item 6B.						
(c) Proceeds of 0.748 millage levy (s. 1011.71(3) (b), Florida Statutes) multiplied by percentage from item 6A.						

(d) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
(e) The Digital Classroom Allocation is provided pursuant to House Bill 5101 and requires that charter school submit a digital classrooms plan to their school district for approval by the Department of Education.
(f) Teacher Classroom Supply Assistance Program Allocation per Section 1012.71, Florida Statutes
(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
(I) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(1)(I), Florida Statutes.
<i>Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.</i>
<i>For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.</i>
<i>FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.</i>
<i>Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.</i>

North Port Collegiate Military Academy	July	August	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
Proposed Budget for 2016-2017 School Year													
Income:													
FEFP State and Local Funding	\$ 78,905.75	\$ 78,905.75	\$ 78,905.75	\$ 78,905.75	\$ 78,905.75	\$ 78,905.75	\$ 78,905.75	\$ 78,905.75	\$ 78,905.75	\$ 78,905.75	\$ 78,905.75	\$ 78,905.75	\$ 946,869.00
ESE Guaranteed Allocation	\$ 2,191.67	\$ 2,191.67	\$ 2,191.67	\$ 2,191.67	\$ 2,191.67	\$ 2,191.67	\$ 2,191.67	\$ 2,191.67	\$ 2,191.67	\$ 2,191.67	\$ 2,191.67	\$ 2,191.67	\$ 26,300.00
Supplemental Academic Instruction	\$ 3,905.33	\$ 3,905.33	\$ 3,905.33	\$ 3,905.33	\$ 3,905.33	\$ 3,905.33	\$ 3,905.33	\$ 3,905.33	\$ 3,905.33	\$ 3,905.33	\$ 3,905.33	\$ 3,905.33	\$ 46,864.00
Reading Allocation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Class Size Reduction Funds	\$ 17,611.17	\$ 17,611.17	\$ 17,611.17	\$ 17,611.17	\$ 17,611.17	\$ 17,611.17	\$ 17,611.17	\$ 17,611.17	\$ 17,611.17	\$ 17,611.17	\$ 17,611.17	\$ 17,611.17	\$ 211,334.00
Other FEFP (WFTE share)	\$ 426.92	\$ 426.92	\$ 426.92	\$ 426.92	\$ 426.92	\$ 426.92	\$ 426.92	\$ 426.92	\$ 426.92	\$ 426.92	\$ 426.92	\$ 426.92	\$ 5,123.00
Discretionary Local Effort(WFTE share)	\$ 14,349.17	\$ 14,349.17	\$ 14,349.17	\$ 14,349.17	\$ 14,349.17	\$ 14,349.17	\$ 14,349.17	\$ 14,349.17	\$ 14,349.17	\$ 14,349.17	\$ 14,349.17	\$ 14,349.17	\$ 172,190.00
Proration to Funds Available	\$ (692.17)	\$ (692.17)	\$ (692.17)	\$ (692.17)	\$ (692.17)	\$ (692.17)	\$ (692.17)	\$ (692.17)	\$ (692.17)	\$ (692.17)	\$ (692.17)	\$ (692.17)	\$ (8,306.00)
Discretionary Lottery	\$ 65.42	\$ 65.42	\$ 65.42	\$ 65.42	\$ 65.42	\$ 65.42	\$ 65.42	\$ 65.42	\$ 65.42	\$ 65.42	\$ 65.42	\$ 65.42	\$ 785.00
Instructional Materials Allocation	\$ 1,467.08	\$ 1,467.08	\$ 1,467.08	\$ 1,467.08	\$ 1,467.08	\$ 1,467.08	\$ 1,467.08	\$ 1,467.08	\$ 1,467.08	\$ 1,467.08	\$ 1,467.08	\$ 1,467.08	\$ 17,605.00
Digital Classrooms Allocation	\$ 271.25	\$ 271.25	\$ 271.25	\$ 271.25	\$ 271.25	\$ 271.25	\$ 271.25	\$ 271.25	\$ 271.25	\$ 271.25	\$ 271.25	\$ 271.25	\$ 3,255.00
Student Transportation	\$ 7,406.50	\$ 7,406.50	\$ 7,406.50	\$ 7,406.50	\$ 7,406.50	\$ 7,406.50	\$ 7,406.50	\$ 7,406.50	\$ 7,406.50	\$ 7,406.50	\$ 7,406.50	\$ 7,406.50	\$ 88,878.00
Total Income	\$ 125,908.08	\$ 125,908.08	\$ 125,908.08	\$ 125,908.08	\$ 125,908.08	\$ 125,908.08	\$ 125,908.08	\$ 125,908.08	\$ 125,908.08	\$ 125,908.08	\$ 125,908.08	\$ 125,908.08	\$ 1,510,897.00
Expenses:													
Salaries:													
Head of School (\$45000 per year)	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 40,000.00
Assistant Head of School (\$38,000 per year)	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 30,000.00
Director of Military Studies(\$34,000 per year)	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 25,000.00
Total Administration Salaries	\$ 7,916.67	\$ 7,916.67	\$ 7,916.67	\$ 7,916.67	\$ 7,916.67	\$ 7,916.67	\$ 7,916.67	\$ 7,916.67	\$ 7,916.67	\$ 7,916.67	\$ 7,916.67	\$ 7,916.67	\$ 95,000.00

Salaries Classroom Teachers (14 teachers)	\$ 25,324.25	\$ 50,648.50	\$ 50,648.50	\$ 50,648.50	\$ 50,648.50	\$ 50,648.50	\$ 50,648.50	\$ 50,648.50	\$ 50,648.50	\$ 50,648.50	\$ 50,648.50	\$ 25,324.25	\$ 506,485.00
Salaries Support Personnel:													
Custodian (\$30000 per year)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Registrar/Receptionist(\$26000 per year)	\$ 2,166.67	\$ 2,166.67	\$ 2,166.67	\$ 2,166.67	\$ 2,166.67	\$ 2,166.67	\$ 2,166.67	\$ 2,166.67	\$ 2,166.67	\$ 2,166.67	\$ 2,166.67	\$ 2,166.67	\$ 26,000.00
Guidance Counselor/Testing(\$32000 per year)	\$ 2,666.67	\$ 2,666.67	\$ 2,666.67	\$ 2,666.67	\$ 2,666.67	\$ 2,666.67	\$ 2,666.67	\$ 2,666.67	\$ 2,666.67	\$ 2,666.67	\$ 2,666.67	\$ 2,666.67	\$ 32,000.00
Clinic Aide(\$24190 per year)	\$ 1,916.67	\$ 1,916.67	\$ 1,916.67	\$ 1,916.67	\$ 1,916.67	\$ 1,916.67	\$ 1,916.67	\$ 1,916.67	\$ 1,916.67	\$ 1,916.67	\$ 1,916.67	\$ 1,916.67	\$ 23,000.00
Food Service(20 hours per week \$9600 per year)	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 9,600.00
Media Specialist(\$29307 per year)	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 15,000.00
Total Salaries Support Personnel	\$ 8,800.00	\$ 8,800.00	\$ 8,800.00	\$ 8,800.00	\$ 8,800.00	\$ 8,800.00	\$ 8,800.00	\$ 8,800.00	\$ 8,800.00	\$ 8,800.00	\$ 8,800.00	\$ 8,800.00	\$ 105,600.00
Total Salaries Expense													\$ 707,085.00
Employee Benefits:													
Retirement													\$ -
FICA	\$ 4,507.67	\$ 4,507.67	\$ 4,507.67	\$ 4,507.67	\$ 4,507.67	\$ 4,507.67	\$ 4,507.67	\$ 4,507.67	\$ 4,507.67	\$ 4,507.67	\$ 4,507.67	\$ 4,507.67	\$ 54,092.00
Group Insurance	\$ 2,946.19	\$ 2,946.19	\$ 2,946.19	\$ 2,946.19	\$ 2,946.19	\$ 2,946.19	\$ 2,946.19	\$ 2,946.19	\$ 2,946.19	\$ 2,946.19	\$ 2,946.19	\$ 2,946.19	\$ 35,354.25
Worker's Compensation Insurance	\$ 353.54	\$ 353.54	\$ 353.54	\$ 353.54	\$ 353.54	\$ 353.54	\$ 353.54	\$ 353.54	\$ 353.54	\$ 353.54	\$ 353.54	\$ 353.54	\$ 4,242.51
Unemployment Compensation	\$ 796.83	\$ 796.83	\$ 796.83	\$ 796.83	\$ 796.83	\$ 796.83	\$ 796.83	\$ 796.83	\$ 796.83	\$ 796.83	\$ 796.83	\$ 796.83	\$ 9,562.00
Total Employee Benefits	\$ 8,604.23	\$ 8,604.23	\$ 8,604.23	\$ 8,604.23	\$ 8,604.23	\$ 8,604.23	\$ 8,604.23	\$ 8,604.23	\$ 8,604.23	\$ 8,604.23	\$ 8,604.23	\$ 8,604.23	\$ 103,250.76
Purchased Services:													
Professional and Technical Services	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 48,000.00
Insurance and Bond Premiums	\$ 1,875.00	\$ 1,875.00	\$ 1,875.00	\$ 1,875.00	\$ 1,875.00	\$ 1,875.00	\$ 1,875.00	\$ 1,875.00	\$ 1,875.00	\$ 1,875.00	\$ 1,875.00	\$ 1,875.00	\$ 22,500.00
Transportation	\$ 13,651.75	\$ 13,651.75	\$ 13,651.75	\$ 13,651.75	\$ 13,651.75	\$ 13,651.75	\$ 13,651.75	\$ 13,651.75	\$ 13,651.75	\$ 13,651.75	\$ 13,651.75	\$ 13,651.75	\$ 163,821.00
Cleaning Services	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 24,000.00
Total Purchased	\$ 21,526.75	\$ 21,526.75	\$ 21,526.75	\$ 21,526.75	\$ 21,526.75	\$ 21,526.75	\$ 21,526.75	\$ 21,526.75	\$ 21,526.75	\$ 21,526.75	\$ 21,526.75	\$ 21,526.75	\$ 258,321.00

Services	5	75	.75	.75	.75	.75	.75	.75	.75	6.75	.75	.75	.75	
Repairs and Maintenance:														
Repairs and General Maintenance	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 4,500.00
Ground Maintenance Lawn/Landscape	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 3,600.00
Total Repairs and Maintenance	\$ 675.00	\$ 675.00	\$ 675.00	\$ 675.00	\$ 675.00	\$ 675.00	\$ 675.00	\$ 675.00	\$ 675.00	\$ 675.00	\$ 675.00	\$ 675.00	\$ 675.00	\$ 8,100.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Rental/Leases	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Land and Buildings	\$ 14,842.00	\$ 14,842.00	\$ 14,842.00	\$ 14,842.00	\$ 14,842.00	\$ 14,842.00	\$ 14,842.00	\$ 14,842.00	\$ 14,842.00	\$ 14,842.00	\$ 14,842.00	\$ 14,842.00	\$ 14,842.00	\$ 178,104.00
Equipment	\$ 370.00	\$ 370.00	\$ 370.00	\$ 370.00	\$ 370.00	\$ 370.00	\$ 370.00	\$ 370.00	\$ 370.00	\$ 370.00	\$ 370.00	\$ 370.00	\$ 370.00	\$ 4,440.00
Total Rental/Leases	\$ 15,212.00	\$ 15,212.00	\$ 15,212.00	\$ 15,212.00	\$ 15,212.00	\$ 15,212.00	\$ 15,212.00	\$ 15,212.00	\$ 15,212.00	\$ 15,212.00	\$ 15,212.00	\$ 15,212.00	\$ 15,212.00	\$ 182,544.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Telephone	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 3,500.00
Cell Phones	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 1,920.00
Electricity	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 16,000.00
Postage	\$ 125.00	\$ 125.00	\$ 125.00	\$ 125.00	\$ 125.00	\$ 125.00	\$ 125.00	\$ 125.00	\$ 125.00	\$ 125.00	\$ 125.00	\$ 125.00	\$ 125.00	\$ 1,500.00
Water and Sewage	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 12,000.00
Garbage Collection	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 3,600.00
Total	\$ 3,210.00	\$ 3,210.00	\$ 3,210.00	\$ 3,210.00	\$ 3,210.00	\$ 3,210.00	\$ 3,210.00	\$ 3,210.00	\$ 3,210.00	\$ 3,210.00	\$ 3,210.00	\$ 3,210.00	\$ 3,210.00	\$ 38,520.00
Other Services														
Pest Control	\$ 83.33	\$ 83.33	\$ 83.33	\$ 83.33	\$ 83.33	\$ 83.33	\$ 83.33	\$ 83.33	\$ 83.33	\$ 83.33	\$ 83.33	\$ 83.33	\$ 83.33	\$ 1,000.00
Printing	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 3,000.00
Marketing	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 4,000.00
Total Other Services	\$ 666.67	\$ 666.67	\$ 666.67	\$ 666.67	\$ 666.67	\$ 666.67	\$ 666.67	\$ 666.67	\$ 666.67	\$ 666.67	\$ 666.67	\$ 666.67	\$ 666.67	\$ 8,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Supplies	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 13,000.00

		3	33	33	33	33	33	33	33	33	33	33	
Textbooks	\$ 3,666.67	\$ 3,666.67	\$ 3,666.67	\$ 3,666.67	\$ 3,666.67	\$ 3,666.67	\$ 3,666.67	\$ 3,666.67	\$ 3,666.67	\$ 3,666.67	\$ 3,666.67	\$ 3,666.67	\$ 44,000.00
other	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 3,000.00
Total Materials and Supplies	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 60,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Audio/Visual Materials	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 4,500.00
Furniture, Fixtures, Equipment	\$ 3,340.00	\$ 3,340.00	\$ 3,340.00	\$ 3,340.00	\$ 3,340.00	\$ 3,340.00	\$ 3,340.00	\$ 3,340.00	\$ 3,340.00	\$ 3,340.00	\$ 3,340.00	\$ 3,340.00	\$ 40,080.00
Improvements other than	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 3,000.00
Computer software	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 3,000.00
Total Capital Outlay	\$ 4,215.00	\$ 4,215.00	\$ 4,215.00	\$ 4,215.00	\$ 4,215.00	\$ 4,215.00	\$ 4,215.00	\$ 4,215.00	\$ 4,215.00	\$ 4,215.00	\$ 4,215.00	\$ 4,215.00	\$ 50,580.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Dues and Fees	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 15,000.00
School District Admin Fee 5%	\$ 6,295.42	\$ 6,295.42	\$ 6,295.42	\$ 6,295.42	\$ 6,295.42	\$ 6,295.42	\$ 6,295.42	\$ 6,295.42	\$ 6,295.42	\$ 6,295.42	\$ 6,295.42	\$ 6,295.42	\$ 75,545.00
Total Other Expense	\$ 7,545.42	\$ 7,545.42	\$ 7,545.42	\$ 7,545.42	\$ 7,545.42	\$ 7,545.42	\$ 7,545.42	\$ 7,545.42	\$ 7,545.42	\$ 7,545.42	\$ 7,545.42	\$ 7,545.42	\$ 90,545.00
Total Expenses													\$ 1,506,945.76
Total Revenues													\$ 1,510,897.00
Total Expenditures													\$ 1,506,945.76
Excess (Deficiency) of Revenues over Expenditures													\$ 3,951.24
Opening Fund Balance	0												
Excess Of Receipts over Expenditures	\$ 3,952.00												
Closing Fund Balance of Cash	\$ 3,952.00												

	July	August	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
North Port Collegiate Military Academy													
Proposed Budget for 2017-2018 School Year													
Income:													
FEFP State and Local Funding	\$ 87,428.50	\$ 87,428.50	\$ 87,428.50	\$ 87,428.50	\$ 87,428.50	\$ 87,428.50	\$ 87,428.50	\$ 87,428.50	\$ 87,428.50	\$ 87,428.50	\$ 87,428.50	\$ 87,428.50	\$ 1,049,142.00
ESE Guaranteed Allocation	\$ 2,396.67	\$ 2,396.67	\$ 2,396.67	\$ 2,396.67	\$ 2,396.67	\$ 2,396.67	\$ 2,396.67	\$ 2,396.67	\$ 2,396.67	\$ 2,396.67	\$ 2,396.67	\$ 2,396.67	\$ 28,760.00
Supplemental Academic Instruction	\$ 4,326.17	\$ 4,326.17	\$ 4,326.17	\$ 4,326.17	\$ 4,326.17	\$ 4,326.17	\$ 4,326.17	\$ 4,326.17	\$ 4,326.17	\$ 4,326.17	\$ 4,326.17	\$ 4,326.17	\$ 51,914.00
Reading Allocation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Class Size Reduction Funds	\$ 19,515.92	\$ 19,515.92	\$ 19,515.92	\$ 19,515.92	\$ 19,515.92	\$ 19,515.92	\$ 19,515.92	\$ 19,515.92	\$ 19,515.92	\$ 19,515.92	\$ 19,515.92	\$ 19,515.92	\$ 234,191.00
Other FEFP (WFTE share)	\$ 473.08	\$ 473.08	\$ 473.08	\$ 473.08	\$ 473.08	\$ 473.08	\$ 473.08	\$ 473.08	\$ 473.08	\$ 473.08	\$ 473.08	\$ 473.08	\$ 5,677.00
Discretionary Local Effort(WFTE share)	\$ 15,898.17	\$ 15,898.17	\$ 15,898.17	\$ 15,898.17	\$ 15,898.17	\$ 15,898.17	\$ 15,898.17	\$ 15,898.17	\$ 15,898.17	\$ 15,898.17	\$ 15,898.17	\$ 15,898.17	\$ 190,778.00
Proration to Funds Available	\$ (766.92)	\$ (766.92)	\$ (766.92)	\$ (766.92)	\$ (766.92)	\$ (766.92)	\$ (766.92)	\$ (766.92)	\$ (766.92)	\$ (766.92)	\$ (766.92)	\$ (766.92)	\$ (9,203.00)
Discretionary Lottery	\$ 72.42	\$ 72.42	\$ 72.42	\$ 72.42	\$ 72.42	\$ 72.42	\$ 72.42	\$ 72.42	\$ 72.42	\$ 72.42	\$ 72.42	\$ 72.42	\$ 869.00
Instructional Materials Allocation	\$ 1,625.08	\$ 1,625.08	\$ 1,625.08	\$ 1,625.08	\$ 1,625.08	\$ 1,625.08	\$ 1,625.08	\$ 1,625.08	\$ 1,625.08	\$ 1,625.08	\$ 1,625.08	\$ 1,625.08	\$ 19,501.00
Digital Classrooms Allocation	\$ 300.50	\$ 300.50	\$ 300.50	\$ 300.50	\$ 300.50	\$ 300.50	\$ 300.50	\$ 300.50	\$ 300.50	\$ 300.50	\$ 300.50	\$ 300.50	\$ 3,606.00
Student Transportation	\$ 8,306.25	\$ 8,306.25	\$ 8,306.25	\$ 8,306.25	\$ 8,306.25	\$ 8,306.25	\$ 8,306.25	\$ 8,306.25	\$ 8,306.25	\$ 8,306.25	\$ 8,306.25	\$ 8,306.25	\$ 99,675.00
Total Income	\$ 139,575.83	\$ 139,575.83	\$ 139,575.83	\$ 139,575.83	\$ 139,575.83	\$ 139,575.83	\$ 139,575.83	\$ 139,575.83	\$ 139,575.83	\$ 139,575.83	\$ 139,575.83	\$ 139,575.83	\$ 1,674,910.00
Expenses:													
Salaries:													
Head of School (\$45000 per year)	\$ 6,250.00	\$ 6,250.00	\$ 6,250.00	\$ 6,250.00	\$ 6,250.00	\$ 6,250.00	\$ 6,250.00	\$ 6,250.00	\$ 6,250.00	\$ 6,250.00	\$ 6,250.00	\$ 6,250.00	\$ 75,000.00
Assistant Head of School(\$38,000 per year)	\$ 4,333.33	\$ 4,333.33	\$ 4,333.33	\$ 4,333.33	\$ 4,333.33	\$ 4,333.33	\$ 4,333.33	\$ 4,333.33	\$ 4,333.33	\$ 4,333.33	\$ 4,333.33	\$ 4,333.33	\$ 52,000.00
Director of Military Studies(\$34,000 per year)	\$ 2,916.67	\$ 2,916.67	\$ 2,916.67	\$ 2,916.67	\$ 2,916.67	\$ 2,916.67	\$ 2,916.67	\$ 2,916.67	\$ 2,916.67	\$ 2,916.67	\$ 2,916.67	\$ 2,916.67	\$ 35,000.00
Total Administration Salaries	\$ 13,500.00	\$ 13,500.00	\$ 13,500.00	\$ 13,500.00	\$ 13,500.00	\$ 13,500.00	\$ 13,500.00	\$ 13,500.00	\$ 13,500.00	\$ 13,500.00	\$ 13,500.00	\$ 13,500.00	\$ 162,000.00

Salaries Classroom Teachers (14 teachers)		\$ 26,197.50	\$ 52,395.00	\$ 52,395.00	\$ 52,395.00	\$ 52,395.00	\$ 52,395.00	\$ 52,395.00	\$ 52,395.00	\$ 52,395.00	\$ 52,395.00	\$ 52,395.00	\$ 52,395.00	\$ 523,950.00
Salaries Support Personnel:														
Custodian (\$30000 per year)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Registrar/Receptionist(\$26000 per year)	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 30,000.00
Guidance Counselor/Testing(\$ 32000 per year)	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	\$ 37,000.00
Clinic Aide(\$24190 per year)	\$ 2,166.67	\$ 2,166.67	\$ 2,166.67	\$ 2,166.67	\$ 2,166.67	\$ 2,166.67	\$ 2,166.67	\$ 2,166.67	\$ 2,166.67	\$ 2,166.67	\$ 2,166.67	\$ 2,166.67	\$ 2,166.67	\$ 26,000.00
Food Service(20 hours per week \$9600 per year)	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 9,600.00
Media Specialist(\$29307 per year)	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 18,000.00
Total Salaries Support Personnel	\$ 10,050.00	\$ 10,050.00	\$ 10,050.00	\$ 10,050.00	\$ 10,050.00	\$ 10,050.00	\$ 10,050.00	\$ 10,050.00	\$ 10,050.00	\$ 10,050.00	\$ 10,050.00	\$ 10,050.00	\$ 10,050.00	\$ 120,600.00
Total Salaries Expense														\$ 806,550.00
Employee Benefits:														
Retirement	\$ 672.13	\$ 672.13	\$ 672.13	\$ 672.13	\$ 672.13	\$ 672.13	\$ 672.13	\$ 672.13	\$ 672.13	\$ 672.13	\$ 672.13	\$ 672.13	\$ 672.13	\$ 8,065.50
FICA	\$ 5,141.76	\$ 5,141.76	\$ 5,141.76	\$ 5,141.76	\$ 5,141.76	\$ 5,141.76	\$ 5,141.76	\$ 5,141.76	\$ 5,141.76	\$ 5,141.76	\$ 5,141.76	\$ 5,141.76	\$ 5,141.76	\$ 61,701.08
Group Insurance	\$ 3,360.63	\$ 3,360.63	\$ 3,360.63	\$ 3,360.63	\$ 3,360.63	\$ 3,360.63	\$ 3,360.63	\$ 3,360.63	\$ 3,360.63	\$ 3,360.63	\$ 3,360.63	\$ 3,360.63	\$ 3,360.63	\$ 40,327.50
Worker's Compensation Insurance	\$ 403.28	\$ 403.28	\$ 403.28	\$ 403.28	\$ 403.28	\$ 403.28	\$ 403.28	\$ 403.28	\$ 403.28	\$ 403.28	\$ 403.28	\$ 403.28	\$ 403.28	\$ 4,839.30
Unemployment Compensation	\$ 814.58	\$ 814.58	\$ 814.58	\$ 814.58	\$ 814.58	\$ 814.58	\$ 814.58	\$ 814.58	\$ 814.58	\$ 814.58	\$ 814.58	\$ 814.58	\$ 814.58	\$ 9,775.00
Total Employee Benefits	\$ 10,392.36	\$ 10,392.36	\$ 10,392.36	\$ 10,392.36	\$ 10,392.36	\$ 10,392.36	\$ 10,392.36	\$ 10,392.36	\$ 10,392.36	\$ 10,392.36	\$ 10,392.36	\$ 10,392.36	\$ 10,392.36	\$ 124,708.38
Purchased Services:														
Professional and Technical Services	\$ 4,583.33	\$ 4,583.33	\$ 4,583.33	\$ 4,583.33	\$ 4,583.33	\$ 4,583.33	\$ 4,583.33	\$ 4,583.33	\$ 4,583.33	\$ 4,583.33	\$ 4,583.33	\$ 4,583.33	\$ 4,583.33	\$ 55,000.00
Insurance and Bond Premiums	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 25,000.00
Transportation	\$ 16,500.00	\$ 16,500.00	\$ 16,500.00	\$ 16,500.00	\$ 16,500.00	\$ 16,500.00	\$ 16,500.00	\$ 16,500.00	\$ 16,500.00	\$ 16,500.00	\$ 16,500.00	\$ 16,500.00	\$ 16,500.00	\$ 198,000.00
Cleaning Services	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 24,000.00
Total Purchased Services	\$ 25,166.67	\$ 25,166.67	\$ 25,166.67	\$ 25,166.67	\$ 25,166.67	\$ 25,166.67	\$ 25,166.67	\$ 25,166.67	\$ 25,166.67	\$ 25,166.67	\$ 25,166.67	\$ 25,166.67	\$ 25,166.67	\$ 302,000.00

Repairs and Maintenance:													
Repairs and General Maintenance	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 5,000.00
Ground Maintenance Lawn/Landscape	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 3,600.00
Total Repairs and Maintenance	\$ 716.67	\$ 716.67	\$ 716.67	\$ 716.67	\$ 716.67	\$ 716.67	\$ 716.67	\$ 716.67	\$ 716.67	\$ 716.67	\$ 716.67	\$ 716.67	\$ 8,600.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Rental/Leases	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Land and Buildings	\$ 10,455.00	\$ 10,455.00	\$ 10,455.00	\$ 10,455.00	\$ 10,455.00	\$ 10,455.00	\$ 10,455.00	\$ 10,455.00	\$ 10,455.00	\$ 10,455.00	\$ 10,455.00	\$ 10,455.00	\$ 125,460.00
Equipment	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 4,500.00
Total Rental/Leases	\$ 10,830.00	\$ 10,830.00	\$ 10,830.00	\$ 10,830.00	\$ 10,830.00	\$ 10,830.00	\$ 10,830.00	\$ 10,830.00	\$ 10,830.00	\$ 10,830.00	\$ 10,830.00	\$ 10,830.00	\$ 129,960.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Telephone	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 3,500.00
Cell Phones	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 1,920.00
Electricity	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 16,000.00
Postage	\$ 141.67	\$ 141.67	\$ 141.67	\$ 141.67	\$ 141.67	\$ 141.67	\$ 141.67	\$ 141.67	\$ 141.67	\$ 141.67	\$ 141.67	\$ 141.67	\$ 1,700.00
Water and Sewage	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 12,000.00
Garbage Collection	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 3,600.00
Total	\$ 3,226.67	\$ 3,226.67	\$ 3,226.67	\$ 3,226.67	\$ 3,226.67	\$ 3,226.67	\$ 3,226.67	\$ 3,226.67	\$ 3,226.67	\$ 3,226.67	\$ 3,226.67	\$ 3,226.67	\$ 38,720.00
Other Services													
Pest Control	\$ 83.33	\$ 83.33	\$ 83.33	\$ 83.33	\$ 83.33	\$ 83.33	\$ 83.33	\$ 83.33	\$ 83.33	\$ 83.33	\$ 83.33	\$ 83.33	\$ 1,000.00
Printing	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 3,500.00
Marketing	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 4,000.00
Total Other Services	\$ 708.33	\$ 708.33	\$ 708.33	\$ 708.33	\$ 708.33	\$ 708.33	\$ 708.33	\$ 708.33	\$ 708.33	\$ 708.33	\$ 708.33	\$ 708.33	\$ 8,500.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Supplies	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 13,000.00

		33	33	33	33	33	33	33	3	33	33		
Textbooks	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 20,000.00
other	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 5,000.00
Total Materials and Supplies	\$ 3,166.67	\$ 3,166.67	\$ 3,166.67	\$ 3,166.67	\$ 3,166.67	\$ 3,166.67	\$ 3,166.67	\$ 3,166.67	\$ 3,166.67	\$ 3,166.67	\$ 3,166.67	\$ 3,166.67	\$ 38,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Audio/Visual Materials	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 5,000.00
Furniture, Fixtures, Equipment	\$ 225.00	\$ 225.00	\$ 225.00	\$ 225.00	\$ 225.00	\$ 225.00	\$ 225.00	\$ 225.00	\$ 225.00	\$ 225.00	\$ 225.00	\$ 225.00	\$ 2,700.00
Improvements other than	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 3,000.00
Computer software	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 6,000.00
Total Capital Outlay	\$ 1,391.67	\$ 1,391.67	\$ 1,391.67	\$ 1,391.67	\$ 1,391.67	\$ 1,391.67	\$ 1,391.67	\$ 1,391.67	\$ 1,391.67	\$ 1,391.67	\$ 1,391.67	\$ 1,391.67	\$ 16,700.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Dues and Fees	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 15,000.00
School District Admin Fee 5%	\$ 6,978.79	\$ 6,978.79	\$ 6,978.79	\$ 6,978.79	\$ 6,978.79	\$ 6,978.79	\$ 6,978.79	\$ 6,978.79	\$ 6,978.79	\$ 6,978.79	\$ 6,978.79	\$ 6,978.79	\$ 83,745.50
Total Other Expense	\$ 8,228.79	\$ 8,228.79	\$ 8,228.79	\$ 8,228.79	\$ 8,228.79	\$ 8,228.79	\$ 8,228.79	\$ 8,228.79	\$ 8,228.79	\$ 8,228.79	\$ 8,228.79	\$ 8,228.79	\$ 98,745.50
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,572,483.88
Total Revenues													\$ 1,674,910.00
Total Expenditures													\$ 1,572,483.88
Excess (Deficiency) of Revenues over Expenditures													\$ 102,426.13
Opening Fund Balance	\$ 3,952.00												
Excess Of Receipts over Expenditures	\$ 102,426.00												
Closing Balance 3% of Revenue Reserve Acct	\$ 50,247.00												
Restricted Funds(Building)	\$ 56,131.00												

North Port Collegiate Military Academy	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
Proposed Budget for 2017-2018 School Year													
Income:													
FEFP State and Local Funding	\$ 87,428.50	\$ 87,428.50	\$ 87,428.50	\$ 87,428.50	\$ 87,428.50	\$ 87,428.50	\$ 87,428.50	\$ 87,428.50	\$ 87,428.50	\$ 87,428.50	\$ 87,428.50	\$ 87,428.50	\$ 1,049,142.00
ESE Guaranteed Allocation	\$ 2,396.67	\$ 2,396.67	\$ 2,396.67	\$ 2,396.67	\$ 2,396.67	\$ 2,396.67	\$ 2,396.67	\$ 2,396.67	\$ 2,396.67	\$ 2,396.67	\$ 2,396.67	\$ 2,396.67	\$ 28,760.00
Supplemental Academic Instruction	\$ 4,326.17	\$ 4,326.17	\$ 4,326.17	\$ 4,326.17	\$ 4,326.17	\$ 4,326.17	\$ 4,326.17	\$ 4,326.17	\$ 4,326.17	\$ 4,326.17	\$ 4,326.17	\$ 4,326.17	\$ 51,914.00
Reading Allocation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Class Size Reduction Funds	\$ 19,515.92	\$ 19,515.92	\$ 19,515.92	\$ 19,515.92	\$ 19,515.92	\$ 19,515.92	\$ 19,515.92	\$ 19,515.92	\$ 19,515.92	\$ 19,515.92	\$ 19,515.92	\$ 19,515.92	\$ 234,191.00
Other FEFP (WFTE share)	\$ 473.08	\$ 473.08	\$ 473.08	\$ 473.08	\$ 473.08	\$ 473.08	\$ 473.08	\$ 473.08	\$ 473.08	\$ 473.08	\$ 473.08	\$ 473.08	\$ 5,677.00
Discretionary Local Effort(WFTE share)	\$ 15,898.17	\$ 15,898.17	\$ 15,898.17	\$ 15,898.17	\$ 15,898.17	\$ 15,898.17	\$ 15,898.17	\$ 15,898.17	\$ 15,898.17	\$ 15,898.17	\$ 15,898.17	\$ 15,898.17	\$ 190,778.00
Proration to Funds Available	\$ (766.92)	\$ (766.92)	\$ (766.92)	\$ (766.92)	\$ (766.92)	\$ (766.92)	\$ (766.92)	\$ (766.92)	\$ (766.92)	\$ (766.92)	\$ (766.92)	\$ (766.92)	\$ (9,203.00)
Discretionary Lottery	\$ 72.42	\$ 72.42	\$ 72.42	\$ 72.42	\$ 72.42	\$ 72.42	\$ 72.42	\$ 72.42	\$ 72.42	\$ 72.42	\$ 72.42	\$ 72.42	\$ 869.00
Instructional Materials Allocation	\$ 1,625.08	\$ 1,625.08	\$ 1,625.08	\$ 1,625.08	\$ 1,625.08	\$ 1,625.08	\$ 1,625.08	\$ 1,625.08	\$ 1,625.08	\$ 1,625.08	\$ 1,625.08	\$ 1,625.08	\$ 19,501.00
Digital Classrooms Allocation	\$ 300.50	\$ 300.50	\$ 300.50	\$ 300.50	\$ 300.50	\$ 300.50	\$ 300.50	\$ 300.50	\$ 300.50	\$ 300.50	\$ 300.50	\$ 300.50	\$ 3,606.00
Student Transportation	\$ 8,306.25	\$ 8,306.25	\$ 8,306.25	\$ 8,306.25	\$ 8,306.25	\$ 8,306.25	\$ 8,306.25	\$ 8,306.25	\$ 8,306.25	\$ 8,306.25	\$ 8,306.25	\$ 8,306.25	\$ 99,675.00
Total Income	\$ 139,575.83	\$ 139,575.83	\$ 139,575.83	\$ 139,575.83	\$ 139,575.83	\$ 139,575.83	\$ 139,575.83	\$ 139,575.83	\$ 139,575.83	\$ 139,575.83	\$ 139,575.83	\$ 139,575.83	\$ 1,674,910.00
Expenses:													
Salaries:													
Head of School (\$45,000 per year)	\$ 6,250.00	\$ 6,250.00	\$ 6,250.00	\$ 6,250.00	\$ 6,250.00	\$ 6,250.00	\$ 6,250.00	\$ 6,250.00	\$ 6,250.00	\$ 6,250.00	\$ 6,250.00	\$ 6,250.00	\$ 75,000.00
Assistant Head of School (\$38,000 per year)	\$ 4,333.33	\$ 4,333.33	\$ 4,333.33	\$ 4,333.33	\$ 4,333.33	\$ 4,333.33	\$ 4,333.33	\$ 4,333.33	\$ 4,333.33	\$ 4,333.33	\$ 4,333.33	\$ 4,333.33	\$ 52,000.00
Director of Military Studies(\$34,000 per year)	\$ 2,916.67	\$ 2,916.67	\$ 2,916.67	\$ 2,916.67	\$ 2,916.67	\$ 2,916.67	\$ 2,916.67	\$ 2,916.67	\$ 2,916.67	\$ 2,916.67	\$ 2,916.67	\$ 2,916.67	\$ 35,000.00
Total Administration Salaries	\$ 13,500.00	\$ 13,500.00	\$ 13,500.00	\$ 13,500.00	\$ 13,500.00	\$ 13,500.00	\$ 13,500.00	\$ 13,500.00	\$ 13,500.00	\$ 13,500.00	\$ 13,500.00	\$ 13,500.00	\$ 162,000.00
Salaries	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$

Classroom Teachers (14 teachers)		26,197.50	52,395.00	52,395.00	52,395.00	52,395.00	52,395.00	52,395.00	52,395.00	52,395.00	52,395.00	26,197.50	523,950.00
Salaries Support Personnel:													
Custodian (\$30000 per year)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Registrar/Receptionist(\$26000 per year)	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 30,000.00
Guidance Counselor/Testing(\$32000 per year)	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	\$ 3,083.33	\$ 37,000.00
Clinic Aide(\$24190 per year)	\$ 2,166.67	\$ 2,166.67	\$ 2,166.67	\$ 2,166.67	\$ 2,166.67	\$ 2,166.67	\$ 2,166.67	\$ 2,166.67	\$ 2,166.67	\$ 2,166.67	\$ 2,166.67	\$ 2,166.67	\$ 26,000.00
Food Service(20 hours per week \$9600 per year)	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 800.00	\$ 9,600.00
Media Specialist(\$29307 per year)	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 18,000.00
Total Salaries Support Personnel	\$ 10,050.00	\$ 10,050.00	\$ 10,050.00	\$ 10,050.00	\$ 10,050.00	\$ 10,050.00	\$ 10,050.00	\$ 10,050.00	\$ 10,050.00	\$ 10,050.00	\$ 10,050.00	\$ 10,050.00	\$ 120,600.00
Total Salaries Expense													\$ 806,550.00
Employee Benefits:													
Retirement	\$ 672.13	\$ 672.13	\$ 672.13	\$ 672.13	\$ 672.13	\$ 672.13	\$ 672.13	\$ 672.13	\$ 672.13	\$ 672.13	\$ 672.13	\$ 672.13	\$ 8,065.50
FICA	\$ 5,141.76	\$ 5,141.76	\$ 5,141.76	\$ 5,141.76	\$ 5,141.76	\$ 5,141.76	\$ 5,141.76	\$ 5,141.76	\$ 5,141.76	\$ 5,141.76	\$ 5,141.76	\$ 5,141.76	\$ 61,701.08
Group Insurance	\$ 3,360.63	\$ 3,360.63	\$ 3,360.63	\$ 3,360.63	\$ 3,360.63	\$ 3,360.63	\$ 3,360.63	\$ 3,360.63	\$ 280.05	\$ 3,360.63	\$ 3,360.63	\$ 3,360.63	\$ 40,327.50
Worker's Compensation Insurance	\$ 403.28	\$ 403.28	\$ 403.28	\$ 403.28	\$ 403.28	\$ 403.28	\$ 403.28	\$ 403.28	\$ 33.61	\$ 403.28	\$ 403.28	\$ 403.28	\$ 4,839.30
Unemployment Compensation	\$ 814.58	\$ 814.58	\$ 814.58	\$ 814.58	\$ 814.58	\$ 814.58	\$ 814.58	\$ 814.58	\$ 67.88	\$ 814.58	\$ 814.58	\$ 814.58	\$ 9,775.00
Total Employee Benefits	\$ 10,392.36	\$ 10,392.36	\$ 10,392.36	\$ 10,392.36	\$ 10,392.36	\$ 10,392.36	\$ 10,392.36	\$ 10,392.36	\$ 866.03	\$ 10,392.36	\$ 10,392.36	\$ 10,392.36	\$ 124,708.38
Purchased Services:													
Professional and Technical Services	\$ 4,583.33	\$ 4,583.33	\$ 4,583.33	\$ 4,583.33	\$ 4,583.33	\$ 4,583.33	\$ 4,583.33	\$ 4,583.33	\$ 4,583.33	\$ 4,583.33	\$ 4,583.33	\$ 4,583.33	\$ 55,000.00
Insurance and Bond Premiums	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 25,000.00
Transportation	\$ 16,500.00	\$ 16,500.00	\$ 16,500.00	\$ 16,500.00	\$ 16,500.00	\$ 16,500.00	\$ 16,500.00	\$ 16,500.00	\$ 16,500.00	\$ 16,500.00	\$ 16,500.00	\$ 16,500.00	\$ 198,000.00
Cleaning Services	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 24,000.00
Total Purchased Services	\$ 25,166.67	\$ 25,166.67	\$ 25,166.67	\$ 25,166.67	\$ 25,166.67	\$ 25,166.67	\$ 25,166.67	\$ 25,166.67	\$ 25,166.67	\$ 25,166.67	\$ 25,166.67	\$ 25,166.67	\$ 302,000.00
Repairs and Maintenance:													

Repairs and General Maintenance	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 5,000.00
Ground Maintenance Lawn/Landscape	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 3,600.00
Total Repairs and Maintenance	\$ 716.67	\$ 716.67	\$ 716.67	\$ 716.67	\$ 716.67	\$ 716.67	\$ 716.67	\$ 716.67	\$ 716.67	\$ 716.67	\$ 716.67	\$ 716.67	\$ 8,600.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Rental/Leases	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Land and Buildings	\$ 10,455.00	\$ 10,455.00	\$ 10,455.00	\$ 10,455.00	\$ 10,455.00	\$ 10,455.00	\$ 10,455.00	\$ 10,455.00	\$ 10,455.00	\$ 10,455.00	\$ 10,455.00	\$ 10,455.00	\$ 125,460.00
Equipment	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 4,500.00
Total Rental/Leases	\$ 10,830.00	\$ 10,830.00	\$ 10,830.00	\$ 10,830.00	\$ 10,830.00	\$ 10,830.00	\$ 10,830.00	\$ 10,830.00	\$ 10,830.00	\$ 10,830.00	\$ 10,830.00	\$ 10,830.00	\$ 129,960.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Telephone	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 3,500.00
Cell Phones	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 1,920.00
Electricity	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 16,000.00
Postage	\$ 141.67	\$ 141.67	\$ 141.67	\$ 141.67	\$ 141.67	\$ 141.67	\$ 141.67	\$ 141.67	\$ 141.67	\$ 141.67	\$ 141.67	\$ 141.67	\$ 1,700.00
Water and Sewage	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 12,000.00
Garbage Collection	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 3,600.00
Total	\$ 3,226.67	\$ 3,226.67	\$ 3,226.67	\$ 3,226.67	\$ 3,226.67	\$ 3,226.67	\$ 3,226.67	\$ 3,226.67	\$ 3,226.67	\$ 3,226.67	\$ 3,226.67	\$ 3,226.67	\$ 38,720.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Services													
Pest Control	\$ 83.33	\$ 83.33	\$ 83.33	\$ 83.33	\$ 83.33	\$ 83.33	\$ 83.33	\$ 83.33	\$ 83.33	\$ 83.33	\$ 83.33	\$ 83.33	\$ 1,000.00
Printing	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 3,500.00
Marketing	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 4,000.00
Total Other Services	\$ 708.33	\$ 708.33	\$ 708.33	\$ 708.33	\$ 708.33	\$ 708.33	\$ 708.33	\$ 708.33	\$ 708.33	\$ 708.33	\$ 708.33	\$ 708.33	\$ 8,500.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Supplies	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 1,083.33	\$ 13,000.00
Textbooks	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 20,000.00
other	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 5,000.00
Total Materials and Supplies	\$ 3,166.67	\$ 3,166.67	\$ 3,166.67	\$ 3,166.67	\$ 3,166.67	\$ 3,166.67	\$ 3,166.67	\$ 3,166.67	\$ 3,166.67	\$ 3,166.67	\$ 3,166.67	\$ 3,166.67	\$ 38,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	

Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Audio/Visual Materials	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 5,000.00
Furniture, Fixtures, Equipment	\$ 225.00	\$ 225.00	\$ 225.00	\$ 225.00	\$ 225.00	\$ 225.00	\$ 225.00	\$ 225.00	\$ 225.00	\$ 225.00	\$ 225.00	\$ 225.00	\$ 2,700.00
Improvements other than	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 3,000.00
Computer software	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 6,000.00
Total Capital Outlay	\$ 1,391.67	\$ 1,391.67	\$ 1,391.67	\$ 1,391.67	\$ 1,391.67	\$ 1,391.67	\$ 1,391.67	\$ 1,391.67	\$ 1,391.67	\$ 1,391.67	\$ 1,391.67	\$ 1,391.67	\$ 16,700.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Dues and Fees	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 15,000.00
School District Admin Fee 5%	\$ 6,978.79	\$ 6,978.79	\$ 6,978.79	\$ 6,978.79	\$ 6,978.79	\$ 6,978.79	\$ 6,978.79	\$ 6,978.79	\$ 6,978.79	\$ 6,978.79	\$ 6,978.79	\$ 6,978.79	\$ 83,745.50
Total Other Expense	\$ 8,228.79	\$ 8,228.79	\$ 8,228.79	\$ 8,228.79	\$ 8,228.79	\$ 8,228.79	\$ 8,228.79	\$ 8,228.79	\$ 8,228.79	\$ 8,228.79	\$ 8,228.79	\$ 8,228.79	\$ 98,745.50
Total Expenses	\$ -												\$ 1,572,483.88
Total Revenues													\$ 1,674,910.00
Total Expenditures													\$ 1,572,483.88
Excess (Deficiency) of Revenues over Expenditures													\$ 102,426.13
Opening Fund Balance	\$ 3,952.00												
Excess Of Receipts over Expenditures	\$ 102,426.00												
Closing Balance 3% of Revenue Reserve Acct	\$ 50,247.00												
Restricted Funds(Building)	\$ 56,131.00												

North Port Collegiate Military Academy	July	August	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
Proposed Budget for 2018-2019 School Year													
Income:													
FEFP State and Local Funding	\$ 95,951.25	\$ 95,951.25	\$ 95,951.25	\$ 95,951.25	\$ 95,951.25	\$ 95,951.25	\$ 95,951.25	\$ 95,951.25	\$ 95,951.25	\$ 95,951.25	\$ 95,951.25	\$ 95,951.25	\$ 1,151,415.00
ESE Guaranteed Allocation	\$ 2,601.67	\$ 2,601.67	\$ 2,601.67	\$ 2,601.67	\$ 2,601.67	\$ 2,601.67	\$ 2,601.67	\$ 2,601.67	\$ 2,601.67	\$ 2,601.67	\$ 2,601.67	\$ 2,601.67	\$ 31,220.00
Supplemental Academic Instruction	\$ 4,747.00	\$ 4,747.00	\$ 4,747.00	\$ 4,747.00	\$ 4,747.00	\$ 4,747.00	\$ 4,747.00	\$ 4,747.00	\$ 4,747.00	\$ 4,747.00	\$ 4,747.00	\$ 4,747.00	\$ 56,964.00
Reading Allocation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Class Size Reduction Funds	\$ 21,420.75	\$ 21,420.75	\$ 21,420.75	\$ 21,420.75	\$ 21,420.75	\$ 21,420.75	\$ 21,420.75	\$ 21,420.75	\$ 21,420.75	\$ 21,420.75	\$ 21,420.75	\$ 21,420.75	\$ 257,049.00
Other FEFP (WFTE share)	\$ 519.17	\$ 519.17	\$ 519.17	\$ 519.17	\$ 519.17	\$ 519.17	\$ 519.17	\$ 519.17	\$ 519.17	\$ 519.17	\$ 519.17	\$ 519.17	\$ 6,230.00
Discretionary Local Effort(WFTE share)	\$ 17,447.25	\$ 17,447.25	\$ 17,447.25	\$ 17,447.25	\$ 17,447.25	\$ 17,447.25	\$ 17,447.25	\$ 17,447.25	\$ 17,447.25	\$ 17,447.25	\$ 17,447.25	\$ 17,447.25	\$ 209,367.00
Proration to Funds Available	\$ (841.58)	\$ (841.58)	\$ (841.58)	\$ (841.58)	\$ (841.58)	\$ (841.58)	\$ (841.58)	\$ (841.58)	\$ (841.58)	\$ (841.58)	\$ (841.58)	\$ (841.58)	\$ (10,099.00)
Discretionary Lottery	\$ 79.50	\$ 79.50	\$ 79.50	\$ 79.50	\$ 79.50	\$ 79.50	\$ 79.50	\$ 79.50	\$ 79.50	\$ 79.50	\$ 79.50	\$ 79.50	\$ 954.00
Instructional Materials Allocation	\$ 1,783.08	\$ 1,783.08	\$ 1,783.08	\$ 1,783.08	\$ 1,783.08	\$ 1,783.08	\$ 1,783.08	\$ 1,783.08	\$ 1,783.08	\$ 1,783.08	\$ 1,783.08	\$ 1,783.08	\$ 21,397.00
Digital Classrooms Allocation	\$ 329.67	\$ 329.67	\$ 329.67	\$ 329.67	\$ 329.67	\$ 329.67	\$ 329.67	\$ 329.67	\$ 329.67	\$ 329.67	\$ 329.67	\$ 329.67	\$ 3,956.00
Student Transportation	\$ 9,094.50	\$ 9,094.50	\$ 9,094.50	\$ 9,094.50	\$ 9,094.50	\$ 9,094.50	\$ 9,094.50	\$ 9,094.50	\$ 9,094.50	\$ 9,094.50	\$ 9,094.50	\$ 9,094.50	\$ 109,134.00
Total Income	\$ 153,132.25	\$ 153,132.25	\$ 153,132.25	\$ 153,132.25	\$ 153,132.25	\$ 153,132.25	\$ 153,132.25	\$ 153,132.25	\$ 153,132.25	\$ 153,132.25	\$ 153,132.25	\$ 153,132.25	\$ 1,837,587.00
Expenses:													
Salaries:													
Head of School (\$45,000 per year)	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 7,500.00	\$ 90,000.00
Assistant Head of School (\$38,000 per year)	\$ 5,416.67	\$ 5,416.67	\$ 5,416.67	\$ 5,416.67	\$ 5,416.67	\$ 5,416.67	\$ 5,416.67	\$ 5,416.67	\$ 5,416.67	\$ 5,416.67	\$ 5,416.67	\$ 5,416.67	\$ 65,000.00
Director of Military Studies(\$34,000 per year)	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 3,333.33	\$ 40,000.00
Total Administration Salaries	\$ 16,250.00	\$ 16,250.00	\$ 16,250.00	\$ 16,250.00	\$ 16,250.00	\$ 16,250.00	\$ 16,250.00	\$ 16,250.00	\$ 16,250.00	\$ 16,250.00	\$ 16,250.00	\$ 16,250.00	\$ 195,000.00
Salaries Classroom Teachers (14 teachers)	\$ 28,782.35	\$ 28,782.35	\$ 28,782.35	\$ 28,782.35	\$ 28,782.35	\$ 28,782.35	\$ 28,782.35	\$ 28,782.35	\$ 28,782.35	\$ 28,782.35	\$ 28,782.35	\$ 28,782.35	\$ 575,647.00
Salaries Support Personnel:													

Custodian (\$30000 per year)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Registrar/Receptionist(\$26000 per year)	\$ 2,575.00	\$ 2,575.00	\$ 2,575.00	\$ 2,575.00	\$ 2,575.00	\$ 2,575.00	\$ 2,575.00	\$ 2,575.00	\$ 2,575.00	\$ 2,575.00	\$ 2,575.00	\$ 2,575.00	\$ 30,900.00
Guidance Counselor/Testing(\$32000 per year)	\$ 3,175.83	\$ 3,175.83	\$ 3,175.83	\$ 3,175.83	\$ 3,175.83	\$ 3,175.83	\$ 3,175.83	\$ 3,175.83	\$ 3,175.83	\$ 3,175.83	\$ 3,175.83	\$ 3,175.83	\$ 38,110.00
Clinic Aide(\$24190 per year)	\$ 2,231.67	\$ 2,231.67	\$ 2,231.67	\$ 2,231.67	\$ 2,231.67	\$ 2,231.67	\$ 2,231.67	\$ 2,231.67	\$ 2,231.67	\$ 2,231.67	\$ 2,231.67	\$ 2,231.67	\$ 26,780.00
Food Service(20 hours per week \$9600 per year)	\$ 849.00	\$ 849.00	\$ 849.00	\$ 849.00	\$ 849.00	\$ 849.00	\$ 849.00	\$ 849.00	\$ 849.00	\$ 849.00	\$ 849.00	\$ 849.00	\$ 10,188.00
Media Specialist(\$29307 per year)	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 18,000.00
Total Salaries Support Personnel	\$ 10,331.50	\$ 10,331.50	\$ 10,331.50	\$ 10,331.50	\$ 10,331.50	\$ 10,331.50	\$ 10,331.50	\$ 10,331.50	\$ 10,331.50	\$ 10,331.50	\$ 10,331.50	\$ 10,331.50	\$ 123,978.00
Total Salaries Expense													\$ 894,625.00
Employee Benefits:													
Retirement	\$ 745.52	\$ 745.52	\$ 745.52	\$ 745.52	\$ 745.52	\$ 745.52	\$ 745.52	\$ 745.52	\$ 745.52	\$ 745.52	\$ 745.52	\$ 745.52	\$ 8,946.25
FICA	\$ 5,703.23	\$ 5,703.23	\$ 5,703.23	\$ 5,703.23	\$ 5,703.23	\$ 5,703.23	\$ 5,703.23	\$ 5,703.23	\$ 5,703.23	\$ 5,703.23	\$ 5,703.23	\$ 5,703.23	\$ 68,438.81
Group Insurance	\$ 3,727.60	\$ 3,727.60	\$ 3,727.60	\$ 3,727.60	\$ 3,727.60	\$ 3,727.60	\$ 3,727.60	\$ 3,727.60	\$ 310.63	\$ 3,727.60	\$ 3,727.60	\$ 3,727.60	\$ 44,731.25
Worker's Compensation Insurance	\$ 447.31	\$ 447.31	\$ 447.31	\$ 447.31	\$ 447.31	\$ 447.31	\$ 447.31	\$ 447.31	\$ 37.28	\$ 447.31	\$ 447.31	\$ 447.31	\$ 5,367.75
Unemployment Compensation	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 850.00	\$ 70.83	\$ 850.00	\$ 850.00	\$ 850.00	\$ 10,200.00
Total Employee Benefits	\$ 11,473.67	\$ 11,473.67	\$ 11,473.67	\$ 11,473.67	\$ 11,473.67	\$ 11,473.67	\$ 11,473.67	\$ 11,473.67	\$ 956.14	\$ 11,473.67	\$ 11,473.67	\$ 11,473.67	\$ 137,684.06
Purchased Services:													
Professional and Technical Services	\$ 4,766.67	\$ 4,766.67	\$ 4,766.67	\$ 4,766.67	\$ 4,766.67	\$ 4,766.67	\$ 4,766.67	\$ 4,766.67	\$ 4,766.67	\$ 4,766.67	\$ 4,766.67	\$ 4,766.67	\$ 57,200.00
Insurance and Bond Premiums	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 30,000.00
Transportation	\$ 17,427.83	\$ 17,427.83	\$ 17,427.83	\$ 17,427.83	\$ 17,427.83	\$ 17,427.83	\$ 17,427.83	\$ 17,427.83	\$ 17,427.83	\$ 17,427.83	\$ 17,427.83	\$ 17,427.83	\$ 209,134.00
Cleaning Services	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 30,000.00
Total Purchased Services	\$ 27,194.50	\$ 27,194.50	\$ 27,194.50	\$ 27,194.50	\$ 27,194.50	\$ 27,194.50	\$ 27,194.50	\$ 27,194.50	\$ 27,194.50	\$ 27,194.50	\$ 27,194.50	\$ 27,194.50	\$ 326,334.00
Repairs and Maintenance:													
Repairs and General Maintenance	\$ 625.00	\$ 625.00	\$ 625.00	\$ 625.00	\$ 625.00	\$ 625.00	\$ 625.00	\$ 625.00	\$ 625.00	\$ 625.00	\$ 625.00	\$ 625.00	\$ 7,500.00
Ground Maintenance Lawn/Landscape	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 4,500.00
Total Repairs and Maintenance	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 12,000.00

	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	-	-	-	-	-	-	-	-	-	-	-	-	-
Rental/Leases	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	-	-	-	-	-	-	-	-	-	-	-	-	-
Land and Buildings	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	12,833.33	12,833.33	12,833.33	12,833.33	12,833.33	12,833.33	12,833.33	12,833.33	12,833.33	12,833.33	12,833.33	12,833.33	154,000.00
Equipment	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	370.00	370.00	370.00	370.00	370.00	370.00	370.00	370.00	370.00	370.00	370.00	370.00	4,440.00
Total Rental/Leases	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	13,203.33	13,203.33	13,203.33	13,203.33	13,203.33	13,203.33	13,203.33	13,203.33	13,203.33	13,203.33	13,203.33	13,203.33	158,440.00
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	312.50	312.50	312.50	312.50	312.50	312.50	312.50	312.50	312.50	312.50	312.50	312.50	3,750.00
Cell Phones	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	2,000.00
Electricity	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	1,750.00	21,000.00
Postage	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	166.67	2,000.00
Water and Sewage	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	1,266.67	1,266.67	1,266.67	1,266.67	1,266.67	1,266.67	1,266.67	1,266.67	1,266.67	1,266.67	1,266.67	1,266.67	15,200.00
Garbage Collection	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00	300.00	3,600.00
Total	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	3,962.50	3,962.50	3,962.50	3,962.50	3,962.50	3,962.50	3,962.50	3,962.50	3,962.50	3,962.50	3,962.50	3,962.50	47,550.00
Other Services													
Pest Control	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00	1,200.00
Printing	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	291.67	291.67	291.67	291.67	291.67	291.67	291.67	291.67	291.67	291.67	291.67	291.67	3,500.00
Marketing	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	375.00	375.00	375.00	375.00	375.00	375.00	375.00	375.00	375.00	375.00	375.00	375.00	4,500.00
Total Other Services	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	766.67	766.67	766.67	766.67	766.67	766.67	766.67	766.67	766.67	766.67	766.67	766.67	9,200.00
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	-	-	-	-	-	-	-	-	-	-	-	-	-
Materials and Supplies	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	1,250.00	15,000.00
Textbooks	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	2,083.33	25,000.00
other	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	333.33	333.33	333.33	333.33	333.33	333.33	333.33	333.33	333.33	333.33	333.33	333.33	4,000.00
Total Materials and Supplies	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	3,666.67	3,666.67	3,666.67	3,666.67	3,666.67	3,666.67	3,666.67	3,666.67	3,666.67	3,666.67	3,666.67	3,666.67	44,000.00
Capital Outlay													
Audio/Visual Materials	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	6,000.00
Furniture, Fixtures, Equipment	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	3,000.00
Improvements other than	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	250.00	3,000.00
Computer software	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	500.00	6,000.00
Total Capital	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$

Outlay	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	1,500.00	18,000.00
Other Expenses													
Dues and Fees	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 17,000.00
School District Admin Fee 5%	\$ 7,656.61	\$ 7,656.61	\$ 7,656.61	\$ 7,656.61	\$ 7,656.61	\$ 7,656.61	\$ 7,656.61	\$ 7,656.61	\$ 7,656.61	\$ 7,656.61	\$ 7,656.61	\$ 7,656.61	\$ 91,879.35
Total Other Expense	\$ 9,073.28	\$ 9,073.28	\$ 9,073.28	\$ 9,073.28	\$ 9,073.28	\$ 9,073.28	\$ 9,073.28	\$ 9,073.28	\$ 9,073.28	\$ 9,073.28	\$ 9,073.28	\$ 9,073.28	\$ 108,879.35
Total Expenses													\$ 1,756,712.41
Total Revenues													\$ 1,837,587.00
Total Expenditures													\$ 1,756,712.41
Excess (Deficiency) of Revenues over Expenditures													\$ 80,874.59
Opening Fund Balance	\$ 50,247.00												
Excess Of Receipts over Expenditures	\$ 80,874.59												
Closing Balance 3% of Revenue Reserve Acct	\$ 55,127.61												
Ending Restricted Funds(Building)	\$ 75,994.00												

North Port Collegiate Military Academy	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
Proposed Budget for 2019-2020 School Year													
Income:													
FEFP State and Local Funding	\$ 104,474.00	\$ 104,474.00	\$ 104,474.00	\$ 104,474.00	\$ 104,474.00	\$ 104,474.00	\$ 104,474.00	\$ 104,474.00	\$ 104,474.00	\$ 104,474.00	\$ 104,474.00	\$ 104,474.00	\$ 1,253,688.00
ESE Guaranteed Allocation	\$ 2,806.67	\$ 2,806.67	\$ 2,806.67	\$ 2,806.67	\$ 2,806.67	\$ 2,806.67	\$ 2,806.67	\$ 2,806.67	\$ 2,806.67	\$ 2,806.67	\$ 2,806.67	\$ 2,806.67	\$ 33,680.00
Supplemental Academic Instruction	\$ 5,167.83	\$ 5,167.83	\$ 5,167.83	\$ 5,167.83	\$ 5,167.83	\$ 5,167.83	\$ 5,167.83	\$ 5,167.83	\$ 5,167.83	\$ 5,167.83	\$ 5,167.83	\$ 5,167.83	\$ 62,014.00
Reading Allocation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Class Size Reduction Funds	\$ 23,325.58	\$ 23,325.58	\$ 23,325.58	\$ 23,325.58	\$ 23,325.58	\$ 23,325.58	\$ 23,325.58	\$ 23,325.58	\$ 23,325.58	\$ 23,325.58	\$ 23,325.58	\$ 23,325.58	\$ 279,907.00
Other FEFP (WFTE share)	\$ 565.25	\$ 565.25	\$ 565.25	\$ 565.25	\$ 565.25	\$ 565.25	\$ 565.25	\$ 565.25	\$ 565.25	\$ 565.25	\$ 565.25	\$ 565.25	\$ 6,783.00
Discretionary Local Effort(WFTE share)	\$ 18,996.33	\$ 18,996.33	\$ 18,996.33	\$ 18,996.33	\$ 18,996.33	\$ 18,996.33	\$ 18,996.33	\$ 18,996.33	\$ 18,996.33	\$ 18,996.33	\$ 18,996.33	\$ 18,996.33	\$ 227,956.00
Proration to Funds Available	\$ (916.33)	\$ (916.33)	\$ (916.33)	\$ (916.33)	\$ (916.33)	\$ (916.33)	\$ (916.33)	\$ (916.33)	\$ (916.33)	\$ (916.33)	\$ (916.33)	\$ (916.33)	\$ (10,996.00)
Discretionary Lottery	\$ 86.58	\$ 86.58	\$ 86.58	\$ 86.58	\$ 86.58	\$ 86.58	\$ 86.58	\$ 86.58	\$ 86.58	\$ 86.58	\$ 86.58	\$ 86.58	\$ 1,039.00
Instructional Materials Allocation	\$ 1,941.17	\$ 1,941.17	\$ 1,941.17	\$ 1,941.17	\$ 1,941.17	\$ 1,941.17	\$ 1,941.17	\$ 1,941.17	\$ 1,941.17	\$ 1,941.17	\$ 1,941.17	\$ 1,941.17	\$ 23,294.00
Digital Classrooms Allocation	\$ 358.92	\$ 358.92	\$ 358.92	\$ 358.92	\$ 358.92	\$ 358.92	\$ 358.92	\$ 358.92	\$ 358.92	\$ 358.92	\$ 358.92	\$ 358.92	\$ 4,307.00
Student Transportation	\$ 9,853.00	\$ 9,853.00	\$ 9,853.00	\$ 9,853.00	\$ 9,853.00	\$ 9,853.00	\$ 9,853.00	\$ 9,853.00	\$ 9,853.00	\$ 9,853.00	\$ 9,853.00	\$ 9,853.00	\$ 118,236.00
Total Income	\$ 166,659.00	\$ 166,659.00	\$ 166,659.00	\$ 166,659.00	\$ 166,659.00	\$ 166,659.00	\$ 166,659.00	\$ 166,659.00	\$ 166,659.00	\$ 166,659.00	\$ 166,659.00	\$ 166,659.00	\$ 1,999,908.00
Expenses:													
Salaries:													
Head of School (\$45,000 per year)	\$ 7,725.00	\$ 7,725.00	\$ 7,725.00	\$ 7,725.00	\$ 7,725.00	\$ 7,725.00	\$ 7,725.00	\$ 7,725.00	\$ 7,725.00	\$ 7,725.00	\$ 7,725.00	\$ 7,725.00	\$ 92,700.00
Assistant Head of School (\$38,000 per year)	\$ 5,579.17	\$ 5,579.17	\$ 5,579.17	\$ 5,579.17	\$ 5,579.17	\$ 5,579.17	\$ 5,579.17	\$ 5,579.17	\$ 5,579.17	\$ 5,579.17	\$ 5,579.17	\$ 5,579.17	\$ 66,950.00
Director of Military Studies(\$34,000 per year)	\$ 3,433.33	\$ 3,433.33	\$ 3,433.33	\$ 3,433.33	\$ 3,433.33	\$ 3,433.33	\$ 3,433.33	\$ 3,433.33	\$ 3,433.33	\$ 3,433.33	\$ 3,433.33	\$ 3,433.33	\$ 41,200.00
Total Administration Salaries	\$ 16,737.50	\$ 16,737.50	\$ 16,737.50	\$ 16,737.50	\$ 16,737.50	\$ 16,737.50	\$ 16,737.50	\$ 16,737.50	\$ 16,737.50	\$ 16,737.50	\$ 16,737.50	\$ 16,737.50	\$ 200,850.00
Salaries Classroom Teachers (14 teachers)	\$ 31,498.65	\$ 31,498.65	\$ 31,498.65	\$ 31,498.65	\$ 31,498.65	\$ 31,498.65	\$ 31,498.65	\$ 31,498.65	\$ 31,498.65	\$ 31,498.65	\$ 31,498.65	\$ 31,498.65	\$ 629,973.00

Salaries Support Personnel:													
Custodian (\$30000 per year)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Registrar/Receptionist(\$26000 per year)	\$ 2,652.25	\$ 2,652.25	\$ 2,652.25	\$ 2,652.25	\$ 2,652.25	\$ 2,652.25	\$ 2,652.25	\$ 2,652.25	\$ 2,652.25	\$ 2,652.25	\$ 2,652.25	\$ 2,652.25	\$ 31,827.00
Guidance Counselor/Testing(\$3200 per year)	\$ 3,271.11	\$ 3,271.11	\$ 3,271.11	\$ 3,271.11	\$ 3,271.11	\$ 3,271.11	\$ 3,271.11	\$ 3,271.11	\$ 3,271.11	\$ 3,271.11	\$ 3,271.11	\$ 3,271.11	\$ 39,253.30
Clinic Aide(\$24190 per year)	\$ 2,298.58	\$ 2,298.58	\$ 2,298.58	\$ 2,298.58	\$ 2,298.58	\$ 2,298.58	\$ 2,298.58	\$ 2,298.58	\$ 2,298.58	\$ 2,298.58	\$ 2,298.58	\$ 2,298.58	\$ 27,583.00
Food Service(20 hours per week \$9600 per year)	\$ 874.50	\$ 874.50	\$ 874.50	\$ 874.50	\$ 874.50	\$ 874.50	\$ 874.50	\$ 874.50	\$ 874.50	\$ 874.50	\$ 874.50	\$ 874.50	\$ 10,494.00
Media Specialist(\$29307 per year)	\$ 1,545.00	\$ 1,545.00	\$ 1,545.00	\$ 1,545.00	\$ 1,545.00	\$ 1,545.00	\$ 1,545.00	\$ 1,545.00	\$ 1,545.00	\$ 1,545.00	\$ 1,545.00	\$ 1,545.00	\$ 18,540.00
Total Salaries Support Personnel	\$ 10,641.44	\$ 10,641.44	\$ 10,641.44	\$ 10,641.44	\$ 10,641.44	\$ 10,641.44	\$ 10,641.44	\$ 10,641.44	\$ 10,641.44	\$ 10,641.44	\$ 10,641.44	\$ 10,641.44	\$ 127,697.30
Total Salaries Expense													\$ 958,520.30
Employee Benefits:													
Retirement	\$ 798.77	\$ 798.77	\$ 798.77	\$ 798.77	\$ 798.77	\$ 798.77	\$ 798.77	\$ 798.77	\$ 798.77	\$ 798.77	\$ 798.77	\$ 798.77	\$ 9,585.20
FICA	\$ 6,110.57	\$ 6,110.57	\$ 6,110.57	\$ 6,110.57	\$ 6,110.57	\$ 6,110.57	\$ 6,110.57	\$ 6,110.57	\$ 6,110.57	\$ 6,110.57	\$ 6,110.57	\$ 6,110.57	\$ 73,326.80
Group Insurance	\$ 3,993.83	\$ 3,993.83	\$ 3,993.83	\$ 3,993.83	\$ 3,993.83	\$ 3,993.83	\$ 3,993.83	\$ 3,993.83	\$ 3,993.83	\$ 3,993.83	\$ 3,993.83	\$ 3,993.83	\$ 47,926.02
Worker's Compensation Insurance	\$ 479.26	\$ 479.26	\$ 479.26	\$ 479.26	\$ 479.26	\$ 479.26	\$ 479.26	\$ 479.26	\$ 479.26	\$ 479.26	\$ 479.26	\$ 479.26	\$ 5,751.12
Unemployment Compensation	\$ 885.42	\$ 885.42	\$ 885.42	\$ 885.42	\$ 885.42	\$ 885.42	\$ 885.42	\$ 885.42	\$ 885.42	\$ 885.42	\$ 885.42	\$ 885.42	\$ 10,625.00
Total Employee Benefits	\$ 12,267.85	\$ 12,267.85	\$ 12,267.85	\$ 12,267.85	\$ 12,267.85	\$ 12,267.85	\$ 12,267.85	\$ 12,267.85	\$ 12,267.85	\$ 12,267.85	\$ 12,267.85	\$ 12,267.85	\$ 147,214.14
Purchased Services:													
Professional and Technical Services	\$ 5,005.00	\$ 5,005.00	\$ 5,005.00	\$ 5,005.00	\$ 5,005.00	\$ 5,005.00	\$ 5,005.00	\$ 5,005.00	\$ 5,005.00	\$ 5,005.00	\$ 5,005.00	\$ 5,005.00	\$ 60,060.00
Insurance and Bond Premiums	\$ 2,625.00	\$ 2,625.00	\$ 2,625.00	\$ 2,625.00	\$ 2,625.00	\$ 2,625.00	\$ 2,625.00	\$ 2,625.00	\$ 2,625.00	\$ 2,625.00	\$ 2,625.00	\$ 2,625.00	\$ 31,500.00
Transportation	\$ 19,666.67	\$ 19,666.67	\$ 19,666.67	\$ 19,666.67	\$ 19,666.67	\$ 19,666.67	\$ 19,666.67	\$ 19,666.67	\$ 19,666.67	\$ 19,666.67	\$ 19,666.67	\$ 19,666.67	\$ 236,000.00
Cleaning Services	\$ 2,625.00	\$ 2,625.00	\$ 2,625.00	\$ 2,625.00	\$ 2,625.00	\$ 2,625.00	\$ 2,625.00	\$ 2,625.00	\$ 2,625.00	\$ 2,625.00	\$ 2,625.00	\$ 2,625.00	\$ 31,500.00
Total Purchased Services	\$ 29,921.67	\$ 29,921.67	\$ 29,921.67	\$ 29,921.67	\$ 29,921.67	\$ 29,921.67	\$ 29,921.67	\$ 29,921.67	\$ 29,921.67	\$ 29,921.67	\$ 29,921.67	\$ 29,921.67	\$ 359,060.00
Repairs and Maintenance:													
Repairs and General	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$

Maintenance	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	833.33	10,000.00
Ground Maintenance Lawn/Landscape	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 4,500.00
Total Repairs and Maintenance	\$ 1,208.33	\$ 1,208.33	\$ 1,208.33	\$ 1,208.33	\$ 1,208.33	\$ 1,208.33	\$ 1,208.33	\$ 1,208.33	\$ 1,208.33	\$ 1,208.33	\$ 1,208.33	\$ 1,208.33	\$ 14,500.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Rental/Leases	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Land and Buildings	\$ 12,833.33	\$ 12,833.33	\$ 12,833.33	\$ 12,833.33	\$ 12,833.33	\$ 12,833.33	\$ 12,833.33	\$ 12,833.33	\$ 12,833.33	\$ 12,833.33	\$ 12,833.33	\$ 12,833.33	\$ 154,000.00
Equipment	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 6,000.00
Total Rental/Leases	\$ 13,333.33	\$ 13,333.33	\$ 13,333.33	\$ 13,333.33	\$ 13,333.33	\$ 13,333.33	\$ 13,333.33	\$ 13,333.33	\$ 13,333.33	\$ 13,333.33	\$ 13,333.33	\$ 13,333.33	\$ 160,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Telephone	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 3,500.00
Cell Phones	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 160.00	\$ 1,920.00
Electricity	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 1,333.33	\$ 16,000.00
Postage	\$ 208.33	\$ 208.33	\$ 208.33	\$ 208.33	\$ 208.33	\$ 208.33	\$ 208.33	\$ 208.33	\$ 208.33	\$ 208.33	\$ 208.33	\$ 208.33	\$ 2,500.00
Water and Sewage	\$ 1,266.67	\$ 1,266.67	\$ 1,266.67	\$ 1,266.67	\$ 1,266.67	\$ 1,266.67	\$ 1,266.67	\$ 1,266.67	\$ 1,266.67	\$ 1,266.67	\$ 1,266.67	\$ 1,266.67	\$ 15,200.00
Garbage Collection	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 300.00	\$ 3,600.00
Total	\$ 3,560.00	\$ 3,560.00	\$ 3,560.00	\$ 3,560.00	\$ 3,560.00	\$ 3,560.00	\$ 3,560.00	\$ 3,560.00	\$ 3,560.00	\$ 3,560.00	\$ 3,560.00	\$ 3,560.00	\$ 42,720.00
Other Services													
Pest Control	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 1,200.00
Printing	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 291.67	\$ 3,500.00
Marketing	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 4,500.00
Total Other Services	\$ 766.67	\$ 766.67	\$ 766.67	\$ 766.67	\$ 766.67	\$ 766.67	\$ 766.67	\$ 766.67	\$ 766.67	\$ 766.67	\$ 766.67	\$ 766.67	\$ 9,200.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Supplies	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 17,000.00
Textbooks	\$ 4,166.67	\$ 4,166.67	\$ 4,166.67	\$ 4,166.67	\$ 4,166.67	\$ 4,166.67	\$ 4,166.67	\$ 4,166.67	\$ 4,166.67	\$ 4,166.67	\$ 4,166.67	\$ 4,166.67	\$ 50,000.00

other	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 4,000.00
Total Materials and Supplies	\$ 5,916.67	\$ 5,916.67	\$ 5,916.67	\$ 5,916.67	\$ 5,916.67	\$ 5,916.67	\$ 5,916.67	\$ 5,916.67	\$ 5,916.67	\$ 5,916.67	\$ 5,916.67	\$ 5,916.67	\$ 71,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Audio/Visual Materials	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 6,000.00
Furniture, Fixtures, Equipment	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 3,000.00
Improvements other than	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 3,000.00
Computer software	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 6,000.00
Total Capital Outlay	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 18,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Dues and Fees	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 17,000.00
School District Admin Fee 5%	\$ 8,332.92	\$ 8,332.92	\$ 8,332.92	\$ 8,332.92	\$ 8,332.92	\$ 8,332.92	\$ 8,332.92	\$ 8,332.92	\$ 8,332.92	\$ 8,332.92	\$ 8,332.92	\$ 8,332.92	\$ 99,995.00
Total Other Expense	\$ 9,749.58	\$ 9,749.58	\$ 9,749.58	\$ 9,749.58	\$ 9,749.58	\$ 9,749.58	\$ 9,749.58	\$ 9,749.58	\$ 9,749.58	\$ 9,749.58	\$ 9,749.58	\$ 9,749.58	\$ 116,995.00
Total Expenses													\$1,897,209.44
Total Revenues													\$1,999,908.00
Total Expenditures													\$1,897,209.44
Excess (Deficiency) of Revenues over Expenditures													\$ 102,698.56
Opening Fund Balance	\$ 55,127.00												
Excess Of Receipts over Expenditures	\$ 102,699.00												
Closing balance 3% Revenue Reserve Cash Acct.	\$ 59,997.00												
Restricted Funds(Building)	\$ 179,717.00												

North Port Collegiate Military Academy	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	Total
Proposed Budget for 2020-2021 School Year													
Income:													
FEEP State and Local Funding	\$ 112,996.75	\$ 112,996.75	\$ 112,996.75	\$ 112,996.75	\$ 112,996.75	\$ 112,996.75	\$ 112,996.75	\$ 112,996.75	\$ 112,996.75	\$ 112,996.75	\$ 112,996.75	\$ 112,996.75	\$ 1,355,961.00
ESE Guaranteed Allocation	\$ 3,011.67	\$ 3,011.67	\$ 3,011.67	\$ 3,011.67	\$ 3,011.67	\$ 3,011.67	\$ 3,011.67	\$ 3,011.67	\$ 3,011.67	\$ 3,011.67	\$ 3,011.67	\$ 3,011.67	\$ 36,140.00
Supplemental Academic Instruction	\$ 5,588.67	\$ 5,588.67	\$ 5,588.67	\$ 5,588.67	\$ 5,588.67	\$ 5,588.67	\$ 5,588.67	\$ 5,588.67	\$ 5,588.67	\$ 5,588.67	\$ 5,588.67	\$ 5,588.67	\$ 67,064.00
Reading Allocation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Class Size Reduction Funds	\$ 25,230.33	\$ 25,230.33	\$ 25,230.33	\$ 25,230.33	\$ 25,230.33	\$ 25,230.33	\$ 25,230.33	\$ 25,230.33	\$ 25,230.33	\$ 25,230.33	\$ 25,230.33	\$ 25,230.33	\$ 302,764.00
Other FEEP (WFTE share)	\$ 611.33	\$ 611.33	\$ 611.33	\$ 611.33	\$ 611.33	\$ 611.33	\$ 611.33	\$ 611.33	\$ 611.33	\$ 611.33	\$ 611.33	\$ 611.33	\$ 7,336.00
Discretionary Local Effort(WFTE share)	\$ 20,545.33	\$ 20,545.33	\$ 20,545.33	\$ 20,545.33	\$ 20,545.33	\$ 20,545.33	\$ 20,545.33	\$ 20,545.33	\$ 20,545.33	\$ 20,545.33	\$ 20,545.33	\$ 20,545.33	\$ 246,544.00
Proration to Funds Available	\$ (991.00)	\$ (991.00)	\$ (991.00)	\$ (991.00)	\$ (991.00)	\$ (991.00)	\$ (991.00)	\$ (991.00)	\$ (991.00)	\$ (991.00)	\$ (991.00)	\$ (991.00)	\$ (11,892.00)
Discretionary Lottery	\$ 93.58	\$ 93.58	\$ 93.58	\$ 93.58	\$ 93.58	\$ 93.58	\$ 93.58	\$ 93.58	\$ 93.58	\$ 93.58	\$ 93.58	\$ 93.58	\$ 1,123.00
Instructional Materials Allocation	\$ 2,099.42	\$ 2,099.42	\$ 2,099.42	\$ 2,099.42	\$ 2,099.42	\$ 2,099.42	\$ 2,099.42	\$ 2,099.42	\$ 2,099.42	\$ 2,099.42	\$ 2,099.42	\$ 2,099.42	\$ 25,193.00
Digital Classrooms Allocation	\$ 388.17	\$ 388.17	\$ 388.17	\$ 388.17	\$ 388.17	\$ 388.17	\$ 388.17	\$ 388.17	\$ 388.17	\$ 388.17	\$ 388.17	\$ 388.17	\$ 4,658.00
Student Transportation	\$ 10,641.25	\$ 10,641.25	\$ 10,641.25	\$ 10,641.25	\$ 10,641.25	\$ 10,641.25	\$ 10,641.25	\$ 10,641.25	\$ 10,641.25	\$ 10,641.25	\$ 10,641.25	\$ 10,641.25	\$ 127,695.00
Total Income	\$ 180,215.50	\$ 180,215.50	\$ 180,215.50	\$ 180,215.50	\$ 180,215.50	\$ 180,215.50	\$ 180,215.50	\$ 180,215.50	\$ 180,215.50	\$ 180,215.50	\$ 180,215.50	\$ 180,215.50	\$ 2,162,586.00
Expenses:													
Salaries:													
Head of School (\$45000 per year)	\$ 7,956.75	\$ 7,956.75	\$ 7,956.75	\$ 7,956.75	\$ 7,956.75	\$ 7,956.75	\$ 7,956.75	\$ 7,956.75	\$ 7,956.75	\$ 7,956.75	\$ 7,956.75	\$ 7,956.75	\$ 95,481.00
Assistant Head of School (\$38,000 per year)	\$ 5,746.58	\$ 5,746.58	\$ 5,746.58	\$ 5,746.58	\$ 5,746.58	\$ 5,746.58	\$ 5,746.58	\$ 5,746.58	\$ 5,746.58	\$ 5,746.58	\$ 5,746.58	\$ 5,746.58	\$ 68,959.00
Director of Military Studies(\$34,000 per year)	\$ 3,536.33	\$ 3,536.33	\$ 3,536.33	\$ 3,536.33	\$ 3,536.33	\$ 3,536.33	\$ 3,536.33	\$ 3,536.33	\$ 3,536.33	\$ 3,536.33	\$ 3,536.33	\$ 3,536.33	\$ 42,436.00
Total Administration Salaries	\$ 17,239.67	\$ 17,239.67	\$ 17,239.67	\$ 17,239.67	\$ 17,239.67	\$ 17,239.67	\$ 17,239.67	\$ 17,239.67	\$ 17,239.67	\$ 17,239.67	\$ 17,239.67	\$ 17,239.67	\$ 206,876.00
Salaries Classroom Teachers (14	\$ 34,352	\$ 34,352	\$ 34,352	\$ 34,352	\$ 34,352	\$ 34,352	\$ 34,352	\$ 34,352	\$ 34,352	\$ 34,352	\$ 34,352	\$ 34,352	\$ 412,128.00

teachers)		.05	.10	10	.10	.10	10	.10	.10	.10	10	.05	00
Salaries Support Personnel:													
Custodian (\$30000 per year)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Registrar/Receptionist(\$26000 per year)	\$ 2,731.83	\$ 2,731.83	\$ 2,731.83	\$ 2,731.83	\$ 2,731.83	\$ 2,731.83	\$ 2,731.83	\$ 2,731.83	\$ 2,731.83	\$ 2,731.83	\$ 2,731.83	\$ 2,731.83	\$ 32,782.00
Guidance Counselor/Testing (\$32000 per year)	\$ 3,369.25	\$ 3,369.25	\$ 3,369.25	\$ 3,369.25	\$ 3,369.25	\$ 3,369.25	\$ 3,369.25	\$ 3,369.25	\$ 3,369.25	\$ 3,369.25	\$ 3,369.25	\$ 3,369.25	\$ 40,431.00
Clinic Aide(\$24190 per year)	\$ 2,367.50	\$ 2,367.50	\$ 2,367.50	\$ 2,367.50	\$ 2,367.50	\$ 2,367.50	\$ 2,367.50	\$ 2,367.50	\$ 2,367.50	\$ 2,367.50	\$ 2,367.50	\$ 2,367.50	\$ 28,410.00
Food Service(20 hours per week \$9600 per year)	\$ 900.75	\$ 900.75	\$ 900.75	\$ 900.75	\$ 900.75	\$ 900.75	\$ 900.75	\$ 900.75	\$ 900.75	\$ 900.75	\$ 900.75	\$ 900.75	\$ 10,809.00
Media Specialist(\$29307 per year)	\$ 1,591.33	\$ 1,591.33	\$ 1,591.33	\$ 1,591.33	\$ 1,591.33	\$ 1,591.33	\$ 1,591.33	\$ 1,591.33	\$ 1,591.33	\$ 1,591.33	\$ 1,591.33	\$ 1,591.33	\$ 19,096.00
Total Salaries Support Personnel	\$ 10,960.67	\$ 10,960.67	\$ 10,960.67	\$ 10,960.67	\$ 10,960.67	\$ 10,960.67	\$ 10,960.67	\$ 10,960.67	\$ 10,960.67	\$ 10,960.67	\$ 10,960.67	\$ 10,960.67	\$ 131,528.00
Total Salaries Expense													\$ 1,025,445.00
Employee Benefits:													
Retirement	\$ 854.54	\$ 854.54	\$ 854.54	\$ 854.54	\$ 854.54	\$ 854.54	\$ 854.54	\$ 854.54	\$ 854.54	\$ 854.54	\$ 854.54	\$ 854.54	\$ 10,254.45
FICA	\$ 6,537.21	\$ 6,537.21	\$ 6,537.21	\$ 6,537.21	\$ 6,537.21	\$ 6,537.21	\$ 6,537.21	\$ 6,537.21	\$ 6,537.21	\$ 6,537.21	\$ 6,537.21	\$ 6,537.21	\$ 78,446.54
Group Insurance	\$ 4,272.69	\$ 4,272.69	\$ 4,272.69	\$ 4,272.69	\$ 4,272.69	\$ 4,272.69	\$ 4,272.69	\$ 4,272.69	\$ 4,272.69	\$ 4,272.69	\$ 4,272.69	\$ 4,272.69	\$ 51,272.25
Worker's Compensation Insurance	\$ 512.72	\$ 512.72	\$ 512.72	\$ 512.72	\$ 512.72	\$ 512.72	\$ 512.72	\$ 512.72	\$ 512.72	\$ 512.72	\$ 512.72	\$ 512.72	\$ 6,152.67
Unemployment Compensation	\$ 920.83	\$ 920.83	\$ 920.83	\$ 920.83	\$ 920.83	\$ 920.83	\$ 920.83	\$ 920.83	\$ 920.83	\$ 920.83	\$ 920.83	\$ 920.83	\$ 11,050.00
Total Employee Benefits	\$ 13,097.99	\$ 13,097.99	\$ 13,097.99	\$ 13,097.99	\$ 13,097.99	\$ 13,097.99	\$ 13,097.99	\$ 13,097.99	\$ 13,097.99	\$ 13,097.99	\$ 13,097.99	\$ 13,097.99	\$ 157,175.91
Purchased Services:													
Professional and Technical Services	\$ 5,255.25	\$ 5,255.25	\$ 5,255.25	\$ 5,255.25	\$ 5,255.25	\$ 5,255.25	\$ 5,255.25	\$ 5,255.25	\$ 5,255.25	\$ 5,255.25	\$ 5,255.25	\$ 5,255.25	\$ 63,063.00
Insurance and Bond Premiums	\$ 2,756.25	\$ 2,756.25	\$ 2,756.25	\$ 2,756.25	\$ 2,756.25	\$ 2,756.25	\$ 2,756.25	\$ 2,756.25	\$ 2,756.25	\$ 2,756.25	\$ 2,756.25	\$ 2,756.25	\$ 33,075.00
Transportation	\$ 18,974.58	\$ 18,974.58	\$ 18,974.58	\$ 18,974.58	\$ 18,974.58	\$ 18,974.58	\$ 18,974.58	\$ 18,974.58	\$ 18,974.58	\$ 18,974.58	\$ 18,974.58	\$ 18,974.58	\$ 227,695.00
Cleaning Services	\$ 2,756.25	\$ 2,756.25	\$ 2,756.25	\$ 2,756.25	\$ 2,756.25	\$ 2,756.25	\$ 2,756.25	\$ 2,756.25	\$ 2,756.25	\$ 2,756.25	\$ 2,756.25	\$ 2,756.25	\$ 33,075.00
Total Purchased Services	\$ 29,742.33	\$ 29,742.33	\$ 29,742.33	\$ 29,742.33	\$ 29,742.33	\$ 29,742.33	\$ 29,742.33	\$ 29,742.33	\$ 29,742.33	\$ 29,742.33	\$ 29,742.33	\$ 29,742.33	\$ 356,908.00
Repairs and													

Maintenance:													
Repairs and General Maintenance	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 1,250.00	\$ 15,000.00
Ground Maintenance Lawn/Landscape	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 416.67	\$ 5,000.00
Total Repairs and Maintenance	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 20,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Rental/Leases	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Land and Buildings	\$ 14,083.33	\$ 14,083.33	\$ 14,083.33	\$ 14,083.33	\$ 14,083.33	\$ 14,083.33	\$ 14,083.33	\$ 14,083.33	\$ 14,083.33	\$ 14,083.33	\$ 14,083.33	\$ 14,083.33	\$ 169,000.00
Equipment	\$ 583.33	\$ 583.33	\$ 583.33	\$ 583.33	\$ 583.33	\$ 583.33	\$ 583.33	\$ 583.33	\$ 583.33	\$ 583.33	\$ 583.33	\$ 583.33	\$ 7,000.00
Total Rental/Leases	\$ 14,666.67	\$ 14,666.67	\$ 14,666.67	\$ 14,666.67	\$ 14,666.67	\$ 14,666.67	\$ 14,666.67	\$ 14,666.67	\$ 14,666.67	\$ 14,666.67	\$ 14,666.67	\$ 14,666.67	\$ 176,000.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Telephone	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 4,000.00
Cell Phones	\$ 208.33	\$ 208.33	\$ 208.33	\$ 208.33	\$ 208.33	\$ 208.33	\$ 208.33	\$ 208.33	\$ 208.33	\$ 208.33	\$ 208.33	\$ 208.33	\$ 2,500.00
Electricity	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 20,000.00
Postage	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 3,000.00
Water and Sewage	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 1,416.67	\$ 17,000.00
Garbage Collection	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 4,500.00
Total	\$ 4,250.00	\$ 4,250.00	\$ 4,250.00	\$ 4,250.00	\$ 4,250.00	\$ 4,250.00	\$ 4,250.00	\$ 4,250.00	\$ 4,250.00	\$ 4,250.00	\$ 4,250.00	\$ 4,250.00	\$ 51,000.00
Other Services													
Pest Control	\$ 116.67	\$ 116.67	\$ 116.67	\$ 116.67	\$ 116.67	\$ 116.67	\$ 116.67	\$ 116.67	\$ 116.67	\$ 116.67	\$ 116.67	\$ 116.67	\$ 1,400.00
Printing	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 4,000.00
Marketing	\$ 458.33	\$ 458.33	\$ 458.33	\$ 458.33	\$ 458.33	\$ 458.33	\$ 458.33	\$ 458.33	\$ 458.33	\$ 458.33	\$ 458.33	\$ 458.33	\$ 5,500.00
Total Other Services	\$ 908.33	\$ 908.33	\$ 908.33	\$ 908.33	\$ 908.33	\$ 908.33	\$ 908.33	\$ 908.33	\$ 908.33	\$ 908.33	\$ 908.33	\$ 908.33	\$ 10,900.00
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Materials and Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Supplies	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 20,000.00
Textbooks	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 2,083.33	\$ 25,000.00
other	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 333.33	\$ 4,000.00
Total Materials and Supplies	\$ 4,083.33	\$ 4,083.33	\$ 4,083.33	\$ 4,083.33	\$ 4,083.33	\$ 4,083.33	\$ 4,083.33	\$ 4,083.33	\$ 4,083.33	\$ 4,083.33	\$ 4,083.33	\$ 4,083.33	\$ 49,000.00

	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	
	-	-	-	-	-	-	-	-	-	-	-	-	-	
Capital Outlay	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	
	-	-	-	-	-	-	-	-	-	-	-	-	-	
Audio/Visual Materials	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 500.00	\$ 6,000.00
Furniture, Fixtures, Equipment	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 250.00	\$ 3,000.00
Improvements other than	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 375.00	\$ 4,500.00
Computer software	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 833.33	\$ 10,000.00
Total Capital Outlay	\$ 1,958.33	\$ 1,958.33	\$ 1,958.33	\$ 1,958.33	\$ 1,958.33	\$ 1,958.33	\$ 1,958.33	\$ 1,958.33	\$ 1,958.33	\$ 1,958.33	\$ 1,958.33	\$ 1,958.33	\$ 1,958.33	\$ 23,500.00
	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	
	-	-	-	-	-	-	-	-	-	-	-	-	-	
Other Expenses	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	
	-	-	-	-	-	-	-	-	-	-	-	-	-	
Dues and Fees	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 1,500.00	\$ 18,000.00
School District Admin Fee 5%	\$ 9,010.75	\$ 9,010.75	\$ 9,010.75	\$ 9,010.75	\$ 9,010.75	\$ 9,010.75	\$ 9,010.75	\$ 9,010.75	\$ 9,010.75	\$ 9,010.75	\$ 9,010.75	\$ 9,010.75	\$ 9,010.75	\$ 108,129.00
Total Other Expense	\$ 10,510.75	\$ 10,510.75	\$ 10,510.75	\$ 10,510.75	\$ 10,510.75	\$ 10,510.75	\$ 10,510.75	\$ 10,510.75	\$ 10,510.75	\$ 10,510.75	\$ 10,510.75	\$ 10,510.75	\$ 10,510.75	\$ 126,129.00
Total Expenses														\$1,996,057.91
Total Revenues														\$2,162,586.00
Total Expenditures														\$1,996,057.91
Excess (Deficiency) of Revenues over Expenditures														\$ 166,528.09
Opening Fund Balance	\$ 59,997.00													
Excess Of Receipts over Expenditures	\$ 166,528.00													
Closing Balance 3% Reserve Cash Fund	\$ 64,878.00													
Restricted Funds(Building)	\$ 341,364.00													

Section 27, Appendix 7

APPLICATION FOR ESTABLISHMENT OF AIR FORCE JUNIOR ROTC UNIT							
Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to Department of Defense, Washington Headquarters Services, Directorate for Information Operations and Reports, (0701-0114), 1215 Jefferson Davis Highway, Suite 1204, Arlington, VA 22202-4302. Respondents should be aware that notwithstanding any other provision of law, no person shall be subject to any penalty for failing to comply with a collection of information if it does not display a current valid OMB control number.							
By direction of the governing authorities of _____, hereby apply for active consideration for establishment of an Air Force Junior Reserve Officer Training Corps (AFJROTC) Unit at _____ under the provisions of Public Law 88-647, Reserve Officer Training Corps Vitalization Act of 1964, Chapter 102; and Section 2031, Title 10, United States Code, as amended.							
DATE	TELEPHONE NUMBER (include Area Code) ext.			ADDRESS OF SUPERINTENDENT			
SCHOOL INFORMATION							
NAME OF PRINCIPAL				MAILING ADDRESS OF SCHOOL		SHIPPING ADDRESS OF SCHOOL	
TELEPHONE NUMBER OF SCHOOL (Include Area Code)							
PUBLIC OR PRIVATE SCHOOL?	SCHOOL CLASSIFICATION 3-Year High School <input type="checkbox"/> 4-Year High School <input type="checkbox"/> Combination JR/JSR High School <input type="checkbox"/>	SPECIAL SCHOOL CLASSIFICATION	NUMBER OF SCHOOL DAYS PER YEAR	NUMBER OF PERIODS PER DAY	NUMBER OF MINUTES PER PERIOD		
MAGNET TYPE	VOCATIONAL TYPE	OTHER TYPE			DATE OF MOST RECENT ACCREDITATION (If your school is new, or under construction, use the Current Date in this field and remark to such in the "Comments that may enhance your application" section.)		
ACCREDITATION AGENCY							
ENROLLMENT BY GRADE (If school is only Grades 10-12, put "0" in Ninth block. If school is new, or under construction, project enrollment for all grades to be offered.)					AVG NUMBER OF DROP-OUTS IN LAST THREE YEARS		
NINTH	TENTH	ELEVENTH	TWELFTH	TOTAL	TENTH	ELEVENTH	TWELFTH
AVG NUMBER OF GRADUATES OVER PAST 5 YEARS		AVG NUMBER OF GRADUATES ATTENDING 4-YEAR COLLEGE			AVG NUMBER OF GRADUATES ATTENDING 2-YEAR COLLEGE		
THE AFJROTC CURRICULUM IS APPROVED FOR CREDIT TOWARD GRADUATION (If not currently approved, and never previously tabled by your school district, select "No". If approval is anticipated, but contingent upon an offer of an elective unit, select "Yes" and remark to such in the "Comments that may enhance your application" section.) <input type="checkbox"/> YES <input type="checkbox"/> NO				AFJROTC TEXTBOOKS ARE APPROVED FOR USE BY SCHOOL (If not currently approved, and never previously tabled by your school district, select "No". If approval is anticipated, but contingent upon an offer of an elective unit, select "Yes" and remark to such in the "Comments that may enhance your application" section.) <input type="checkbox"/> YES <input type="checkbox"/> NO			
DOES THE SCHOOL OFFER AEROSPACE EDUCATION COURSES <input type="checkbox"/> YES <input type="checkbox"/> NO							
MAIN CONTENT OF AEROSPACE EDUCATION COURSES							
THERE IS A CIVIL AIR PATROL UNIT AT THE SCHOOL <input type="checkbox"/> YES <input type="checkbox"/> NO							
TYPE OF CREDIT PROPOSED FOR AFJROTC AEROSPACE SCIENCE COURSE (Please state study area (elective, science, social studies) and number of credit hours proposed.)				THERE IS A CIVIL AIR PATROL UNIT IN THE LOCAL COMMUNITY <input type="checkbox"/> YES <input type="checkbox"/> NO			
CLASSROOM, OFFICE, STORAGE AND DRILL AREAS							
CLASSROOM SPACE IS AVAILABLE (If no space is currently vacant, and there are no contingency plans in place should a unit offer be made, select "No". If you do not have vacant space currently available, but have plans to make it available, select "Yes" and remark to such in the "Comments that may enhance your application" section.) <input type="checkbox"/> YES <input type="checkbox"/> NO				INSTRUCTOR OFFICE SPACE OUTSIDE THE CLASSROOM IS AVAILABLE (If no space is currently vacant, and there are no contingency plans in place should a unit offer be made, select "No". If you do not have vacant space currently available, but have plans to make it available, select "Yes" and remark to such in the "Comments that may enhance your application" section.) <input type="checkbox"/> YES <input type="checkbox"/> NO			
SIZE OF PROPOSED UNIFORM STORAGE AREA (400 SQ FT. MINIMUM) (If not available, insert "I". Remarks regarding this field may be entered in the "Comments that may enhance your application" section.)				UNIFORM STORAGE AREA IS WELL VENTILLATED AND SECURE <input type="checkbox"/> YES <input type="checkbox"/> NO			
LOCATION OF DRILL AREA (If more than one area is available, remark to such and give information in the "Comments that may enhance your application" section.)				SIZE OF DRILL AREA (2600 SQ FT. MINIMUM) (If more than one area is available, remark to such and give information in the "Comments that may enhance your application" section.)			
DRILL AREA SURFACE (If more than one area is available, remark to such and give information in the "Comments that may enhance your application" section.) Dirt <input type="checkbox"/> Grass <input type="checkbox"/> Pavement <input type="checkbox"/> Floor <input type="checkbox"/>				INDOOR DRILL AREA IS AVAILABLE (If no space is currently vacant, and there are no contingency plans in place should a unit offer be made, select "No". If you do not have vacant space currently available, but have plans to make it available, select "Yes" and remark to such in the "Comments that may enhance your application" section.) <input type="checkbox"/> YES <input type="checkbox"/> NO			

Section 27, Appendix 7 continued

COMMUNITY SOCIOECONOMIC FACTORS											
THE SCHOOL COMMUNITY IS <input type="checkbox"/> Rural <input type="checkbox"/> Suburban <input type="checkbox"/> Metropolitan						THIS SCHOOL IS IN COMPLIANCE WITH TITLE VI, US CIVIL RIGHTS ACT OF 1964 <input type="checkbox"/> YES <input type="checkbox"/> NO					
INNER CITY? <input type="checkbox"/> YES <input type="checkbox"/> NO		AT RISK? <input type="checkbox"/> YES <input type="checkbox"/> NO		NAME OF NEAREST ACTIVE DUTY AIR FORCE BASE				DISTANCE (MILES)			
DEMOGRAPHIC MAKE-UP OF SCHOOL BY PERCENTAGES <small>(Total must add up to 100. Please add any Hispanic calculations into the "Other" field.)</small>						DEMOGRAPHIC MAKE-UP OF SUPPORTED COMMUNITY BY PERCENTAGES <small>(Total must add up to 100. Please add any Hispanic calculations into the "Other" field.)</small>					
CAUCASIAN	BLACK	NATIVE AMER	ASIAN	HISPANIC	OTHER	CAUCASIAN	BLACK	NATIVE AMER	ASIAN	HISPANIC	OTHER
		0.00%	0.00%	0.00%	0.00%	2,000%		0.00%	0.00%	0.00%	0.00%
THERE IS A JROTC UNIT SPONSORED BY ANOTHER BRANCH OF SERVICE AT OUR SCHOOL. <small>(Please note the other branch(es) here.)</small> <input type="checkbox"/> YES <input type="checkbox"/> NO											
I HAVE APPLIED FOR A JROTC UNIT WITH ANOTHER BRANCH OF SERVICE. <small>(Please note the other branch(es) here.)</small> <input type="checkbox"/> YES <input type="checkbox"/> NO											
GIVE REASONS WHY YOUR SCHOOL WANTS AFJROTC											
COMMENTS THAT MAY ENHANCE YOUR APPLICATION <small>(Use this section to also explain any fields)</small>											
ADDITIONAL COMMENTS / REMARKS											
FORM CONTACT INFORMATION											
NAME OF REQUESTOR						DATE SUBMITTED					
SUPERINTENDENT'S EMAIL ADDRESS				PRINCIPAL'S EMAIL ADDRESS				SUPPLEMENTAL EMAIL ADDRESS			
NAME OF SCHOOL											
Please print or save your application on your computer and FAX your application to 334-953-0247 .											
NOTE: The unit application will not be processed without accurate contact information.											

VI. References

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