

MODEL FLORIDA CHARTER SCHOOL APPLICATION

**WINGATE
OAKS
CHARTER
SCHOOL**



APPLICATION

for

**Wingate Oaks Charter School
A Conversion Charter in Broward County, FL**

(This document contains track changes as requested by the Sponsor pursuant to a draft review.)



APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Wingate Oaks Charter School

NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:

Wingate Oaks Charter School, 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: Denise RusnakTITLE/RELATIONSHIP TO NONPROFIT: Director, Program Development - ESPMAILING ADDRESS: 200 SE 19th Avenue, Pompano Beach, FL 33060PRIMARY TELEPHONE: (954) 943-7638 ALTERNATE TELEPHONE: (954) 448-9024E-MAIL ADDRESS: deniser@beckkids.orgNAME OF EDUCATION SERVICE PROVIDER (if any): Broward Children's Center, Inc.NAME OF PARTNER/PARENT ORGANIZATION (if any): N/AProjected School Opening: 2015-16

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	K-12	87	357
Second Year	K-12	102	357
Third Year	K-12	128	357
Fourth Year	K-12	145	357
Fifth Year	K-12	168	357

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.

Melissa Butler Smith
Signature

Melissa Butler-Smith
Printed Name

Board Member
Title

7-28-14
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 Wingate Oaks Charter School is to ensure, children and young adults with special academic, behavioral, social and health care needs achieve the highest quality of life possible through a continuum of educational, medical and wellness programs that promote Participation, Respect, Innovation, Dignity and Engagement (PRIDE).

The mission requires the support of the faculty, staff, families and community in order to encourage and empower families in the care, treatment and academic development of the most fragile of students of the public school population. This mission statement will guide the school in teaching the skills of life to open a world of possibilities for students and families.

The key areas of education, health and wellness, and PRIDE in our mission statement will be utilized as the foundation for our school. Wingate Oaks is dedicated to facilitating each child's maximum independence, communicative abilities and academic skills by using innovative programs that combine an educational and medical model.

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.*

According to the Department of Education's School Improvement data for the 2013 school year, 42% of the students at Wingate Oaks in grades 3 through 10 demonstrated proficiency on the Florida Alternate Assessment (FAA) in reading. According to the Florida Department of Education's Local Education Profile for Broward the average reading proficiency level on state assessments (both FAA and FCAT, or subsequent State assessment) was 32.33% and the state target was 40%. In the area of Math, Wingate Oaks proficiency level was 61%, where Broward was 36.54% and the state target was 45%.

As a conversion charter, Wingate will continue to focus on increasing student achievement on the Access Skills, which align to the new Florida Standards. The curriculum will continue to be innovative and standards based in order to develop each student's full learning potential with a special emphasis on developing reading, math, science communication and functional daily living skills.



At the School Advisory Council meeting on September 25, 2013 a request was made to keep Wingate Oaks open rather than follow the District's plan to transition to a Pre-Kindergarten center, dispersing Wingate's students to other centers located at a significant distance from the current location. As a result of this request, during the week of November 18th – 25th, parents and teachers were asked to cast ballots on a measure that would convert Wingate Oaks to a Charter School - giving parents a choice of schools within a reasonable distance from the homes of many of the current students.

On November 26, 2013 there was a public counting of the ballots. Parents, teachers, administrators, and representatives for the School District and the community attended the meeting. Impartial representatives from Ricoh and Hope of South Florida were in attendance to ensure the process was completed in a fair and objective manner. The results of the voting were as follows:

Teachers: 15 of the 16 (94%) eligible teachers voted in favor of an application being submitted to convert the school to a charter school.

Parents: 44 of 66 ballots mailed to parents were returned, thus a majority a majority of the parents participated in the vote. Of those 44, 32 (73%) parents voted in favor of an application being submitted to convert to a charter school.

By the formation of this conversion charter through the parent advisory, Wingate can continue to serve students needing a special day school with the community where the students reside, rather than being transported to a center in the northern or southern part of the County. This would not only create a hardship for many of these medically fragile students, but also for their parents, many without the means to travel the great distances if needed to pick up their child or attend the many support meetings provided them.

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

To continue the Wingate Oaks tradition of promoting proven academic success and financial efficiency, an enhanced and innovative program will be followed where each student has access to quality classroom instruction and varied educational opportunities. These opportunities will include specific attention to individual student learning goals and objectives, assistive technology, social and behavioral skills, community integration and transition skill development.

In order to deliver academic success through financial efficiency, rigorous and pertinent data will be gathered relative to the unique needs of each student. Comprehensive, individual goals are then set to target academic achievement. Wingate will be responsible for focusing resources to meet these unique needs by designing programs that complement various groups, while still addressing the educational needs of the individual. To meet these needs, Wingate will continuously monitor program efficacy and student achievement in order to ensure all students are receiving a free appropriate public education.

Student progress will be monitored at various levels. In the broadest sense student proficiency will be assessed against the Florida Standards via the Florida Alternate Assessment (FAA). For students



who are capable of a traditional academic pathway, assessments will include the Florida Comprehensive Assessment Test (FCAT 2.0, or subsequent State assessment), End of Course (EOC) Exams, the Comprehensive English Language Learning Assessment (CELLA) for ELLs, the Postsecondary Education Readiness Test (PERT) and the Tests of Adult Basic Education (TABE), Complete Battery or Survey Form, Forms 9 & 10 and subsequent GED Tests for adult students. More localized or individual measures include District benchmark Assessment Tests, Diagnostic Assessment of Reading (DAR)-Adaptive, and Qualitative Reading Inventory. Individual student assessment records will be used to gather baseline, formative and summative data for progress monitoring and may also include report cards, attendance records, behavioral reports, Individual Education Plans (IEP), and English Language Learner Plans as applicable. All of this information will be made available to teachers, parents, and the Governing Board who, as stakeholders, share in the responsibility of providing appropriate services to promote student success.

Educational responsibility and accountability for student success will be aligned to ensure financial efficiency by using a cost benefit analysis process to ensure that funds targeted for improving student achievement actually reach the goal. Annual financial audits will be conducted to ensure local, state and federal requirements. All of this information will be communicated to stakeholders and used to determine whether or not there exists a positive yield for the respective investment.

- *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.*

Ongoing communication regarding students' progress will be paramount at Wingate Oaks. At a minimum, parents will receive quarterly progress reports and report cards, participate in conferences and attend annual IEP meetings. Individual student progress is discussed and documented at the IEP meeting through the present level of performance (PLP) statement. The PLP is based on the results of current assessment data and includes the impact of the child's disability on learning and also indicates the priority educational need.

When developing an IEP for students with significant disabilities it is important to address access to literacy learning. If access is not provided it is likely the students will not develop the skills necessary to read or write. At Wingate, literacy instruction will be presented and progress monitored with the expectation that learning can and will occur for special needs student.

In addition to the individual student reports, Wingate will also provide parents information based on the State Accountability Reports and the Florida Alternate Assessment data. The school will plan parent workshops and informational sessions to increase understanding of ways to support their children in developing academic success.

Wingate Oaks has and will continue to maintain an open channel of communication with parents and stakeholders. Providing opportunities for active and genuine participation and engagement of stakeholders (including students, families, teachers, staff and community partners) in the school will create an environment of respect and dignity for all learners which will lead to a more independent life for students as they transition from school.



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.*

Wingate Oaks will continue to offer therapy, behavioral, medical, educational and vocational services designed to improve and enhance the lives of students with disabilities. This will be achieved by providing authentic learning experiences with special emphasis on family, school and community collaboration, fostering a nurturing environment and building a foundation for success in school, community, at future work and in life. Aligned with the mission, the educational focus will be for students to leave the school with a strong foundation in the skills and abilities to achieve personal growth and success. Within a high quality, learning environment, Wingate will offer various opportunities for differentiated and targeted instruction, leading to consistent increased student achievement outcomes.

To accomplish this, Wingate Oaks will provide a variety of interventions designed to create an optimal learning environment for each student. Unlike typical classrooms that include technology as a supplemental tool, Wingate will integrate technology throughout each program. Such integration allows the school to leverage adaptive teaching and learning protocols necessary to properly engage students dealing with varying degrees of disability.

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

Increasing the learning opportunities for all students will occur through careful, continuous monitoring and assessment of student performance. The resulting instruction will be based on current research-based pedagogy and curricula that promotes standards-based learning and literacy instruction. Teachers use innovative instructional approaches supported by regular and frequent professional development opportunities. Staff will take part in weekly, on-site learning team meetings, which are at the heart of collaborative planning, content integration, reading instruction and specialized services.

Emphasis will be placed on students not making adequate progress in reading and not demonstrating mastering of the Access Skills through the results of the Florida Alternate Assessment or other assessments enumerated in *Part B* of this section. Wingate will carefully monitor the progress of each student according to his/her IEP goals and objectives and the related services provided. Adjustments will be made as necessary to achieve literacy goals and academic achievement.

- *Encourage the use of innovative learning methods.*

The innovative instruction utilized at Wingate will start with a standards-based curriculum specifically designed for developing access to literacy learning for students with disabilities. There is a strong



connection between literacy and communication, which is the academic foundation for student with disabilities to make academic gains.

Communication occurs whenever a message, whether non-symbolic (e.g. facial expressions, gestures, vocalizations) or symbolic (e.g. speech, signs, pictures, print) occur. To make the link to more conventional literacy, the student must see the message in pictorial or print forms, or feel the message in representational forms (e.g. hearing it on a communication device).

Students with significant disabilities must be actively engaged in meaningful literacy experiences. Natural literacy learning opportunities can be recognized and optimized for instructional purposes across the school day. Incorporating pictures, symbols, speech and print within naturally occurring events can increase the opportunities for literacy learning to occur.

In addition to the innovative learning methods provided, Wingate will also enter into a partnership with Broward Children's Center, Inc., for health and wellness programs. These programs will be available to all students so they will have a safe, positive and nurturing learning environment. Founded in 1971, Broward Children's Center, Inc. (BCC) has been a national leader in providing essential services to some of the most technologically-dependent, medically fragile children in the country for 42 years along with providing services to students in Broward County Public Schools for over 20 years.

The health and wellness program will utilize an integrated approach emphasizing teamwork between all therapy disciplines. Parents will be integral to our program and are encouraged to actively participate in their child's program. Regular collaboration will allow parents, therapists, educators, and medical professionals the opportunity to develop a comprehensive plan of care that addresses all the child's needs.

- *Require the measurement of learning outcomes.*

Wingate will participate in all of the requirements in the Florida State Accountability as applicable to a special day school. The school currently administers the Florida Alternate Assessment (FAA), which assesses the Access Skills and will continue this practice. The data from the FAA will be used to develop measurable learning objective for the school and to target student learning and development needs. Wingate will publish the goals in their annual School Improvement Plan. Through the individual student data from the FAA, students not making adequate progress towards mastering of the Access Skills will be identified and remediation will be planned through parent input and the IEP. For any eligible students, the other measures indentified in Part B of this section will be included.

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.*

By converting Wingate Oaks to a charter school, parents of moderate to severely disabled students who reside within the central part of the county will once again have a school in close proximity to serve the needs of their children. Moreover, this will be the first charter Exceptional Education Center in the District. As such, parents will now have a choice between sending their child to District Day School Program or a Charter Day School Program. The resulting competition can only stimulate continual improvement and benefit the target population and their families through a pronounced effort to truly impact the overall quality of life.

The Wingate Oaks conversion will also offer increased opportunities for older, disabled students who are allowed to pursue their education through the school year of their 22nd birthday. Through an expanded workforce development program at Wingate Oaks, these individuals will have additional time to earn a standard or special diploma while obtaining training in key workplace skills preparing them to become productive citizens.

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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.

The Wingate Oaks Conversion Charter will be different from other public schools serving special needs children because it will be a “Exceptional Student Education Center” or “Special Day School” for students with disabilities having that placement identified on the Individualized Education Plan (IEP). Students who will attend the Wingate Oaks Conversion Charter have been properly evaluated and found eligible as an exceptional student in the manner prescribed by rules of the State Board of Education per F.S.1003.57. This statute also stipulates that in providing for the education of exceptional students, the district school superintendent, principals, and teachers shall utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate. To the extent appropriate, students with disabilities, including those students in public or private institutions or other facilities, shall be educated with students who are not disabled. However, segregation of exceptional students shall occur only if the nature or severity of the exceptionality is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The students to be served at Wingate Oaks will constitute those whose needs cannot be met in a traditional educational setting and therefore have or will be placed in a Special Day School. In addition, Wingate will offer a community based program for students aged 18-21 returning to school for a Free Appropriate Public Education (FAPE). Those students will have a separate class placement identified on their IEP. Students enrolled in the community-based program will be spending 40% of their instruction time in the community with non-disabled peers.

Placement is explained in the Individual with Disabilities Education Act (IDEA) as follows:
... To the maximum extent appropriate, children with disabilities ... are educated with children who are nondisabled; and ... special classes, separate schooling or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily [§300.114(a)(2)(i)].

In making placement decisions, another important part of the IDEA addressed the continuum of alternative placements. The continuum includes the different options where children can receive services. These options include placements such as:

- A general education class
- A special education class
- A special education school
- At home, or
- In a hospital or other public or private institution [§300.115].

Placement of a student in a Special Day school or a Special Class for students returning for FAPE will follow the guidelines established in IDEA.



The school population will be primarily children with intellectual disabilities, communication deficits, emotional/behavioral challenges and physical disabilities. The target population traditionally served in either a special day school or special class placement for students returning for FAPE represents 3% to 4% of the population of students with disabilities. Our unique model combines an individualized educational program for both of these placements with a medical program thus meeting both the educational, therapeutic and transition needs of the student.

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.

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

- 2015-2016 grades K-5 up to 12 students; grades 6-8 up to 18; grades 9-12 including students returning for FAPE up to 57. Total enrollment for year one: 87
- 2016-2017 grades K-5 up to 15 students; grades 6-8 up to 20 students; grades 9-12 including students returning for FAPE up to 67. Total enrollment year two: 102
- 2017-2018 grades K-5 up to 21 students; grades 6-8 up to 28 students; grades 9-12 including students returning for FAPE up to 79. Total enrollment year three: 128
- 2018-2019 grades K-5 up to 25 students; grades 6-8 up to 36 students; grades 9-12 including students returning for FAPE up to 84. Total enrollment year four: 145
- 2019-2020 grades K-5 up to 29 students; grades 6-8 up to 42 students; grades 9-12 including students returning for FAPE up to 89 Total enrollment year five: 168

Grade placement is individualized and based on student needs taking into chronological and developmental ages. Therefore, the numbers provided herein are estimates, and may fluctuate within each grade span depending on student enrollment and/or attrition in the respective grade levels. The projected student-to-teacher ratio will be consistent with the needs identified on the students' IEPs and the Florida Education Finance Program Matrix of Services handbook.

Student selection will be open to those students who meet the specific criteria of the Individuals with Disabilities Act (IDEA) for a Special Day School. Florida's Charter Legislation, 1002.33(10)(e), F.S. provides that the School may give enrollment preference to certain student populations, in consideration of the IDEA requirements, student enrollment will apply to only those potential applicants who are so identified. However, eligible pupils will be considered for admission without regard to ethnicity, national origin, language, or gender.



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

Since Wingate Oaks will be a conversion charter the students currently enrolled will be given an opportunity to transfer to one of the other special day schools in Broward County. The possibility of transfers out of the school as well as students returning, because they were previously placed at the other schools during the District phase out period, was taken into account when developing the projected enrollment.

The enrollment for the 2013-2014 school year averaged 71 students and the projection for 2014-2105 is estimated to be 63 due to students aging out of services. The decline in enrollment started the second semester of the 2012-2013 school year when students eligible to attend Wingate Oaks started to be reassigned to either Bright Horizons or The Quest Special Day Schools. The students transferred to other schools were factored into the student population as possibly desirous of returning to a school within their local community.

The October 2013 Florida Inventory of School Houses (FISH) report indicates school capacity at Wingate Oaks to be 285. The projected enrollments are under the FISH capacity due to the state of Florida guidelines supporting students with disabilities being placed in the least restrictive environment. The target is 3% of the students with disabilities being served in a separate day school. For Broward, that would be approximately 930 students to be served at special day schools, in addition to Wingate, with an average enrollment of 186 at the five locations. Such placements during the 2012-13 school year made up 4% of the ESE population according to the Florida Bureau of Exceptional Education and Student Services *Annual Performance Report for Part B of the Individuals with Disabilities Education Act (2014)*. Due to the types of supports required by the severely disabled student population, it is best not to enroll to capacity in order to allow the school to provide specialized classrooms such as sensory rooms, therapy rooms, and clinics.

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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.

As a conversion charter school, Wingate Oaks will continue to follow the same daily schedule and annual calendar as when it was under the auspices of the Sponsor. All students will attend school from 7:30 AM until 1:30 PM for 180 days per the published Broward County Public School (BCPS) calendar and in accordance with Florida Statute 1011.60(2). For students eligible for Extended School Year Services (ESY), Wingate will also follow the calendar established by Broward County's Exceptional Student Education Department. This represents a minimum of 360 minutes for ESE Centers as stipulated in the Sponsor's Policy 6000.1 – Student Progression Plan. Further, the IEP Committee may modify the length of the school day for an individual student with disabilities if there is documentation to support the decision.

Sample schedules for students with disabilities may be found in **Appendix A**.

Per 1002.33(10)(c) and 1002.33(10)(e), F.S. Wingate Oaks may give enrollment preference to certain student populations. These include students who would have otherwise attended this public school and those at risk inclusive of exceptional education students. As such and in consideration of the IDEA requirements, student enrollment will apply to only those potential applicants who are so identified. However, in the unlikely event Wingate Oaks receives a request for a regular education student to attend the school, it will provide opportunities that meet statutory requirements to support such a student(s) at the elementary, middle or high school levels.

The school's six-hour day will meet all statutory requirements defined in F. S. 1011.61 (1)(a) and provide sufficient hours of instruction under F. S. 1003.436 (1)(a) to earn a minimum of 24 credits needed for a standard high school diploma. Under these conditions, a sample elementary schedule would include:

- Language Arts/ Reading: minimum of 90 minutes of consecutive uninterrupted, daily instruction
- Writing: 150 minutes of weekly instruction, with a minimum of 30-minute instructional blocks.
- Mathematics: minimum of 60 minutes of consecutive, uninterrupted, daily instruction.
- Science: (K-1) 60 minutes per week of instruction; (2-5) 150 minutes per week of instruction.
- Social Science: (K-1) 60 minutes per week of instruction; (2-5) 120 minutes per week of instruction.
- Art: (K-1) 40 minutes per week of instruction; (2-5) 60 minutes per week of instruction.
- Music: (K-1) 40 minutes per week of instruction; (2-5) 60 minutes per week of instruction.



- Physical Education: (K-5) 150 minutes of weekly instruction delivered as 30 consecutive minutes per day

At the secondary level (grades 6-12), students will be scheduled according to six, 52-minute classes, which will total 156 hours of instruction over the 180-day school year and include core and elective offerings. Students taking a formal reading class will have the opportunity for two, semester-long electives in a given year. Any students who may be considered advanced readers will have reading integrated throughout their core course offerings and the opportunity of taking multiple electives in either a semester or full-year format.

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

Wingate Oaks Charter School will follow a standards-based curriculum, supported by an environment of high expectations, delivered by highly effective teachers and providing character development programs and support services that are available to all students. These characteristics will be aligned with professional development programs that focus on the implementation and sustainability of student-centered, academic and social programs.

The target group of students at Wingate Oaks Charter will generally be functioning in the moderate to severe range of cognitive disabilities. Cognitive impairment, also referred to as intellectual disability, describes the condition of a child whose intellectual functioning level and adaptive skills are significantly below the average for a child of his/her chronological age. It is the most common developmental disorder, occurring in approximately 12 of every 1000 children. Varying levels of developmental delays may be identified in a child's social skills, emotional development, communication capabilities, physical function, and academic skill sets. Intellectual disability is further defined as a condition marked by an intelligence quotient (IQ) of ≤ 70 on the most recently administered psychometric test (CDC 2013). The severity of intellectual disability is defined according to the following International Classification of Disease, Ninth Edition, Clinical Modification (ICD-9-CM) categories: mild (an IQ of 50-70), moderate (an IQ of 35-49), severe (an IQ of 20-34), and profound (an IQ of <20).

Moderate Intellectual Disability

Deficits in adaptive behavior that significantly limit an individual's effectiveness in meeting the standards of maturation, learning personal independence or social responsibility, and especially school performance that is expected of the individual's age-level and cultural group as determined by clinical judgment.

Severe Intellectual Disability

Deficits in adaptive behavior that significantly limit an individual's effectiveness in meeting that standards of maturation, learning, personal independence or social responsibility and especially school performance that is expected of the individual's age-level and cultural group as determined by clinical judgment.



This type of learner will require supervision and support throughout their lives but can learn many skills to maximize their independence at home and in the community. The instructional program will be linked to assessments, IEP goals, and educational planning. The educational planning will involve determining what to teach and then how to assess what students have learned.

Wingate Oaks Charter School will provide standards-driven instruction that is relevant, rigorous, and engaging for K-12 students and young adult learners (age 18-21). This will be accomplished by synthesizing required academic instruction in Access Points/Florida Standards, and components of an established supplementary curriculum, and locally relevant real world activities such as personal skills, healthy habits, gardening and community activities.

This real world based, synthesized curriculum will be developed by school staff in advance of instruction, to allow for responsiveness to changing requirements in education and to support the instructional process by encouraging teachers to view the curriculum as a comprehensive instructional process rather than isolated standards and skills. The wide range of resources which are currently available include CPALMS, UDL.org, Unique Learning, and others will continue to be used as references. Curriculum maps will ensure that all academic components are addressed and coordinate instruction in multi-grade classrooms, thus allowing teachers to maximize the use of instructional time.

Interdisciplinary, real-life, engaging instruction will be at the core of the instructional program. The program will use differentiated instructional strategies to modify curriculum to meet the needs of children who have varying cognitive disabilities. Academics will be addressed in meaningful and functional ways, such as counting seedlings to plant, reading directions during cooking, recycling, and making purchases in the school store and in the community. This highly interactive environment will set the groundwork for generalization of learned skills beyond the classroom.

School based life activities such as gardening, a school store, and both school and community based work sites will be supplemented by community-based instruction. Many “community” activities will be accomplished on the school campus as we acknowledge that for young students, the school is their community. Our local community resources will be used more effectively to augment the curricula. This would include bringing groups and community volunteers into the school to provide both opportunities for instruction at the school site and support for our school community. An example will be the establishment of a community food bank on site where students could learn skills such as counting and categorizing as well as effective communication and social skills. Students will continue to pick school grown vegetables and fruit, and as the gardens and orchard become more bountiful extra crops will be given to the community through the food bank. By establishing this and other community resources on site, students will have opportunities to engage in real world activities on a daily basis. Business partners will be used to develop work opportunities for older students as they transition from school and into the community.

School wide events to support the curriculum will be held at least eight times per year, to include at least one focusing on the areas of Language Arts/Reading, Mathematics, Science, and Social Studies, and four fitness events. In addition, Wingate Oaks will strive to work with community organizations



that provide services that support the curriculum, such as Swim Central, the Museum of Science and Discovery, and local arts resources.

Wingate Oaks Charter School will be a full service, learning center for students and parents, with wraparound instructional and social services to ensure maximum student learning. The ultimate goal for all students, including students with significant cognitive disabilities, is to interact productively and effectively with the world around them. To accomplish this, Wingate Oaks will facilitate a student-centered, adaptable learning environment. The school will provide students with appropriate and individualized academic and social preparation that will promote dignity, courtesy, discipline, responsibility, and high expectations in order to meet academic standards and become productive citizens.

The curriculum and instructional methodologies at Wingate Oaks for regular education students are also driven by research-based instructional materials, annual academic standards/benchmarks, combined with the integration of effective higher order questioning strategies, high expectations, and the infusion of inquiry-based learning. The basic curriculum (reading, writing, mathematics, science, social studies, language arts, and all other electives) will be supported by the use of the Florida Multi-Tiered System of Supports (MTSS) model and the Florida Comprehensive Improvement Model (FCIM) based on the Eight Step Method of Brazosport, TX (Davenport & Anderson, 2002). The goal of the FCIM is to create a definable, predictable, repeatable system to guide quality instruction and student outcomes. This system is shared with all stakeholders, including students so that they understand learner expectations and the alignment of classroom goals to the mission of the school.

Key elements of instruction for all students include:

- Personalized, Relevant Learning: Students engaged throughout the K-12 continuum will experience a strong support system consisting of a cohesive team of teachers, with high expectations for all students. This process is predicated on obtaining a clear understanding of the students being served. In the unlikely event a student does not have an IEP, the school will create an Individual Learning Plan (ILP) to be used by teacher teams as means to thoroughly comprehend the diverse needs of the learner. The ILPs are a compilation of relevant student data including academic and behavioral history; diagnostic, norm and criterion-referenced assessments; previous IEP, 504 or ELL documentation; along with any other available student data. The ILP also informs the student's schedule and placement into the appropriate reading class, the school's managed software, and/or assignment to specific services, which are key to generating and supporting student success. Finally, personalization is also achieved through a concerted effort to provide each student with a caring environment necessary to assist the student with a variety of needs throughout their Wingate experience. This sense of connectedness offers students an assurance that a concerned adult is always available to listen, provide direction or offer direct assistance. This critical element is important for all students with or without an IEP.
- Reading Focus: Reading plays a significant role in every year of Wingate's educational program. In order to provide its students with individualized academic and social preparation, students must be reading at the highest achievable level, with emphasis on technical reading skills, processing and quantitative analysis to the degree possible. Many traditional school programs no longer offer a formal reading class for students who have



been successful at the elementary level as demonstrated on the State Assessment. However, regardless of a student's reading level, Wingate will provide a continuum of reading services and instruction commensurate with the student's abilities and/or needs. For those students capable of entering the world of work, or post-secondary education, they must be fluent readers, with a strong vocabulary and better than average comprehension. Each reading class or intervention at Wingate Oaks will be composed of structured, direct instruction based on assessment data and available diagnostic information. Teachers work collaboratively with their peers to develop and reinforce sound reading strategies for all classes based upon the six areas of reading. The use of managed software and assistive technologies will allow teachers to provide focused enrichment or additional remediation to targeted students while freeing the teacher to assist others during each class. The availability of highly engaging, culturally infused materials within the school environment will also help develop social skills and a global understanding while allowing students to master associated standards through content that not only interests, but challenges the learner. This is further reinforced through the use of higher order thinking skills, as appropriate that enable learners to become active, effective thinkers.

- Data-driven: Data-driven decision making is a key component in teaching and effective and efficient data management practices provide improved student achievement information for classroom teachers in a timely manner. Teachers and support staff analyze student data as team for formative purposes and to periodically adjust student learning plans. Further, by leveraging data now available through the use of new technologies, the staff is better able to meet the needs of diverse learners.
- Interdisciplinary Instruction: Instruction will focus on the integration of both core and elective offerings centered on the Florida Standards ([all current standards are identified at http://www.fldoe.org/bii/curriculum/sss/](http://www.fldoe.org/bii/curriculum/sss/) and include the finalized *Mathematics Florida Standards* and *Language Arts Florida Standards*), which can transcend traditional subject based offerings and promote effective conceptual learning. Although the standards are divided into reading, writing, mathematics, and so forth, the underlying processes including communication and applied learning are closely connected. In the simplest sense, the integration of writing crosses all curricula allowing students the opportunity to convey what they have learned in a more practical means than simply completing a multiple choice test.
- Higher Order Thinking Skills: Teachers will enable learners to become active, effective thinkers by encouraging them to gather, comprehend, evaluate, synthesize, and report information and ideas. In addition, learners will be taught to conduct research, analyze, and problem-solve in various media forms.
- High Expectations: Teachers will model high performance and will hold all students to similar standards. While the standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. The standards insist that instruction be a shared responsibility within the school.
- Differentiated Instruction/Individualized Attention: Teachers will analyze data in order to meet the individual needs of all students. Individualized instruction will incorporate cooperative learning groups and learning centers, while promoting active learning and active



teaching strategies. For example, incorporating speaking and listening strategies throughout all subject areas will allow for different methods of learning and communicating.

- Versatile/Flexible: While the student day may be formally scheduled according to blocks or time or periods, allowing for a more versatile use of time combined with a variation of academic strategies will better address a relatively small number, if any, of regular education students. It will further allow for maximum retention of information and learning. The integration of subject areas will allow for flexibility in the classroom, as teachers will be able to accommodate teaching practices and methods for multiple subjects. Analyzing what students read and the skills with which they read (by using text complexity) would further assist our classrooms in offering versatile levels of texts.
- Inquiry-Based Approach: An inquiry-based approach to instruction will provoke students' thinking and curiosity in turn maximizing student retention and motivation. Inquisitive learners tend to retain and understand information best by exploring, creating, investigating, and answering questions. Teachers will carefully construct questioning sequences, simultaneously manage multiple student investigations, continuously assess student progress, and respond appropriately to students' questions and discoveries. The responsibility of the inquisitive learner is to pose difficult questions and take ownership of their own learning. In addition, this approach will actively seek the wide, deep, and thoughtful engagement with high quality literary and informational texts that builds knowledge, enlarges experiences, and broadens world views.
- The Florida Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data based, problem solving to integrate academic and behavioral instruction and intervention. Individual student needs are determined and programs are created in order to accelerate performance gains. Instruction and intervention elements are shared from programs such as Response to Intervention [RtI], Continuous Improvement Model [CIM], and Differentiated Accountability.
- Active Learners: Active learners tend to retain and understand information best by being actively engaged. Students have the greatest acquisition and retention of knowledge when effective planning, teaching, and delivery, are coupled with diversified, well-designed learning activities. Experienced teachers regularly incorporate and practice reflection, an important step before taking the 'action.' The responsibility of the active learner is to grow a vast body of knowledge by acquiring knowledge rather than merely receiving it. Active Learners are most likely to become motivated learners. Motivated students respond best to high expectations, positive reinforcement, and clear consequences. Furthermore, active learners come to understand the value and relationship between "time on task" and "academic success." This education plan will seek to provide increased reading and learning opportunities and choices for all students. By aligning lessons to the students' level of text complexity they will be able to actively engage in-group or individual activities with purpose and understanding.

The empowerment of both teachers and students is a major impetus for creating a positive school culture in all grades at Wingate Oaks. While a student's elementary years establish the foundation necessary to support matriculation to the middle grades, it is truly the time typically spent in grades 6 – 8 that will support the student's ultimate success in high school and beyond. Research conducted



by ACT, Inc. (2008) concluded that “under current conditions, the level of academic achievement that students attain by eighth grade has a larger impact on their college and career readiness by the time they graduate from high school than anything that happens academically in high school.”

In order to engage and motivate its students, while supporting academic proficiency as benchmarked by the Florida Standards, Wingate Oaks will create an educationally conducive learning environment for its students. The elementary grades create the underpinnings for a student’s ultimate success and allow the middle grades to build on this foundation while providing time for exploration. This exploration predicates not only academic growth, but social and emotional as well. If a school, its teachers and administrators do not understand this, they are limiting the potential success of a high number of their students. All individuals, and particularly adolescent learners want to experience success. Success is a strong motivator. So, by creating a school environment; which enables students to succeed in spite of previous social, emotional, physical or academic struggles, the most difficult challenge to this age group has been addressed.

Another important area for all students, but more so for those with moderate to severe cognitive disabilities is *transition planning*. Transition planning is a coordinated set of activities focused on improving the academic and functional achievement of a student with disabilities to promote the student's movement from school to post-school activities. Post-school activities can include college, vocational training, employment, continuing and adult education, adult services, independent living or community participation. Good transition planning is outcome oriented and focuses on results that help the student reach his or her post-school goals. For students with disabilities, transition planning occurs during an Individualized Education Program (IEP) meeting. The focus of transition planning, which is usually initiated at the start of high school, is on the student's courses of study and what classes will best prepare the student for his or her transition goals. For example, a student who plans to go to college may participate in advanced-placement or college preparatory classes in high school. A student who plans to go to a vocational school may focus on a vocational education program. Other agencies that can provide transition services to the student will be invited to participate in this transition planning process. (Outside agency representatives that could be invited to the IEP meeting may include: rehabilitation counselor, county social worker, employment agency staff (day training and habilitation), independent living center staff, county board of developmental disabilities staff, disability support staff from a postsecondary educational or technical school, person knowledgeable about assistive technology, person knowledgeable about financial benefits such as Supplemental Security Income (SSI) and Medicaid or Medical Assistance (MA), and personal care or health care providers, including mental health care providers.)

Critical to the continued success of Wingate Oaks as it transitions to a charter school will be effective planning, teaching and monitoring. When coupled with diversified, well-designed reading and learning activities, students have the greatest acquisition and retention of knowledge possible. Such instruction focuses on the integration of curriculum to promote effective conceptual learning. As a small, but diverse faculty, this interdisciplinary group of teachers and support staff will share in the academic, social/emotional and physical achievements of a common group of students through structured opportunities to work and plan together. This facilitates data analysis, which is key in making important instructional and life decisions for students with varying needs at all levels, and provides a form of consistent support and collaboration to strengthen instruction and professional



development goals. Teachers will meet regularly to plan curriculum and discuss the needs and progress of the students as they design appropriate and individualized activities that make connections between content areas and increase the relevance of the curriculum for the lives of their students. This faculty team will structure lessons consistent with student needs and goals of each student and support instructional efficacy through constant and consistent communication about students across grade levels. Communication and support among teachers will be much greater through this approach. Further, parent conferences, meetings and staffings are made easier by the fact that teachers and support staff are highly knowledgeable about their students and available to offer input.

C. Describe the research base for the educational program.

The research and educational programs are based on the obligations of the public schools toward educating medically fragile and developmentally delayed children as defined by Section 504 of the Rehabilitation Act, the ADA, and the Individuals with Disabilities Education Act (IDEA). Specifically, IDEA requires a local education agency (LEA) to assure that all students with disabilities receive a uniquely designed educational program that aligns to state standards. As a result, individualization is supported by the Sponsor through its understanding of the nature and needs of students with moderate to severe disabilities and these assumptions:

- Rarely is there an established curriculum that will meet the needs of all students with cognitive disabilities.
- Educators need a variety of tools for designing personalized curricula because curriculum must include individual priorities for instruction based on student needs.

Therefore, quality instruction needs to be linked to assessment, IEP goals, and educational planning (BCPS 2010). Moreover, the ability to tailor instruction and/or provide the necessary support structures is highly beneficial and desirable for all students. A University of California San Diego/West Ed study (McClure, Yonezawa & Jones, 2011) concluded that schools pay too little attention to the importance of personalization. The study found that student attitudes about personalization, connectedness, and advisory *were* significantly related to academic outcomes. In particular, challenging secondary school environments, like those in low-income neighborhoods, can benefit from the personalization or connectedness of teachers and students. Further, there is a growing awareness that disengagement or a lack of connectedness is a major contributor to students dropping out of school. Study data from the (Austin, Bates & Duerr, 2011) showed that, as the percentage of students who score high in having caring relationships with an adult at the school increased, so did gains one year later in reading, language, and mathematics on SAT-9 test scores. Similar findings were previously reported highlighting the growing importance of personalization in student expectation and accountability (Wallach et al, 2006).

Personalization and integration of applied learning were also two of the four key strategies cited by Russell Gersten (2002) in his USDE presentation on scientifically based, mathematics research. The distinct elements of mathematics programs that are proven to be most effective in the classroom include: the ongoing conferencing and sharing of information with students as to where they are in meeting state mathematics standards, peer assisted and collaborative learning, explicit instruction, and



[an array of examples with the integration of real-world problems that use mathematics.](#)

[As the principles guiding student-centered learning become more defined, increased attention is being paid to the tools and resources best suited to its successful adoption. However, a recent survey of more than 1,000 high School teachers, IT staff and students shows that only 8 percent of teachers fully integrate technology into the classroom \(Moeller and Reitzes, 2011\). Because technology is both highly customizable and intrinsically motivating to students, it is particularly well suited to expand the learning experience. Technology can play an effective role in helping to diagnose and address individual student needs, it can equip students with life and work skills for the 21st Century and provide students an interactive experience. Further, a child \(or adult\) with a learning disability can work around his or her difficulties in reading, writing, spelling, math, organization or memory \(Sider and Maich, 2014\). However, effective use of technology can enhance competencies that go well beyond what achievement tests can measure. Technology can also play a critical role in mastery learning by helping students focus on proficiency not yet attained, or through the use of computer-generated formative assessments that provide *just in time* data to help inform instruction.](#)

The uniquely designed program at Wingate Charter will integrate the evidence based research strategies on educating students with developmental delays along with meeting their special health care, behavioral/social and transition needs.

The Unique Learning System (ULS) is standards-based curriculum, which will continue to be used as the foundation for the educational component at Wingate. ULS program was developed on current research-based information that promotes access to standard-based learning and literacy instruction for students with cognitive disabilities. According to Browder and Spooner (2008) a student with a significant cognitive disability will require substantial, modifications, adaptations, or supports to meaningfully access grade-level content along with intensive individualized instruction in order to acquire and generalize their knowledge. This type of student will be working toward alternate achievement standards for grade level content and in Florida these standards are referred to as the Access Points. [For those students who are capable, the Florida Standards, inclusive of the recently completed LAFS and MAFS will provide the foundation for learning.](#)

The ULS uses all of evidence-based research strategies and components to create and deliver an online, dynamic, standards-based curriculum specifically designed for students with special needs. The unit lesson plans define three levels of differentiated tasks to accommodate the diversity of learners with significant cognitive disabilities. ULS provides teachers with instructional lessons to include *all* students in the same activity, with different levels of expectation.

- Level 1:** Students require maximum supports. Increasing participation is the main objective.
- Level 2:** Students may require picture support and other direct support in learning and the demonstration of comprehension.
- Level 3:** Students can read text, produce simple writing, perform basic math processes, and can independently demonstrate comprehension of modified learning information.



Student progress will be tracked through ULS's unique GPS data collection center designed to identify individual student *goals, preferences, and skills* within educational learning tasks. All areas of assessment within the GPS were created to accommodate students with complex learning needs. Assessment results will be stored on the ULS secure website to allow for growth measures to be monitored over the years.

The Assessment Profile serves as an indicator of a student's current abilities in the K-12 Learning or Transition areas. Each profile provides suggested levels and strategies for differentiating instruction. Checkpoints are provided for pre- and post- assessment measures of monthly unit content and skill learning. **Benchmarking** assessments enable teachers to gather baseline data and monitor progress in selected areas of reading, writing, and math. The **Core Rubrics** address transition readiness skills in the areas of employability, communication, self-advocacy, daily living, and behavioral/social strategies.

Curriculum mapping will be used to define the content to be taught during the school year. The use of curriculum maps will ensure teachers are addressing all parts of the standards at the appropriate grade levels (Jacobs, 2007). This process will establish what students should know and be able to do that differs in depth and complexity from other students in a particular grade level.

Differentiated instruction will be used in the classrooms to offer multiple approaches to address the students' varied ability, interests, social/behavioral skills and learning preferences. This will involve a wide variety of accommodations, adaptations, augmentations, or alternatives to the curriculum (Wehmeyer & Agran 2006). For most of all learning activities, students with significant cognitive disabilities require direct and systematic instruction (Justice & Pullen, 2003; Rowland & Sweigert 2010). Downing (2006) described components that must be included in this systematic instruction as identifying and defining the desired behavior, determining the shaping procedure, fade prompts, and measuring the effectiveness of the intervention.

In 1998, Tomlinson and Kalbfleish made the observation that classrooms, which implement differentiated instruction are "responsive to students' varying interests and varying learning profiles". This versatile method of classroom instruction is coupled with highly effective lesson plans that promote active learning "including hands-on activities, activating prior knowledge with the commencement of lessons, relevant classroom applications, etc.", individualizing lessons to specific needs and strengths using a data driven approach and connecting the core subject matter with students' interests. Differentiated Instruction also allows for students of all capabilities and learning levels to sustain their motivation as well as interests within a high expectations curriculum. This approach maintains the learning standard equivalent for all students while simultaneously making the content accessible for varying levels of learners. Thus, the combination of high expectations and the support linked with differentiated classroom instruction guarantees success for all students, especially students at risk of failure (Lee and Smith, 1999).

The Florida Continuous Improvement Model (FCIM) is a model whose goal is to create a definable and predictable system, which aligns data analysis and classroom instruction in order to improve student achievement and teacher quality. The CIM incorporates researched based practices such as Effective schools and Total Management Quality and utilizes a five-step process developed by



(Davenport & Anderson, 2002), allowing for the strategic design of plans to improve student achievement by:

- Formulating a plan through the analysis of student achievement data on tested benchmarks
- Optimizing time by aligning the curriculum with tested benchmarks, preparing an instructional calendar, and following the instructional calendar to ensure students receive the expected instruction prior to testing
- Concentrating on teaching the benchmarks through core instruction and focus lessons supported by collaborative planning for instruction
- Utilizing progress-monitoring tools as a means of monitoring teaching and student learning
- Sustaining learning by providing tutorials, enrichment activities, and maintenance activities

The school will utilize the Florida Multi-Tiered Support Systems (MTSS) and Response to Intervention (RtI) in implementing data based, problem solving to integrate academic and behavioral instruction and intervention. Standardized data will be collected per individual student in order to determine specific strengths and deficiencies. The students will be tiered (Tier I, II, III, IV) and strategies will then be developed and implemented. On-going progress monitoring will document rate of learning gains/progress or lack of gains/progress and professional development opportunities will be aligned to the specific needs of the students and teachers. The National Center on Response to Intervention (2011) reported on research conducted at 42 schools in the core areas of literacy and numeracy. Key elements cited in the successful implementation of tier two and three interventions included smaller group size (e.g. 1:10 teacher-student ratio), homogeneous grouping to target specific deficiencies, and increased frequency of instruction and or reinforcement. Systematic progress monitoring and shared decision-making among school staff were also discussed in terms of developing appropriate interventions for the targeted group(s).

Inquiry-based teaching and learning has proven to increase performance of all students regardless of academic level and socioeconomic background. Low performing students that are engaged in self-assessment and inquisitive thinking earned scores closer to that of higher performing students (White, Shimoda and Frederiksen, 1999). It has also been found that inquiry-based curriculum yield significant gains in student achievement without sacrificing state curriculum standards (Marx, Blumenfeld, Krajcik, et al. 2004). This is further based upon on the educational principals of Piaget to determine stages of cognitive development, from pre-concrete to concrete operational through the formal operational stage.

The teacher's role is to facilitate learning by providing a variety of experiences. Inquiry-based or "discovery learning" provides opportunities for learners to explore and experiment, thereby encouraging new understandings. Opportunities that allow students of differing cognitive levels to work together often encourage less mature students to advance to a more mature understanding. One further implication for instruction is the use of concrete "hands-on" experiences to help children learn.

Additional aspects include:

- Providing concrete props and visual aids, such as models and/or timelines
 - Using familiar examples to facilitate learning more complex ideas, such as story problems in
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math

- Allowing opportunities to classify and group information with increasing complexity; use outlines and hierarchies to facilitate assimilating new information with previous knowledge

The Partnership for 21st Century Skills (2011), a collaborative of states, businesses and organizations whose mission is to serve as a catalyst to position 21st century readiness at the center of US K12 education, points out – “as educators pursue CCSS alignment, it is crucial to design curricula and assessment systems that emphasize authentic real world problems, engage students in inquiry and exploration and provide opportunities for students to apply what they know in meaningful ways.” Further research has shown that an inquiry-based approach narrowed the achievement gap between males and females, increased achievement scores of African American students (Kahle, Meece, and Scantlebury 2000), and led to greater proficiency in science, English, reading, and math for English Language Learners (Amaral, Garrison, Klentschy 2002).

The **transition planning** in the ULS is designed as a future-planning tool for High School and Transition aged students. Developing standards based transition plans is an important goal to improving the quality of life for adults with disabilities (Siperstein, Parker, Drasher 2013). It isn't enough to simply be aware that all teenagers need guidance to transition successfully from high school to the next phase of young adulthood; concrete action steps must be taken to guide and prepare teens for college and/or a career, and for independent living. Without this guidance, students with learning disabilities often fail or flounder in high school and beyond. Consider these sobering statistics:

- Over 30% of children with learning disabilities drop out of high school. (Source: *28th Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act*, 2006)
- Only 13% of students with learning disabilities (compared to 53% of students in the general population) have attended a 4-year post-secondary school program within two years of leaving high school. (Source: *National Longitudinal Transition Study*, 1994)

Transition services, provided by knowledgeable educators and community resources, can be tailored to a student's goals and strengths and provide him with options and plans for his future. Transition services offer students with learning disabilities hope for the future.

[A review of more than ten years of research on dropout prevention \(Kerka, 2006\) reveals a very consistent set of indicators, which correspond to Wingate’s transitional planning. These research-based indicators will become the foundation on which to strengthen the students’ understanding of the connection between education and job opportunities:](#)

- [Creating small schools with smaller class sizes;](#)
 - [Incorporating personalization by creating meaningful personal bonds between students and teachers and among students;](#)
 - [Offering of individual assistance \(academic and behavioral\);](#)
 - [Focusing on helping students address personal and family issues through counseling and access to social services;](#)
 - [Connecting students to an attainable future;](#)
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- Creating a formal counseling component that incorporates attention to personal issues along with career counseling and life-skills instruction;
 - Framing a structured environment that includes clear and equitably enforced behavioral expectations;
 - Providing opportunities for success in schoolwork;
 - Monitoring (target the occurrence of risk behaviors, regularly collect data and measure effects of timely interventions);
 - Problem-solving skills (developing capacity of students to solve problems and enhancing skills to meet the demands of the school environment);
 - Making the most of instruction including providing opportunities for professional development, exploring diverse learning styles, using technology to deliver instruction, and providing individualized learning.
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Meeting the health care and educational needs of students in schools often presents significant challenges to school personnel. Wingate Charter will utilize a model described in the Journal of Health Care Law and Policy, Volume 5, Issue 1, Article 5, 2002, which outlines a model to ensure students, are educated in an environment that maintains both their health and rights to a free appropriate public education (FAPE).

A successful merger of a medical and educational model requires collaborative planning focused on the delineation of procedures for meeting the health care needs and educational needs of the students. The critical aspects of Wingate's comprehensive programs for students with complex health care needs will include:

1. Carefully developed individualized health plans (IHP) as an effective means for articulating specific student needs. The National Association of School Nurses supports the development of an IHP to assure administrators, parents, and staff understands the student needs and therefore receives proper and safe care in the educational setting.
2. A delineation of roles and responsibilities since students' health care needs are often attended to by educational support personnel, teachers, nurses, occupational and physical therapists, or other school personnel. The unique needs of the student will be considered when deciding who will be responsible for providing the health care services to the individual student.
3. Information and training as an essential way of allaying the fear of the "unknown" and assuring the competence necessary for the provision of safe health care is available during the school day. General and child specific training will be designed to increase competence and confidence in families entrusting schools with the care of their children.

Wingate plans to use Professional Learning Communities (PLC) as a component of the overall educational model and design. It will continue to be our belief that collaboration, creativity, and sense of community embedded in this model are how teachers learn and grow professionally. A PLC can contribute to instructional improvement and school reform (Annenberg, n.d., 2003). According to Stoll et al., 2006, PLCs can be most effective when their purpose is to enhance teacher effectiveness for the ultimate benefit of students.



“Teacher leadership is the process by which teachers, individually or collectively, influence their colleagues, principals, and other members of the school communities to improve teaching and learning practices with the aim of increased student learning and achievement” (York-Barr and Duke, 2004). The research conducted on this topic provides a conceptual framework that can guide both current practice and future inquiry about teacher empowerment. The school culture and context can facilitate teacher leadership when the following characteristics are present:

1. A school-wide focus on learning, inquiry and reflection.
2. Encouragement for taking initiative.
3. An expectation of teamwork and shared responsibilities.
4. A strong sense of community that fosters professionalism.

One of the biggest impediments to this occurring is the lack of time for teacher collaboration. What is clear from this study is that traditional forms of management must be modified to be more horizontal and less hierarchical for teacher leadership to flourish. In a time that demands a higher standard of annual progress for all students, it seems prudent to encourage and foster teacher leadership by providing the resources, culture, and structures it needs to thrive. Research also indicates that interdisciplinary teaming improves teachers’ work climate and job satisfaction, lead to increases in parental contact, and contributes to students’ higher academic achievement. Schools that have used interdisciplinary teams have significantly higher progress scores, better student adjustment and behavior, increased parental involvement, and experience a more positive school climate (Mertens, Flowers, and Mulhall, 2001). Further, the universal high expectations that result from the extensive collaboration of staff are an essential element of an effective school. Supported by research that high-expectation students achieve at or near their potential (Good 1987, p.33), the teachers and staff will model high performance in behavior and work output while expecting the same of the students, parents, and the community.

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

The mission of Wingate Oaks Charter School is to ensure that children and young adults with special academic, behavioral, social, and health care needs achieve the highest possible level of academic achievement and quality of life through a continuum of educational, medical, and wellness programs.

The school’s mission coordinates the support of faculty, staff, families, and the community in order to ensure that students are ready to learn every day and also to encourage and empower families in the care and academic development of the most significantly challenged and fragile students in the public school population. Together a coalition of parents and educators are building Broward’s first school choice program for students who have significant cognitive disabilities using the existing school design at Wingate and adding in a stronger community support and medical component families.

In preparation for each school year, instructors and support staff will review academic, attendance, medical and behavioral records, in conjunction with input from the community support personnel



and parents. These data-driven measures are intended to correlate students' individualized learning plans with class offerings, services and schedules for each school year. Personalization plays a major role in the delivery of instruction and in the overall school culture. Teachers will be empowered to create a learning environment that embraces differentiation and allows students to be successful. Through a strong emphasis on reading, embedded inquiry-based activities and a strong emphasis on life skills, Wingate Oaks will develop motivated, self-directed students with problem-solving skills and an understanding of what it means to be real world ready and a productive citizen.

The flexible daily and semester schedules will aid both instructors and students in meeting the challenges of amassing necessary credits for graduation and attaining a level of career preparation. Guided by a significant focus on literacy, aided by a comprehensive data collection process that takes into account a student's individual needs, teachers and support staff can build schedules that help students achieve all required outcomes. Further, the use of technology plays a major role in the comprehensive nature and versatility of Wingate Oaks. Technology assists teachers and learners with the implementation of data-driven, differentiated instruction and provides students with multiple options for success.

To further sustain the mission of Wingate Oaks, professionals from community and local support agencies will be involved in the multifaceted school program. They will contribute in various ways including, but not limited to Board Members, medical support and guidance, career planning, volunteers and advocates. Advisory Committees consisting of parents, professionals, business partners, and other community representatives will guide the school in balancing their insights with the ability to create custom-tailored programs to meet the needs of all students. They will also assist the school in keeping its programs abreast of changes in technology, medicine, therapy and economic conditions affecting employment. This is critical as students attain the requisite skills that will enable them to make a transition to the work force. School staff and professionals alike stress the importance of life-long education as a necessity for continuing employment in the twenty-first century.

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

The target population at Wingate Oaks Charter will generally be functioning in the moderate to severe range of cognitive disabilities. These students constitute those whose needs cannot be met in a traditional educational setting and therefore have or will be placed in a Special Day School. As part of the transition to the Florida Standards, access points for students with significant cognitive disabilities are being revised. These access points are expectations written for students with significant cognitive disabilities to access the general education curriculum. Embedded in the Florida Standards, access points reflect the core intent of the Standards with reduced levels of complexity. The three levels of complexity include participatory (Pa), supported (Su), and independent (In) with the participatory level being the least complex. The new Florida Alternate Assessment will measure student achievement on the access points in Reading and Language Arts, Mathematics and Science and incorporate the new LAFS and MAFS. Additional access points include Social Studies, Health



and Physical Education, Music, Dance and Visual Art. Individual subject and grade level Access Points may be found at <http://www.cpalms.org/Public/search/AccessPoint#0>.

The student's individual education plan (IEP) team is responsible for making the determination as to which students will be working on the access points and taking the alternate assessment and which students will be taking the new Florida Standards Assessment (FSA). School personnel have been given five guiding questions to use to determine which students will be assessed through the alternate assessment based on the access points. A student's disability category is not the determining factor for which portions of the Standards are used for instruction. If a student is being assessed using the FSA, he or she should receive instruction using the Standards tested by the FSA. If the IEP team determines that the student meets the criteria for an alternate assessment, the student will be assessed on the access points.

Wingate Oaks will continue to align instruction with the Sponsor's policies, plans, Instructional Focus Calendars and pacing guides as an additional means to support standards (or access points) mastery in reading/language arts, mathematics, science, social studies and select electives. Per the Sponsor's Policy 6000.1, students shall receive regularly scheduled instruction in reading, writing, mathematics, language arts, science, social studies, health, physical education, art, music and computer education. Special interest classes such as foreign languages shall be in accordance with state statutes and rules. Instruction shall be focused on ensuring that all students demonstrate mastery of the standards adopted by the State Board of Education (F.S. 1003.41). Adaptive or specially designed PE may be counted towards the requirement for students with severe and profound disabilities. Further, the target population will be scheduled into courses delineated in Section 4 of Florida State Course Code Directory. As such, certification requirements vary from the regular education courses cited in Sections 1 -3. The majority of any regular education courses offered will fall under the virtual instruction programs of Broward Virtual School and/or Florida Virtual School (to be determined).

The real world based synthesized curriculum will include curriculum maps that ensures that the new Florida Standards are addressed in grades K-12. Coordinated Benchmark and FAIR testing will provide formative information and confirm that instruction is comprehensive and students are making progress. Curriculum maps will not only ensure that all components are addressed, but will also coordinate instruction in multi-grade classrooms. The use of data "levels the playing field" for all students because continuous assessment reveals the gaps in learning that must be addressed to ensure student academic success. In addition to student records and documentation of past performance, Wingate Oaks will periodically assess each student's cognitive abilities as to the degree that each can be successful on the Florida Standards. As a result, each student will have the benefit of an accurate IEP/ILP to guide progress throughout his or her tenure at Wingate Oaks. Further, each student is encouraged to work to their highest academic potential, which is reinforced by their schedules, a research proven curricula, individual interventions, and additional years of reading instruction at the secondary level. Teachers have the ability to focus learning at the each student's instructional level, thereby fostering immediate success, while providing the scaffolding necessary to help them make continuous progress on their way to attaining academic proficiency.



A Multi-Tiered System of Supports (MTSS) is a term used to describe an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. “Need- driven” decision-making seeks to ensure that district resources reach the appropriate students (schools) at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency. This data-based problem-solving model:

- Provides the structure to identify, develop, implement and evaluate strategies to accelerate the performance of ALL students.
- Uses scientifically based or evidence-based practices whenever possible.
- Is based on both fidelity of the problem-solving process itself and fidelity in the implementation of the instruction/intervention plan.
- Applies to all three tiers of instruction/intervention and can be used for problem-solving at the community, district, school, classroom and/or individual student levels.

The tiers are differentiated by the “intensity” of the services provided. Intensity is defined as the number of minutes and the focus of the instruction/intervention. An increase in the number of minutes of exposure to quality instruction/intervention and/or the narrowing of the focus of instruction would be defined as “more intensive instruction.” Therefore, Tiers 2 and 3 are defined within the context of Tier 1. The number of minutes of instruction and the breadth of that instruction that defines Tier 1 in a school will be the basis for the criteria for Tiers 2 and 3. For instance, if ALL students receive 90 minutes of reading instruction in Tier 1 and that instruction includes phonemic awareness, phonics, fluency, vocabulary and comprehension, then Tier 2 would be defined as additional minutes of quality instruction and/or intervention that focuses on one or more of the five areas of reading, but not all. The “focus” would be in the area of greatest need for the student. In general, a four step process will help to define and differentiate the tiers: HOW MUCH additional time will be needed, WHAT will occur during that time, WHO is the most qualified person to deliver the “What” (instructional strategies) and WHERE will that additional instruction occur. Tier 3 will be the most “intensive” instruction the building can offer and will be the predominate tier for the target population at Wingate Oaks.

The delivery of Tier 3 instruction is focused on the skills that pose the greatest barrier to acceleration of student learning. Tier 3 instruction is characterized by the greatest number of minutes of instruction available in a building and the narrowest focus of that instruction. Typically, the instruction is provided to individual students or in very small groups. The same four questions are used to guide the development of the instruction (HOW MUCH, WHAT, WHO, WHERE). Instruction/intervention is developed using the four-step data-based problem-solving process applied to individual students (compared to problem-solving instruction for SKILLS in Tier 2). Data collected to inform Tier 3 instruction typically is individual student diagnostic data (academic and/or behavior). The total number of minutes per day of Tier 3 instruction is in addition to those provided in Tiers 1 and 2. If an “alternate core” approach is used, the total number of minutes is at least the equivalent of the typical number of minutes provided in Tiers 1 and 2 for that content area. Tier 3 is the most powerful instruction and is characterized by:

1. More instructional time



2. Smaller instructional groups (or individuals)
3. More precisely targeted at the appropriate level
4. Clearer and more detailed explanations are used during instruction
5. More systematic instructional sequences are used
6. More extensive opportunities for practice are provided
7. More opportunities for error correction and feedback are provided.

Assessments at Tier 3 are intended to be very frequent and assess more micro-level skills to address significant learning challenges or barriers to reaching success at Tiers 2 and/or Tier 1. The frequency of assessments used at Tier 3 for monitoring progress should be based on the intensity of needs of the student and matched accordingly. A general rule of thumb: the more a student is behind Tier 1 expectations of performance and/or the less responsive a student is to previous interventions attempted, the more frequent and varied the assessments should be to ensure matched instructional supports to “catch-up” to grade level expectations. Many of the questions posed at Tier 2 are applicable to Tier 3, except the focus at Tier 3 is typically focused at the individual student level.

In order help our target population to become as successful as possible in mastering the Florida Standards or related Access Points, Wingate Oaks will ensure that the three levels of fidelity are in place to support instruction and interventions. First, the school will verify that that the basic elements of the MTSS infrastructure are in place. This is supported by professional development with coaching, data resources, leadership support and on-going data collection. The second type of fidelity focuses on the degree to which the four-step, data-based problem-solving process is implemented appropriately. This is important because the development of instruction and interventions is based on this process. If the process is flawed, then the instruction and interventions developed as a result of the process will be flawed. To this end, school leadership will avail themselves of select tools to assess the integrity of the problem-solving process. These are contained in the *Guiding Tools for Instructional Problem-Solving* found at <http://www.floridarti.usf.edu/resources/format/pdf/GTIPS.pdf>. The third type of fidelity focuses on the degree to which instruction and intervention are delivered in the manner intended and the degree to which instruction and intervention is integrated across the tiers of service delivery. This type of fidelity includes both “sufficiency” (the amount of the service delivered) as well as integrity (the degree to which the service was delivered as intended). Integrity in Tiers 2 and 3 focuses on a structured support system for Tier 2/3 providers. This system consists of regular meetings to determine student response to the intervention, barriers to the delivery of the intervention, and technical assistance to deliver the intervention as intended. Sufficiency is measured by the degree to which the intervention was provided as intended and the type of intervention.

As previously mentioned, the Florida Continuous Improvement Model (FCIM) in conjunction with the RtI process will help to ensure that all levels of students are provided with meaningful instruction. As a part of the State’s Multi-Tiered System of Supports (MTSSS), FCIM was developed to assist administrators, teachers, and students in recognizing students’ academic strengths and weaknesses. As a result, the school will use information obtained from classroom and district assessments to evaluate the academic strengths and weaknesses of individual students. Instruction will be facilitated by the use of course outlines that become a comprehensive plan for the



instructional program. Curriculum mapping and instructional focus calendars will guide the organization and pacing of instruction and best practices will include differentiated instructional methods that address the learning styles of each student, thus promoting student achievement individually and school-wide.

Efficacy of both instructional focus and implementation of professional development strategies will be supported by the Classroom Walk Through (CWT) process. The CWT process involves trained professional staff periodically visiting classrooms to perform targeted observations, which include instructional focus, teaching/learning strategy employed, use of appropriate materials, the level of student engagement, types of questions and other student/teacher interactions. These are designed to inform teachers, not penalize them, and may be conducted by school administration or a trained peer.

By promoting health and wellness through coordination of the support of faculty, staff, families, and the community students will be as healthy as possible, and therefore ready to learn. Upon approval of this charter application, Wingate Oaks Charter School will identify an area of the school where social service providers who are essential to our families, such as medical personnel, a wheelchair repair clinic, and other service providers can schedule on-site services at least monthly. This will support the educational program by reducing absenteeism and ensuring that our students are as healthy as possible. An on-site social support system will also be established, to include a parent resource center with computer access, and advocacy resources.

If the school intends to replicate an existing school design:

F. Provide evidence that the existing design has been effective and successful in raising student achievement.

The effectiveness of an existing school design can be demonstrated by providing evidence of organizational viability and the success of the academic program, including compliance with legal requirements, as well as a direct relationship between program elements and student achievement.

N/A

G. Describe the applicant's capacity to replicate an existing school design.

The capacity to replicate can be demonstrated by providing credible and well-defined strategies for replication, including the financial and human resources necessary to replicate the design.

N/A




Section 4: Curriculum Plan

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

The school's curriculum is designed for the needs of students with significant cognitive impairments and will be aligned to the recently adopted Florida Standards. The classes will be designed for each group with a focus on specific learning goals objectives. The individual needs of students will be addressed through the IEP process, and services will be provided as identified. For the students in the 18-21 classes the focus will be on meeting the transition IEP goals in the community setting with non-disabled peers.

Principles of UDL:

 NATIONAL CENTER ON UNIVERSAL DESIGN for LEARNING Three primary principles guide UDL and provide structure for the Guidelines:		
I. Provide Multiple Means of Representation	II. Provide Multiple Means of Action and Expression	III. Provide Multiple Means of Engagement
<ul style="list-style-type: none">• Perception• Language, Expression and Symbols• Comprehension	<ul style="list-style-type: none">• Physical Action• Expressions and Communication• Executive Function	<ul style="list-style-type: none">• Recruiting Interest• Sustaining Effort and Persistence• Self-regulation

UDL is a set of principles for curriculum development that give *all individuals* equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone--not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs. Specific resources and examples may be viewed at <http://www.udlcenter.org/implementation/examples>.

Wingate Oaks Charter School will follow the Student Progression Plan of Broward County Public Schools included in School Board Policy 6000.1. This plan is consistent with the provisions of F.S.1008.25 and incorporates the new Florida Standards. Moreover, Wingate Oaks will also implement a Response to Intervention (RtI)/Multi-Tiered Systems of Support (MTSS) approach, similar to the framework identified in the Sponsor's Student Progression Plan. The Wingate Oaks Charter curriculum will continue to incorporate a standards-based approach with a focus on mastery as benchmarked by the new Florida Standards Assessment (FSA), or alternative measures, combined with State and school-based formative assessments. The curriculum will continuously reflect high



quality instruction and implement research – based strategies, innovations and activities that facilitate achievement for all, [but particularly target](#) students.

The educational program at Wingate Oaks will also incorporate the educational principles of Piaget's Process of Cognitive Development to determine stages of the cognitive development, Bloom's Hierarchy of thinking and Webb's Depth of Knowledge Guide to establish and encourage critical thinking, especially at higher levels. Embedded within this educational plan is the evidence that students who find their curriculum relevant, and have the opportunity to become active learners, also become personally invested in their own education.

Active Learners tend to retain and understand information best by doing something active with it, such as discussing or applying it or explaining it to others. Effective planning, teaching and delivering are essential and when coupled with diversified, well-designed reading and learning activities, students have the greatest acquisition and retention of knowledge. The responsibility of the active learner is to grow a body of knowledge by acquiring knowledge rather than by merely receiving it. Furthermore, research repeatedly has shown that lecturing has the lowest average retention rate and teaching others has highest rate of retention. Active Learners, especially those engaged in a more tactile approach to learning, are most likely to become motivated learners. Motivated students respond best to high expectations, positive reinforcement, and clear consequences. Furthermore, active learners come to understand the value and relationship between "time on task" and "academic success."

Closely aligned with active learning is the integration of inquiry-based techniques. These techniques are designed to increase student motivation and provide students with the ability to become better critical thinkers. With supporting research that infused inquiry throughout the curriculum has shown increases in student achievement throughout all demographics, the school is confident that this approach will help the attainment of all academic standards.

In order to engage students in learning and prepare them academically for success in meeting state standards, Wingate Oaks will follow the same results-oriented approach that it has employed as District ESE Center, which focuses on all teachers delivering the core curriculum effectively so that expectations for what students should learn are consistent with State standards and District guidelines. To maintain this focus, Wingate Oaks will follow the Sponsor's Curriculum Maps, Instructional Focus Calendars, Comprehensive Core and Supplementary Reading Programs, Struggling Reader and Math Charts as well as other designated resources, which help to align concepts, topics, and skills related to each content area curricula. Academic interventions will provide supplementary learning in support of core academic subjects. The school will also monitor student progress using both formative and summative measures as well as providing tiered academic support and assistance. The school will participate in all State and District assessment programs in which the District students in comparable grades/schools participate.

Wingate Oaks intends to employ instructional materials that are within the adoption cycle approved by the State Board of Education and that are aligned to the state's assessment and accountability measurements. These "instructional materials," as provided in F.S. 1006.29(2), are defined as items that contain intellectual content that serve as a major tool for assisting in the instruction of a subject or course. Major tool refers to materials that provide content and student learning activities for each



of the Florida Standards that are in the course descriptions for reading, language arts, mathematics, science, social studies, physical education, art, music and other elective offerings. The major tools may be bound, unbound, kit, or package form and may consist of hard backed or soft backed textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software.

Understanding that instructional materials and programs will not be perfectly aligned with the evolving state standards, the school will provide supplemental resources throughout the curriculum in order to ensure such alignment. Attentive monitoring of all state benchmarks, carefully created pacing guides, and properly selected instructional materials (with proper range of reading and level of text complexity) will ensure that all required standards are properly covered while adhering to the principles of UDL. The school will prepare all instructional personnel in the proper utilization of instructional materials through content area professional development programming. These programs will emphasize proper staff use of the materials, the pacing of content introduction, assessment practices, support for best instructional practices (pedagogy), and for the overall organization of the selected program and supplemental materials.

Further, Wingate Oaks will acquire all sponsor-adopted textbooks for [any](#) regular education students, [should the need arise](#). This will help to ensure an alignment between state standards, the Sponsor's instructional calendars and the school's approach to teaching and learning. Specialized materials for the target population will include, but not be limited to the following:

Unique Learning System: A standard-based curriculum program designed specifically for students with significant disabilities.

Teachers download monthly instructional thematic units of study based on Science and Social Studies and include comprehensive activities for all five, core competencies:

- Reading
- Writing
- Math
- Science
- Social Studies

Each unit contains 27 lesson plans and downloadable materials that teachers can readily implement into classroom learning activities. Differentiated lessons match the access point being divided into three levels and aligned with the Florida Standards.

SMILE: Structured Methods in Language Education—Systematic instruction utilized with a sensory language-literacy program, where students learn to vocally speak, read, and write in an integrated process.

This program provides explicit, discrete teaching procedures building on mastered skills. Begins at nonverbal attending and imitation, to phoneme level and builds to paragraphs.

Visualizing and Verbalizing: Develops sensory-cognitive function basic to language comprehension and critical thinking. Emphasis on concept imagery to support reading comprehension, oral language comprehension, following oral directions, critical thinking such



as getting the main idea, drawing a conclusion, making an inference, oral language expression, and written language expression.

MeVile to Wevile: Systematically integrates reading, writing, speaking, augmentative communicating, and listening for elementary students with moderate to severe disabilities. Incorporate learning new words, word wall words, vocabulary development, writing, and in-context literacy development.

Reading Mastery: Phonics-based basal with scripted sequential instruction for phonemic awareness and decoding. Fluency at passage level is part of program once students are decoding.

- Reading of small decodable readers and answering comprehension questions
- This program utilizes multimodality cueing systems

Rewards: Multisensory decoding and fluency program of multisyllabic words based on flexible strategies.

Rewards Plus Social Studies and Science: Application of strategies taught in Rewards. Includes writing and comprehension strategies. Text passages revolve around the content areas of social studies and science.

STAR Program: Strategies for Teaching Based on Autism Research – Systematic approach utilizing Applied Behavioral Analysis instruction methods (procedures for discrete trial training teaching, pivotal response training teaching and functional routines teaching) for development of receptive and expressive language, spontaneous language, functional routines, pre-academic and academic skills, social interaction and play skills

Project TEACCH, Structured Teaching: TEACCH is a structured teaching methodology, providing organizational systems in the teaching and learning process. It capitalizes on visual learning strategies and systematic, explicit, task analysis instruction

Elementary Subjects and Requirements:

Students shall receive regularly scheduled instruction in reading, writing, mathematics, language arts, science, social studies, health, physical education, art, music and computer education. Special interest classes such as foreign languages shall be in accordance with state statutes and rules. Instruction shall be focused on ensuring that all students demonstrate mastery of the standards adopted by the State Board of Education (F.S. 1003.41).

- Language Arts/ Reading: minimum of 90 minutes of consecutive uninterrupted, daily instruction
- Writing: 150 minutes of weekly instruction, with a minimum of 30-minute instructional blocks.
- Mathematics: minimum of 60 minutes of consecutive, uninterrupted, daily instruction.
- Science: (K-1) 60 minutes per week of instruction; (2-5) 150 minutes per week of instruction.



- Social Science: (K-1) 60 minutes per week of instruction; (2-5) 120 minutes per week of instruction.
- Art: (K-5) 40-60 minutes per week of instruction
- Music: (K-5) 40-60 minutes per week of instruction.
- Physical Education: (K-5) 150 minutes of weekly instruction. Related services, such as physical therapy, may not be considered physical education for students with disabilities. Adaptive or specially designed PE may be counted towards the requirement for students with severe and profound disabilities. This requirement shall be waived for a student who meets one of the following criteria (F.S. 1003.455):
 - a. The student is enrolled or required to enroll in a remedial course, or
 - b. The student's parent indicates in writing to the school that:
 - (1) The student's parent requests that the student enroll in another course from among those courses offered as options by the District; or
 - (2) The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.
- Health and Computer education will be integrated into one or more of the core or elective offerings.

A summary listing of course offerings and course codes for Wingate Oaks may be found in **Appendix B**.

Student Performance Levels for reading, writing, mathematics and science: In addition to the specific promotion criteria for reading and mathematics listed in the following matrix, promotion decisions will take into account a student's proficiency in writing (3.5 or higher on the previous FCAT writing assessment, the Sponsor's equivalent or designated scores on the Florida Standards Assessment) and science (based on proficiency levels to be determined by the District and/or the State Department of Education) (F.S. 1008.25(2)). The evaluation of each student's progress will be based upon classroom work, observations, tests, District and State assessments and other relevant information. No single assessment is the sole determiner of promotion. Third grade students are subject to a stricter promotion criteria as stated in statute and the Sponsor's Policy 6000.1.

Grade & Subject	Student will score:
K Reading	48 out of 52 Letter Names AND 20 out of 26 Letter Sounds AND 15 out of 21 Concepts of Print OR 90% or greater accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment OR scores at Level 3 or above on the Developmental Reading Assessment (DRA)
1 and 2 Reading	55% or greater (Grade 1) and 65% or greater (Grade 2) on the Primary End of Year Reading Test that aligns with the standards adopted by the State Board of Education in reading comprehension OR at or above the proficiency level on the Stanford Diagnostic Test in reading comprehension that corresponds to the proficiency level on the Primary End of Year Reading Test



Grade & Subject	Student will score:
3 Reading	Level 2 or higher (or designated score) on the Florida Standards Assessment Reading OR at a proficient level on a District-approved Assessment, as allowed by the State
4 and 5 Reading AND Mathematics	Level 2 or higher (or designated score) on the Florida Standards Assessment Reading AND Level 2 or higher (or designated score) on the Florida Standards Assessment Mathematics OR at a proficient level on a District-approved Assessment

Alternative Elementary Promotion Criteria for Reading and Mathematics			
Targeted Students:	Grade 3 Alternative Promotion Criteria - Good Cause (State) (F.S. 1008.25(6)(b))	Grades K, 1, and 2 Alternative Promotion Criteria -Good Cause	Grades 4 and 5 Alternative Promotion Criteria – Good Cause
All Elementary Students	Student demonstrates an acceptable level of performance on an alternative standardized reading or Florida Standard Assessment approved by the State Board of Education.	Student demonstrates an acceptable level of performance on an alternative standardized reading assessment approved by the District.	Student demonstrates an acceptable level of performance on an alternative standardized reading <u>and/or</u> math assessment approved by the District.
All Elementary Students	Student demonstrates, through a student portfolio prepared in accordance with District guidelines, that the student is reading on grade level as evidenced by demonstration of mastery of the standards adopted by the State Board of Education at a level equal to or above Level 2 performance on FCAT or Florida Standard Assessment.	Student receives intensive tier 2 or tier 3 interventions through the CPS/RtI process and demonstrates increased performance based on progress monitoring data, and student will continue to receive these interventions in the subsequent grade level.	Student demonstrates, through a student portfolio prepared in accordance with District guidelines, that the student is performing on grade level. Student receives intensive tier 2 or tier 3 interventions through the CPS/ RtI process and demonstrates increased performance based on progress monitoring data, and student will continue to receive these interventions in the subsequent grade level.



Alternative Elementary Promotion Criteria for Reading and Mathematics			
Identified Elementary English Language Learner (ELL) Students	ELL students who have had less than 2 years of instruction in an English for Speakers of Other Languages (ESOL) Program	ELL students who have had less than 2 years of instruction in an ESOL program. ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.	ELL students who have had less than 2 years of instruction in an ESOL program. ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
For Selected Elementary Students With Disabilities Only	A student with disabilities whose IEP indicates that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education rules.	A student with disabilities whose IEP indicates that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education	A student with disabilities whose IEP indicates that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education
For Selected Elementary Students With Disabilities Only	A student with disabilities who participates in the Florida Standard Assessment and who has an IEP or a Section 504 Plan that reflects that the student has received intensive remediation for more than 2 years, but still demonstrates a deficiency in reading and was previously retained in grades K, 1, 2, or 3.	A student with disabilities who participates in District assessments and who has an IEP or Section 504 plan that reflects that the student has received intensive remediation for more than 2 years, but still demonstrates a deficiency in reading and was previously retained.	A student with disabilities who participates in District assessments and who has an IEP or Section 504 plan that reflects that the student has received intensive remediation for more than 2 years, but still demonstrates a deficiency in reading and was previously retained for a total of one year.

Per (F.S. 1008.25(6)(b)), any student who does not meet the reading and/or mathematics promotion criteria in the previous chart may be promoted if the student meets one of the following Good Cause options in the chart below and documentation submitted from the student's teacher to the school principal indicates that the promotion is appropriate based upon the student's academic record. All *Good Cause* decisions will be made and recorded by the end of the school year or the end of 3rd grade reading camp for 3rd graders, except in extenuating circumstances. Recommendations for promotion based on good cause shall be reviewed by the principal and discussed with the teacher for the determination as to whether the student should be retained or promoted. If the school principal determines that the student meets good-cause promotion criteria, the school principal shall make such recommendation in writing to the Governing Board for approval. The Governing Board shall accept or reject the principal's recommendation in writing (F.S. 1008.25(6)(c)). In order to minimize



paperwork requirements, such documentation shall consist only of the existing Progress Monitoring Plan (PMP), Individual Education Plan (IEP), if applicable, report card or portfolio. [The recently approved CS/CS/SB 850 adds that a student that qualifies for a good cause exemption and promoted to grade 4 shall be provided with intensive reading instruction and intervention.](#)

Elementary Good Cause Alternative Promotion Criteria for Reading and Mathematics			
Target Students:	Grade 3 Alternative Promotion Criteria - Good Cause (State) (E.S. 1008.25(6)(b))	Grades K, 1, and 2 Alternative Promotion Criteria - Good Cause	Grades 4 and 5 Alternative Promotion Criteria – Good Cause
For All Elementary Students	Student demonstrates an acceptable level of performance on an alternative standardized reading assessment approved by the State Board of Education.	Student demonstrates an acceptable level of performance on an alternative standardized reading assessment approved by the District.	Student demonstrates an acceptable level of performance on an alternative standardized reading and/or math assessment approved by the District.
For All Elementary Students*	Student demonstrates, through a student portfolio prepared in accordance with District guidelines, that the student is reading on grade level as evidenced by demonstration of mastery of the standards adopted by the State Board of Education at a level equal to or above Level 2 performance on FCAT or designation on the Florida Standards Assessment.	Student receives intensive tier 2 or tier 3 interventions through the CPS/RtI process and demonstrates increased performance based on progress monitoring data, and student will continue to receive these interventions in the subsequent grade level.	Student demonstrates, through a student portfolio prepared in accordance with District guidelines, that the student is performing on grade level. Student receives intensive tier 2 or tier 3 interventions through the CPS/RtI process and demonstrates increased performance based on progress monitoring data, and student will continue to receive these interventions in the subsequent grade level.



Elementary Good Cause Alternative Promotion Criteria for Reading and Mathematics			
For Elementary English Language Learner (ELL) Students Only	ELL students who have had less than 2 years of instruction in an English for Speakers of Other Languages (ESOL) Program	ELL students who have had less than 2 years of instruction in an ESOL program. ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.	ELL students who have had less than 2 years of instruction in an ESOL program. ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.
For Selected Elementary Students With Disabilities Only**	Student is a third grade student with disabilities who participates in FCAT or the Florida Standards Assessment and who has an IEP or a Section 504 Plan that reflects that the student has received intensive remediation for more than 2 years, but still demonstrates a deficiency in reading and was previously retained in grades K, 1, 2, or 3.	Student is a student with disabilities who participates in District assessments and who has an IEP or Section 504 plan that reflects that the student has received intensive remediation for more than 2 years, but still demonstrates a deficiency in reading and was previously retained.	Student is a student with disabilities who participates in District assessments and who has an IEP or Section 504 plan that reflects that the student has received intensive remediation for more than 2 years, but still demonstrates a deficiency in reading and was previously retained for a total of one year.

* CS/CS/SB 850 also creates a new good cause exemption, by prohibiting a student from being in grade 1, grade 2, or grade 3 for a total of two years if they received intensive reading intervention for two or more years, but still demonstrates a deficiency in reading.

** There shall be a maximum of one retention in kindergarten through fifth grade for students with disabilities unless the parent requests an additional retention. With the exception of a single mandatory retention in grade three, parents may determine at which grade level(s) retentions occur, K-5.

Elementary Retention:

- Students who are retained will receive an intensive program that is different from the previous year's program.
- Students who have been retained and are not making progress in the current program will undergo additional state or District-approved assessment to determine an appropriate intervention.
- No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement; this does not preclude students being promoted based upon Good Cause in accordance with state law and District policy (F.S. 1008.25(6)).
- Parents will be provided with information regarding their child's progress throughout the year. Interim reports indicate if a student is having difficulties and report cards are marked



to show on grade level or below grade level performance.

- Parents will be notified, no later than a week after test scores are received when it appears, that a student may be retained. The notice will specify that the student has not met the proficiency level required for promotion and the reasons the child is not eligible for Good Cause exemptions. The notice will comply with (F.S. 1002.20(11)) to include a description of proposed interventions and supports that will be provided to the child to remediate the identified areas of reading deficiency (F.S.1008.25(7)(b)3). Parents of English Language Learners (ELL) students will be notified in their native language (Meta Consent Decree, 1990). ELL students cannot be retained solely due to lack of proficiency in English. A formal retention recommendation regarding an ELL student shall be made through action of an ELL committee (Meta Consent Decree, 1990) in which the parent will be invited.
- For students retained two or more years, appropriate alternative placements will be made.
- Retained students will be provided with social-emotional support to address the impact of the retention, if needed.
- [Per CS/CS/SB 850, the parent of a third grade student who is at risk of retention may request that the school immediately start compiling a portfolio.](#)

Third Grade Mandatory Retention (F.S. 1008.25 (5)(b)):

1. Third grade students who are retained will be provided, in addition to participation in the District's summer reading camp, with a minimum of ninety minutes of daily, uninterrupted, scientifically research-based reading instruction and other strategies that may include, but are not limited to:
 - a. Integration of science and social studies content within the 90-minute block
 - b. Small group instruction
 - c. Reduced teacher-student ratios
 - d. More frequent progress monitoring
 - e. Tutoring or mentoring
 - f. Transition classes, containing third and fourth grade students
 - g. Extended school day, week, or year
 2. Retained third grade students will be provided a high-performing teacher as determined by student performance data and satisfactory performance appraisals (F.S. 1008.25(7)(b)(5)).
 3. Parents of retained third grade students will be provided at least one of the following options for their child:
 - a. Supplemental tutoring in scientifically research-based reading services in addition to the regular reading block, or
 - b. A mentor or tutor with specialized reading training (F.S. 1008.25(7)(b)(6)(a)(c)).
 4. Second Year Retention: Students retained in third grade who have received intensive instructional services and still do not meet promotion criteria will be retained a second time in third grade (F.S. 1008.25). For students with disabilities, this will occur through a parent request. Second year retained third graders will have access to an Intensive Acceleration Class (IAC) to increase the student's reading level at least two grade levels in one school year. The IAC will include when applicable:
 - a. A reduced teacher-student ratio,
 - b. Provide uninterrupted reading instruction for the majority of student contact time
-



- each day and incorporate opportunities to master grade 4 standards adopted by the State Board of Education in other core subject areas,
- c. Use a reading program from the District's Comprehensive K-12 Reading Plan that is scientifically research-based and has proven results in accelerating student reading achievement within the same school year (F.S. 1008.25(7)(b)(8a-d)),
- d. Provide intensive language and vocabulary instruction using a scientifically research-based program, including use of a speech-language therapist,
- e. Provide social-emotional support to address the impact of the retention.

Any student, including those with disabilities, who does not meet specific levels of performance in reading and/or mathematics for each grade will be provided with additional state or District-approved diagnostic assessments to determine the nature of the student's difficulty, areas of academic need, and strategies for appropriate intervention. The school's Collaborative Problem Solving (CPS) team, employing the Response-to- Intervention (RtI) process, will develop and implement, in consultation with the student's parent, a PMP in the area of deficiency to assist the student in meeting state and District expectations for proficiency (F.S. 1008.25(4)(b)). Students will be progress monitored a minimum of three times per year administering a baseline, mid-year, and end-of-year assessments. Struggling readers exhibiting substantial deficiencies in reading will have more frequent progress monitoring and diagnostic evaluation. Research-based instructional activities that have been shown to be successful with low-performing students will be used. The District may require low-performing students to attend remediation programs held before or after regular school hours or during the summer if transportation is provided.

1. Specific PMP Reading Requirements for Elementary Students in Grades K-5: If a student in grades K-2 exhibits a substantial deficiency in reading based upon District criteria or if a student in grades 3 through 5 scores at Level 2 or below on FCAT (or subsequent State assessment) Reading or state common core assessment or a substantial deficiency is identified through teacher observation, the PMP will:
 - a. Identify the student's specific areas of deficiency identified by a valid and reliable diagnostic assessment in:
 - (1) Oral language
 - (2) Phonemic awareness
 - (3) Phonics
 - (4) Fluency
 - (5) Comprehension
 - (6) Vocabulary
 - b. Identify areas of deficit and recommended interventions,
 - c. Identify the intensive reading instruction and support services to be provided to help the student achieve the desired levels of performance as prescribed by the CPS/RtI process, and
 - d. Document that parental notification has been made in accordance with F.S. 1008.25.

The student's reading proficiency will be reassessed via the CPS/RtI by locally determined



assessments or through teacher observations at the beginning of the grade following the intensive reading instruction. The student will continue to be provided with intensive reading instruction until CPS/RtI team determines the reading deficiency is remediated (F.S. 1008.25(5) (a), 1008.25(7)(b)(7)). The District's Response to Intervention/Instruction (RtI) model guides school Collaborative Problem Solving Teams in implementing a tiered approach to instruction. During Tier 1 (universal instruction), all students will be provided a daily, 120-minute block of literacy/language arts instruction. Strategic intervention Instruction (Tier 2) and Intensive Intervention Instruction (Tier 3) provide students with additional or more intensive instruction than what they have been receiving during their initial reading block. This immediate intensive intervention may include increasing the frequency of small group instruction, the focus or format of instruction, or the size of the instructional group. It may be offered during the school day as a double dose of intervention or after school as a triple dose of intervention instruction. The intensive intervention for students retained in third grade will include effective instructional practices, participation in the summer reading camp, and appropriate teaching methodologies necessary to assist those students in becoming successful readers, able to read at or above grade level, and ready for promotion to the next grade level (F.S. 1008.25(7)).

Specific PMP Mathematics Requirements for Elementary Students Grades K-5: K-2 students, who meet the District criteria for a PMP, receive intensive instruction. If a student in grades 3-6 scores at Level 2 or below on the FCAT (or subsequent State assessment) Mathematics, the student will be required to receive remediation through a PMP. The school's CPS/RtI process will develop and implement, in consultation with the student's parent, a PMP in reading and/or mathematics to assist the student in meeting state and District expectations for proficiency (F.S. 1008.25(4)(b)). The school will provide frequent monitoring of student progress Research-based reading activities that have been shown to be successful in teaching reading to low-performing students will be used.

Middle Grades Requirements:

The middle school curriculum is comprised of courses in core academic and electives providing instruction based on the State's Next Generation Sunshine State Standards and Common Core State Standards, as applicable. These subject areas include language arts/ESOL, mathematics, social science, science, and physical education, music, art, dance, foreign language and career and technical education. In order to be promoted to senior high school, students will successfully complete the following academic courses:

Courses/Subjects*	Course Requirements	Additional Information
Language Arts	Three middle school annual courses	<ul style="list-style-type: none">The courses will emphasize instruction in literature, composition, and technical text.For English Language Learners, the required course is M/Language Arts through ESOL.
Mathematics	Three middle school annual courses	<ul style="list-style-type: none">To earn high school credit for Algebra I, a middle school student must take the



Courses/Subjects*	Course Requirements	Additional Information
		<p>statewide, standardized Algebra I EOC assessment and pass the course. Beginning with the 2013-14 school year and thereafter, a student's performance on the Algebra I EOC assessment constitutes 30 percent of the student's final course grade.</p> <ul style="list-style-type: none"> • To earn high school credit for a geometry course, a middle grades student must take the statewide, standardized geometry EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.
Science	Three middle school annual courses	
Social Science	<p>Three middle school annual courses</p> <p>Civics is one of the required courses. It is offered in 7th grade.</p>	<ul style="list-style-type: none"> • Beginning with students entering grade 6 in the 2012-2013 school year, one of these courses will be at least a one-semester civics education course • Effective, as of the 2013-2014 school year, a student's score on the Civics EOC examination will constitute 30% of the Civics course grade. • Beginning with the 2014-2015 school year, students must earn a passing score on the Civics EOC assessment to pass the Civics course and to be promoted from the middle school to high school. • If a student transfers into the state's public school system after the beginning of the second term of grade 8, they are not required to meet the civics education requirement for promotion, if they have credit for three courses or two-year long courses in social studies which include civics education.
Physical Education	One semester in grades 6, 7, and 8	<p>This requirement may be waived under the following conditions:</p> <ul style="list-style-type: none"> • The student is enrolled in a remedial course. • Students may elect additional physical



Courses/Subjects*	Course Requirements	Additional Information
		education courses.
Career and Education Planning	A course that incorporates career education and planning in 6th, 7th, or 8 th grade.	Students complete a personalized academic and career plan with an emphasis on technology or the application of technology in career fields. The plan will advise students about high school graduation requirements, assessments, college entrance requirements, scholarship opportunities and other pertinent information.

* Each middle school class period will be 52 minutes in duration meeting each of 180 days of the school calendar. Additional elective offerings are discussed in Part E of this section and a summary listing of course codes may be found in **Appendix B**.

Each student will participate in statewide assessment tests at designated grade levels as required by F.S. 1008.22. When a student is enrolled in a course that includes an End-of-course Assessment (EOC), the student will not be required to take the corresponding content area/grade level FCAT (or subsequent State assessment). For students with disabilities who meet state-defined exemption criteria, an alternate assessment will be administered. The school will provide parents with the results of each statewide assessment test. Ongoing assessment is an integral part of the instructional process (F.S. 1008.25(4)). Information to parents of students with disabilities will also be provided with information about required state assessments and End-of-course assessment (EOC) waivers.

- a. Collaborative Problem Solving/Response to Intervention (CPS/RtI) Screening (Rule 6A-6.0331): As part of the CPS/RtI process, the school will universally screen all students to determine the academic needs in each tier so that instruction may be appropriately aligned for the students at the school. Specific interventions shall be initiated as soon as a student first demonstrates deficits in reading, mathematics or behavior.
- b. Suspension of Curriculum (F.S. 1008.22(4)): A regular program of curricula will not be suspended for purposes of administering practice tests or engaging in other test-preparation activities for a statewide assessment. However, the school may choose to engage in the following test-preparation activities for a statewide assessment:
 - (1) Distributing to students sample test books and answer keys published by the Department of Education,
 - (2) Providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula for a student who scores at Level 1 or Level 2 on a prior administration of the statewide assessment,
 - (3) Providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular curricula, for a student who scores at Level 1 or Level 2 on a prior administration of the statewide assessment or a student who, through a diagnostic assessment administered by a the District, is identified as having a deficiency in the content knowledge and skills assessed,
 - (4) Incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses, and/or
 - (5) Administering a practice test or engaging in other test-preparation activities for the statewide assessment, which are determined necessary to familiarize students



with the organization of the assessment, the format of the test items, and the test directions, or which are otherwise necessary for the valid and reliable administration of the assessment.

Promotion to grade nine from a school that includes middle grades 6, 7, and 8, requires that the student must successfully complete the following academic courses and assessments as follows:

- a. Three middle grades or higher courses in English Language Arts (ELA).
- b. Three middle grades or higher courses in mathematics. Each school that includes middle grades.
 - (1) [To earn high school credit for Algebra I, a middle school student must take the statewide, standardized Algebra I EOC assessment and pass the course. Beginning with the 2013-14 school year and thereafter, a student's performance on the Algebra I EOC assessment constitutes 30 percent of the student's final course grade.](#)
 - (2) To earn high school credit for a geometry course, a middle grades student must take the statewide, standardized geometry EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.
- c. Three middle grades or higher courses in social studies to include civics as follows:
 - (1) Middle grades students must complete a one-semester civics education course which includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.
 - (2) Beginning with the 2013-2014 school year, each student's performance on the statewide, standardized EOC assessment in civics education required under F.S. 1008.22 constitutes 30 percent of the student's final course grade.
- d. Three middle grades or higher courses in science.
 - (1) Successful middle grades credit for a high school level Biology I course is not contingent upon the student's performance on the statewide, standardized end-of-course assessment required under F.S. 1008.22. However, beginning with the 2012- 2013 school year, to earn high school credit for a Biology I course, a middle grades student must take the statewide, standardized Biology I end-of-course assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.

Any student, including those with disabilities, who does not meet specific levels of performance in reading and mathematics for each grade, will be provided with additional diagnostic assessments to determine the nature of the student's difficulty, areas of academic need, and strategies for appropriate intervention. The school's Collaborative Problem Solving (CPS) Response-to-Intervention (RtI) team will develop and implement, in consultation with the student's parent, a PMP in the area of deficiency to assist the student that includes the components of the middle school success plan (F.S. 1008.25(4)(b)). The school will progress monitor students scoring below proficiency levels on the state approved standard assessment a minimum of three times per year. This includes a baseline, midyear, and end of year assessment. Research-based instructional activities that have been shown to be successful with low- performing students will be used. If a middle grades student scores Level 1 or Level 2 on FCAT (or subsequent State assessment) reading, or when the state transitions to common



core assessments on the English Language Arts assessments required under s. 10008.22, the following year the student must enroll in and complete a remedial or content area course in which remediation strategies are incorporated into course content delivery. The District may require low-performing students to attend remediation programs held before or after regular school hours or during the summer if transportation is provided.

1. Specific PMP Reading Requirements for Middle Grade Students: If a middle grade student scores at Level 2 or below on FCAT (or subsequent State assessment) Reading or state common core assessment (F. S. 1008.22), the PMP will:
 - a. Identify the student's specific area of deficiency in:
 - (1) Oral language
 - (2) Phonemic awareness
 - (3) Phonics
 - (4) Fluency
 - (5) Comprehension
 - (6) Vocabulary
 - b. Identify the areas of weakness and recommended intervention, and
 - c. Identify the instructional and support services to be provided to help the student achieve the desired levels of performance during the following school year, including either an intensive reading course for students or a content area course in which reading strategies are incorporated into course content delivery, in accordance with the District's Comprehensive K-12 Reading Plan (F.S. 1003.4156(1)(b)).
 2. Specific PMP Mathematics Requirements for Middle Grade Students: If a student scores at Level 2 or below on FCAT (or subsequent State assessment) Mathematics or state common core assessment (F.S. 1008.22), the student will be required to receive remediation during the following year via the District's CPS/RtI model, through a PMP. Remediation may be integrated into the student's required mathematics courses.
 3. [Section 1 of CS/CS/SB 850 expands current legislation to add that a school that includes any grade from 6 through 8 is to include an early warning system and implementation strategies in their annual improvement plans. The early warning system identifies students in grades 6 through 8 who need additional support, indicated by:](#)
 - [a. attendance below 90 percent](#)
 - [b. one or more suspensions](#)
 - [c. course failure in English Language Arts \(ELA\) or mathematics](#)
 - [d. a Level 1 score on statewide standardized exams in ELA or mathematics](#)
 - [e. any other additional district-specific indicators](#)[When a student exhibits two or more of these early warning indicators, a team appointed by the school for purposes of implementing this legislation or the school's child study team \(under Section 1003.02, Florida Statutes\) will convene to determine appropriate intervention.](#)
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Middle Grades Retention:

1. Students who are retained will receive an intensive program that is different from the previous year's program.
2. Students who have been retained and are not making progress in the current program must undergo additional state or District-approved assessment to determine an appropriate intervention.
3. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion or administrative placement (F.S. 1008.25(6)).
4. Parents will be provided with information regarding their child's progress throughout the year. Interim reports indicate if a student is having difficulties and report cards are marked to show on grade level or below grade level performance.
5. Parents will be notified, no later than a week after test scores are received, when it appears that a student may be retained. Parents of English Language Learners (ELL) students will be notified in their native language (Meta Consent Decree, 1990). ELL students cannot be retained solely due to lack of proficiency in English. A formal retention recommendation regarding an ELL student shall be made through action of an ELL committee (Meta Consent Decree, 1990) in which the parent will be invited.
6. For students retained two or more years, appropriate alternative placements will be made.
7. Retained students should be provided with social-emotional support to address the impact of the retention, if needed.

High School Requirements:

High school academic offerings will be consistent with the provisions of the Florida Statutes inclusive of, but not limited to, required curriculum, instruction, assessment, college readiness and graduation. The policy also incorporates all State Standards as referenced in the Florida Statutes and State Board Rules including the Florida Standards for Special Diploma as applicable. Moreover, Wingate Oaks will also implement a Response to Intervention (RtI) approach, similar to the framework identified in the Sponsor's K-12 Comprehensive Reading Plan. The Wingate Oaks curriculum follows a standards-based approach with a focus on mastery as benchmarked by the Florida Comprehensive Assessment Test (or subsequent State assessment) combined with State and District developed formative assessments. The curriculum will continuously reflect high quality instruction and implement research – based strategies, innovations and activities that facilitate achievement for all students.

Reading/Language Arts/Writing: Wingate Oaks has chosen to continue with the implementation of the State-approved Broward County Public Schools - K-12 Comprehensive Research-Based Reading Plan (CRRP). The CRRP will provide teachers a systemic framework for literacy instruction, and will assist all departments in focusing on the teaching of reading and writing throughout each content area of the curriculum. Additionally, it provides core and supplemental reading intervention programming for every student who is reading below grade level. Teachers will address all Florida



Standards and benchmarks for Language Arts instruction, as is required by the FLDOE, and prepare/meet specific objectives which support the development of the stated competencies. Additionally, Wingate will use the Sponsor's *Secondary Struggling Reader Chart* to assist with appropriate interventions for students functioning at a FCAT Level 1 or 2 (or identified levels on the subsequent State assessment). (The District Struggling Reader and Math Charts are found in **Appendix C**.) Wingate will also implement the following: structured independent reading time as needed to foster technical vocabulary and fluency development, reciprocal teaching, CRISS (Creating Independence through Student-owned Strategies), book sharing, cooperative strategies, graphic organizers, marginal note-taking, and will include reading strategies as an integral part of professional development; and encourage family literacy practices.

Technical reading at various performance levels to the extent possible is a strategic component of Wingate's reading program. Through the use of high-interest material, aligned to their career pathways and offered at various reading levels, students begin to develop a stronger vocabulary, supported by a more in-depth comprehension of what they are reading. Aspects of technical reading will be woven into all reading and core courses. Unlike the other content blocks on the students' schedules, reading may be delivered throughout the school year.

Instruction in English will continuously emphasize fundamental functions of language. The content will include, but not be limited to, the study and interpretation of traditional and contemporary literature, application of the writing process, formal grammar and usage in preparation for the Grade Ten, [FSA](#) Writing Assessment (as applicable) and the effective use of speaking and listening skills, higher-order reading skills in preparation for the Florida [Standards Assessment \(FSA\)](#) and applicable End of Course (EOC) exams, and study skills enabling success in school and beyond when entering the world of work. Wingate will provide students daily opportunities to write within each content area in various modes, including, but not limited to, expository, persuasive and narrative. Writing is also a major component of all inquiry based assignments, helping students convey an understanding of their work in a clear, concise manner.

Mathematics: With a focus on increasing the level of rigor, coherence, and clarity, and to remain competitive with national and international measures of student achievement, Wingate Oaks will implement the Mathematics Florida Standards and the objectives from the state course code descriptions for mathematics content in Algebra I and II, Geometry, Integrated Math and Applied Math as the base for instruction. The mathematics program will also incorporate the National Council of Teachers of Mathematics (NCTM) *Focus in High School Mathematics: Reasoning and Sense Making* Curriculum. This is especially relevant in preparing students to face the economic and workforce challenges of an increasingly global, technological society by helping them apply mathematics in a variety of contexts, including their future lives as responsible citizens.

This comprehensive approach to instruction integrates the five areas of math (numbers and operations, measurement, geometry, data analysis and algebra). The curriculum includes the use of manipulative-based activities, models, pictures and symbols to communicate mathematical ideas and demonstrate their applications. Wingate endorses the NCTM's belief that in order for students to receive a high quality mathematics education, they must understand the need for mathematics in everyday life. In addition, the school will offer professional development for teachers to able to make



the connection between the mathematics content and process standards within the curriculum. Moreover, proper delivery of instruction drives academic success when teachers know the learners, know their resources, and are aware of the strategies needed to improve student learning. Therefore, the delivery of instruction will include determining students' current mathematical skills, matching instructional strategies and assessments to the objectives, and planning instruction that is appropriate and challenging to students at all levels. This includes the integration of science, STEM and other career focused activities through inquiry-based learning, which help students comprehend how mathematics is applied in real-life situations.

Furthermore, the School will consistently monitor the mastery of CCSS in order to ensure mathematics instruction is provided in a sequential, consistent, and challenging format. Through the ongoing data analysis, the Wingate standards-based instructional model will continually inform students of their progress while helping them gain a deeper understanding of content rather than a broader base of knowledge. Teachers have the ability to support students as necessary and to structure the mathematics block to leverage time in the most appropriate manner.

Science: The Science curriculum is aligned with the Florida Standards for Science and the content standards of the National Science Education Standards, while incorporating [FSA](#) test item specifications from the State of Florida, as applicable, in daily lesson plans. The purpose of the science program is to provide students with a broad knowledge of scientific concepts while securing a solid foundation for students to pursue postsecondary education as applicable. The science curriculum content includes a combination of direct and inquiry-based, hands-on learning. It is important to provide students with foundational information and skills in a more formalized learning environment in order to set the stage for more independent, discovery learning.

Instruction will include Biology I or its equivalent, with two additional choices resulting in a minimum of three science credits; two courses will include a laboratory component. Each area will emphasize the important role science plays in both acquiring a new body of knowledge and mastering a scientific approach to problem solving. Students will be engaged in science inquiry, constructing an understanding of science concepts through their own investigations and analyses using laboratory equipment. Science instruction at the school will be riddled with questions designed to stimulate higher-order thinking by students. Instructors will promote discussion about the increasingly international context of scientific activity, its impact and limitations, and the continuous evolution of scientific knowledge. Further, the integration of mathematics is an essential aspect of the problem-solving process and plays a pivotal role in addressing interdisciplinary activities. Reinforcement of this interdisciplinary approach through the pairing of science and mathematics instruction will allow sufficient time for any number of student-centered activities to occur in an uninterrupted setting.

Classroom teaching strategies will emphasize active learning, both individually and in groups. Students will be introduced to problem solving, communication, and reasoning through experiments, modeling, investigations, and real-world STEM applications. The integration of technology for blended learning class presentations, independent research, virtual lab experiments and student-developed, inquiry based learning presentations promote a highly engaging and motivational experience for students.



Social Studies: The overarching goal of social studies instruction at Wingate Oaks is to prepare students to be knowledgeable, informed, and active citizens in an increasingly diverse community, nation and interdependent world. To this end, the social studies program promotes civic competence and ensures that the values and ideals that have shaped our democratic nation continue to be instilled in our youth. In addition to addressing the Florida Standards, the Wingate social studies program will incorporate many aspects of the school culture and student empowerment. Following governmental protocols and to the extent possible, students will serve as represents them on school councils. These serve to monitor and advise the Governing Board on matters of safety, academics, environment and careers with a focus on continuous quality improvement. This process provides students with a practical application of many social studies standards and is recommended by the National Council for the Social Studies.

Wingate will also strive to take advantage of the natural correlation of language arts and social studies to offer integrated instructional units. Through interdisciplinary instruction, students implement guided/independent writing activities with a focus on the comprehension of social studies concepts. These concepts will be further explored through the debate process, helping students build and strengthen research and public speaking skills. Teachers will be trained to look for the overlap of science and mathematics standards in social studies instruction. This overlap provides teachers with an opportunity to either introduce or reinforce select standards and show students how education and the world are truly integrated.

Additional thematic units will be designed that integrate the various subjects and address the four key areas of the social studies curriculum: Time, Continuity, and Change (History); People, Places, and Environments (Geography); Government and the Citizen (Civics and Government); and Economics. Wingate will include the following topics in the social studies curriculum per State Statute and District Policy:

African-American History Requirement

History of African peoples before the political conflicts that led to the development of slavery, the passage to America, the enslavement experience, abolition, and the contributions of African Americans to society.

Holocaust Requirement

History of the Holocaust (1933-1945), the systematic, planned annihilation of European Jews and other groups by Nazi Germany, a watershed event in the history of humanity, to be taught in a manner that leads to an investigation of human behavior, an understanding of the ramifications of prejudice, racism, and stereotyping, and an examination of what it means to be a responsible and respectful person, for the purposes of encouraging tolerance of diversity in a pluralistic society and for nurturing and protecting democratic values and institutions.

Hispanic Contributions to the United States Requirement

Hispanic contributions to the United States including, but not limited to, issues related to immigration, impact on society, civil rights, social movements, service



and politics.

Women's Contributions to the United States Requirement

Women's contributions to the United States including, but not limited to, their changing roles, impact during the Revolutionary War, suffrage, growth of the nation, their roles during the Industrial Revolution, overall impact on society, civil rights, politics and social movements.

Veterans Contributions and Recognition

Veterans' contributions to the United States; including the principles of democracy, its governmental and political structure, how to preserve and advance democracy and how students may contribute to the American way of life.

"Celebrate Freedom Week"

Instruction - shall be in accordance with Florida Statutes and district guidelines.

"Disability History and Awareness"

Disability awareness and instruction may be integrated into existing classroom curriculum to expand students' knowledge, understanding, and awareness of individuals with disabilities including the history of the disability and the disability rights movement.

A summary listing of course offerings and course codes for Wingate Oaks may be found in **Appendix B**.

Each student will participate in statewide assessment tests at designated grade levels as required by F.S. 1008.22. When a student is enrolled in a course that includes an End-of-course Assessment (EOC), the student will not be required to take the corresponding [FSA](#). For students with disabilities who meet state-defined exemption criteria, an alternate assessment will be administered. The school will provide parents with the results of each statewide assessment test. Ongoing assessment is an integral part of the instructional process. (F.S. 1008.25(4)). Information to parents of students with disabilities will also be provided with information about required state assessments and End-of-course assessment (EOC) waivers.

1. Collaborative Problem Solving/Response to Intervention (CPS/RtI) Screening (Rule 6A-6.0331): As part of the CPS/RtI process, the school shall universally screen all students to determine the academic needs in each tier so that instruction may be appropriately aligned for the students at the school. Specific interventions shall be initiated as soon as a student first demonstrates deficits in reading, mathematics or behavior.
2. Suspension of Curriculum (F.S. 1008.22(4)): A regular program of curricula shall not be suspended for purposes of administering practice tests or engaging in other test- preparation activities for a statewide assessment. However, a school may engage in the following test- preparation activities for a statewide assessment:
 - a. Distributing to students sample test books and answer keys published by the Department of Education,



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- b. Providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula for a student who scores at Level 1 or Level 2 on a prior administration of the statewide assessment,
 - c. Providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular curricula, for a student who scores at Level 1 or Level 2 on a prior administration of the statewide assessment or a student who, through a diagnostic assessment administered by a the District, is identified as having a deficiency in the content knowledge and skills assessed,
 - d. Incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses, and/or
 - e. Administering a practice test or engaging in other test-preparation activities for the statewide assessment, which are determined necessary to familiarize students with the organization of the assessment, the format of the test items, and the test directions, or which are otherwise necessary for the valid and reliable administration of the assessment.

College Readiness Assessment (F.S. 1008.30):

1. Before the beginning of grade 12, each high school will evaluate the college readiness of each student who scores at Level 2 or Level 3 on the reading portion of the grade 10 FCAT or designated scores on the [FSA](#) (F.S. 1008.22), or Level 2, Level 3, or Level 4 on the Algebra I assessment under F.S. 1008.22.
2. The school will perform this evaluation using the results of the Common Placement Test (CPT), the Postsecondary Education Readiness Test (PERT), ACT, SAT or an equivalent test identified by the State Board of Education. Students who demonstrate readiness by achieving the minimum test scores established by the state board and enroll in a community college within 2 years of achieving such scores shall not be required to enroll in remediation courses as a condition of acceptance to any community college. A successful score on the PERT does not guarantee admission to any postsecondary institution (F.S. 1008.30).
3. The high school shall use the results of the test to advise the students of any identified deficiencies and will provide grade 12 students, and require them to complete, appropriate postsecondary preparatory course before high school graduation as identified in rule by the State Board of Education.

High School Grade Designation:

Grade designation for high school students will be determined as:

1. Following promotion from 8th grade, the student shall be placed in 9th grade, which will designate their cohort.
 2. Following completion of one year designated as a 9th grader, the student will be designated a 10th grader.
 3. Following completion of one year designated as a 10th grader, the student will be designated as an 11th grader.
 4. Following completion of one year as an 11th grader, the student will be designated as a 12th grader.
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Any student, including those with disabilities, who does not meet specific levels of performance in reading and mathematics for each grade, will be provided with additional diagnostic assessments to determine the nature of the student's difficulty, areas of academic need, and strategies for appropriate intervention. The school's Collaborative Problem Solving (CPS) Response-to-Intervention (RtI) team will develop and implement, in consultation with the student's parent, a PMP in the area of deficiency (F.S. 1008.25(4)(b)). The school will progress monitor students scoring below proficiency levels on the state approved standard assessment a minimum of three times per year. This includes a baseline, midyear, and end of year assessment. Research-based instructional activities that have been shown to be successful with low-performing students will be used. Each year a student scores Level 1 or Level 2 on 9th grade or 10th grade FCAT (or [specified score on the FSA](#)) reading, or when implemented, 9th, 10th, or 11th grade common core English Language Arts (ELA) assessments, the student will 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. The District may require low-performing students to attend remediation programs held before or after regular school hours or during the summer if transportation is provided. Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.

1. Remedial instruction will include an intensive program different from the previous year's program.
 - a. Students who must travel to centers or programs pursuant to the provisions of School Board policy will be allowed a period to do so.
 - b. For each year a high school student scores at Level 2 or below on FCAT (or [specified score on the FSA](#)) Reading or the designated level on the state common core assessment (F.S. 1008.22), the PMP will identify:
 - i. The student's specific areas of deficiency in:
 1. Oral language
 2. Phonemic awareness
 3. Phonics
 4. Fluency
 5. Comprehension
 6. Vocabulary
 - ii. The areas of weakness and recommended intervention.
 - iii. The instructional and support services to be provided during the following school year to help the student achieve the desired levels of performance will include either an intensive reading course or a content area course in which reading strategies are delivered in accordance with the District's Comprehensive K-12 Reading Plan (F.S. 1003.4156(1)(b)).
 - c. For each year in which a student scores Level 2 or below on the Algebra I EOC assessment, or upon transition to the common core Algebra I assessment, the student will receive a PMP including enrollment and completion in 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. PMPs and Learning Contracts: For students attending Schools of Choice, the learning contract will serve as the student's PMP.

PMP Reviews: Progress Monitoring Plans in reading will be reviewed at least annually, or as specified by the CPS/RtI process to address additional support and services needed to remediate the identified areas of reading deficiency. A portfolio will be completed for the student in accordance with District requirements. (F.S. 1008.25(7)(b)1).

A student may be awarded a standard diploma at which time he/she meets all graduation requirements. A student who graduates early from high school may continue to participate in school activities during his/her four-year cohort period, and will continue to be ranked with this cohort. The student shall be included in all awards and honors with his/her cohort. The information below provides additional information regarding a number of graduation requirements. The charts in **Appendix D** provide specific information regarding requirements depending on what year the student entered grade 9.

1. Education, Florida Comprehensive Assessment Test (or subsequent State assessment)
 - a. For students entering 9th grade in 2009-2010 and prior, the FCAT (or subsequent State assessment) requirement includes passing scores in reading and in mathematics.
 - b. For students entering 9th grade in 2010-2011, students must earn passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with the passing scores on the FCAT (or subsequent State assessment)(ACT or SAT).
 - c. The requirement for a passing score on the FCAT (or subsequent State assessment) may be waived for students with disabilities for whom the IEP committee determines that the FCAT (or subsequent State assessment) cannot accurately measure the student's abilities, taking into consideration all reasonable accommodations. The IEP committee will provide supporting documentation that the student has mastered the 10th grade standards adopted by the State Board of Education (F.S. 1003.43(11)(b)). Information about the FCAT waiver will be provided to parents of students with disabilities.
 - d. A student who has not earned passing scores on the Grade 10 FCAT (or subsequent State assessment) must participate in each retake of the assessment until the student earns passing scores or achieves scores on a standardized assessment, which are concordant with passing scores.
2. Grade Point Average (GPA):
 - a. All courses shall be counted as attempts for credit when calculating all grade point averages except when the forgiveness rule has been applied or when course validation is used (e.g. transfer credit from home education).
 - b. Class rank shall be computed based upon the student's cohort. All attempted high school credits earned shall be calculated for class rank, including dual enrollment early admission, adult education, and transfer credit. Students transferring from



one SBBC high school to another in the last 2 semesters (or 4 for block schools) shall not displace, for class ranking recognition purposes, any other student.

3. Additional Graduation Information:

a. Certificate of Completion:

- i. A student may receive a standard Certificate of Completion when he/she completes the minimum number of required credits as defined in the graduation charts, but is unable to meet one or more of the following:
 1. Passing score on the Grade 10 FCAT or [FSA as applicable](#) (F.S. 1008.228) or scores on a standardized test that are concordant with the passing scores on the FCAT or [FSA](#) (F.S. 1008.228) (ACT or SAT).
 2. Cumulative unweighted grade point average of 2.0.
- ii. A student who has received a Standard Certificate of Completion may elect to remain in the secondary school either as a full-time or part-time student for up to one additional year and receive special instruction designed to remedy his or her identified deficiencies (F.S. 1003.43(10)(b)).
- iii. A student who receives a standard Certificate of Completion may participate in the graduation ceremonies with his or her class.

b. Students with Disabilities:

- i. Students with disabilities, eligible under IDEA, may remain in or return to school until receipt of a standard diploma or until the end of the school year in which they turn 22 years of age. A student with a disability, for whom the IEP committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of- course assessment results waived for the purpose of determining the student's course grade and credit.
- ii. [Section 1003.5716, Florida Statutes, is created by Section 20, CS/CS/SB 850. This section of the bill ensures "quality planning for a successful transition of a student with a disability to postsecondary education and career opportunities." Planning is done via an IEP which must include statements of:](#)
 - i.) [Intent to pursue a standard high school diploma and a scholar or Merit designation.](#)
 - ii.) [Intent to receive a standard high school diploma before the student attains the age of 22 and a description of how the student will fully meet the requirements.](#)
 - iii.) [Appropriate measurable long-term postsecondary education and career goals based upon age-appropriate transition assessments](#)
- iii. [Section 1003.4282\(10\), Florida Statutes, is created by Section 33 of CS/CS/SB 850. Declaration shall be made regarding intent for the student with a disability to graduate from high school with either a standard high school diploma or a certificate of completion. However, a student with a disability who does not satisfy the standard high school diploma requirements pursuant to this section shall be awarded a certificate of completion.](#)



This section provides additional opportunities for a student with a disability to satisfy the requirements for a standard high school diploma. These provisions apply to students entering grade 9 in the 2014-15 school year and thereafter.

- iv. In addition, this section provides a student who has a disability and for whom the Florida Alternate Assessment (FAA) is the most appropriate measure of the student's skills with the opportunity to satisfy the requirements for a standard high school diploma through the following:
 - i.) A combination of appropriate course substitutions, assessments, industry certifications and other options that meet the criteria established by State Board of Education rule.
 - ii.) A portfolio of quantifiable evidence that documents a student's mastery of academic standards through rigorous metrics that are established in State Board of Education rule.
- v. For a student with a disability for whom the IEP team determines that mastery of academic and employment competencies is the most appropriate way for a student to demonstrate his or her skills, the requirements may be met through documentation of the following:
 - i) Completion of the minimum high school graduation requirements (including the number of course credits prescribed by rules of the State Board of Education).
 - ii) Achievement of annual goals and short-term objectives for academic and employment competencies, industry certifications and occupational completion points verified by the IEP team.
 - iii) Successful employment for a specified number of hours per week and payment of the minimum wage.
 - iv) Mastery of academic and employment competencies, industry certifications and industry completion points verified by the IEP team, the employer and the teacher.

This section of the bill also provides for the development of a transition plan which specifies requirements. This plan is developed and signed by the student, parent, teacher and employer. In addition, this section allows a student to defer receipt of the standard high school diploma under certain conditions. Also, a student with a disability that has received a certificate of completion may continue to receive services through age 21 years. Furthermore, any waiver of the statewide standardized assessment requirements by the IEP team must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent.

Virtual Education:

Wingate Oaks will base its regular education program on Florida Virtual School courses and/or courses offered by the District's Florida Virtual School franchise program (Broward Virtual Education) in grades K-12 and will not limit student access even if the school offers the same



[course.](#)

1. However, the school administrator will determine if the student is academically qualified for the virtual course based on the student's academic history, grade level, and age (F.S. 1002.37(3)(c)).
2. Students may not enroll in the same course at Florida Virtual School or the District's Florida Virtual School franchise program when concurrently enrolled in the course at the school.
3. The school will allow student access to Florida Virtual School as part of the students' full day curriculum through an approved agreement with Florida Virtual School to serve students during the school day. Such agreement is not needed for students who wish to take a Florida Virtual School course outside of the school day.
4. A student whose Individual Educational Plan indicates that full-time virtual instruction is appropriate may be enrolled in a full-time virtual instruction program.

[Wingate Oaks will comply with all recent changes to the Florida Statutes or State Board Rules and subsequent changes to the Sponsor's Policies regardless of any oversight in the preparation of this application.](#)

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

[Current State data available on Wingate Oaks shows that the school has met or exceeded its 2014 Annual Measureable Objectives \(AMOs\) in reading and mathematics. Moreover, when comparing Wingate's progress to the other comparable District schools, Wingate Oaks continues to outperform both of them \(see chart below\).](#)

School Name	% Making Reading Gains in 2014	% Making Math Gains in 2014	Percent Tested
BRIGHT HORIZONS	41	27	100
WINGATE OAKS CENTER	48	60	100
THE QUEST CENTER	41	48	97

[Source: 2013-2014 Preliminary Alternative School Improvement Rating
Florida Department of Education, 2014](#)

[As a conversion charter maintaining over 90% of its current staff, Wingate Oaks will continue to employ and improve upon its existing BCPS curriculum and support mechanisms to ensure this progress continues.](#)

In recent years there has been an interest in promoting learning in general education academic standards through teaching content to students with significant cognitive disabilities. In response to



this movement, states have created alternate assessments to measure student progress on modified standards that are aligned to the student's IEP and reflect an understanding of modified content in core academic areas aligned to state standards for general education students. Current federal policy including the reauthorization of the Individual with Disabilities Education Act (IDEA) requires that students with disabilities be included in all large-scale assessments with alternate assessment made available starting July 1, 2000. The US Department of Education in 2005 noted that alternate assessments must align to general education academic standards and grade-level content, although it may be restricted in scope or complexity and take the form of introductory or prerequisite skills. Research shows that by utilizing this approach the most important benefit for learning is increased expectations for students with significant cognitive disabilities.

This approach will be supported by the Wingate Oaks' continual implementation of the Sponsor's Student Progression Plan, its K-12 Comprehensive Research-Based Reading Plans and the Comprehensive Problem Solving/Response to Intervention, research-based approaches. To further ensure alignment with the Sponsor's academic focus, Wingate Oaks will acquire the same basal textbooks for its core academic offerings for those students capable of using the material in either a traditional or digital format.

Research from the University of North Carolina, Charlotte as well as the National Council of Teachers of English and the National Council of Teachers of Mathematics show the benefits for teaching core content area modified academic standards to students with significant cognitive disabilities. The Center for Applied Special Technology (CAST) has developed a central design principal for collaboration known as the Universal Design for Learning (UDL). This work is based on the universal design for architecture developed by Burgstahler in 2001, where he advocated for buildings that were designed from their inception to meet the needs of all people with regards to access. Similarly, the UDL is a way for general and special education professionals to collaborate and design curriculum that is accessible from its inception to the needs of all learners before the fact, rather than as an afterthought. Three variables are considered to help guide planning: representation, expression and engagement. Representation refers to modifying the presentation of classroom materials to meet the needs of diverse learners. Expression refers to alternate methods of communication to students with limited speech, taking into consideration the way each student is able to express himself or herself. This may be through the use of an augmentative communication device or by using a card that represents a word as a means of response. Engagement refers to the use of strategies that involve students with disabilities in the learning process, such as repetition, reinforcement, and appropriate pacing strategies.

Differentiated instruction throughout the curriculum will assist all students in reaching their highest potential. The school will employ various research-based approaches, including, but not limited to the High Yield Strategies set forth by Dr. Robert Marzano detailed in *Section 7C* of this application, in support of the educational mission. Effective strategies such as tutoring will be used not only to adapt instruction for students who need additional help but also to enrich instruction for students able to accelerate their learning.

Research has shown that it is not the specific reading program, but the certainty of reading time with appropriate guidance that promotes a solid foundation (Ivey and Broadus, 2000). The research



indicates that this is accomplished by, “(a) moving independent reading to the forefront of instruction, (b) providing access to varied reading materials, (c) approaching reading instruction as a developmental process, and (d) learning about individual students as readers and writers.” Optimally, this will be implemented over the entire K -12 continuum of instruction, with the available reading materials that include nonfiction works addressing areas of student interest. This avenue is further supported by research conducted at the Center on Response to Intervention (2011). The Center reported on research conducted at 42 schools in the core areas of literacy and numeracy. Key elements cited in the successful implementation of tier two and three interventions included smaller group size (e.g. 1:10 teacher-student ratio), homogeneous grouping to target specific deficiencies, and increased frequency of instruction and or reinforcement. Systematic progress monitoring and shared decision-making among school staff were also discussed in terms of developing appropriate interventions for the targeted group(s).

Wingate Oaks Center Charter School will implement a curriculum based on the design principals of UDL, aligned to the access points for sunshine state standards and common core connectors that promote a modified fully academic curriculum grounded in real-world activities. This will be further enhanced by the use of inquiry-based teaching and learning, which has proven to increase performance of all students regardless of academic level and socioeconomic background. Low performing students that are engaged in self-assessment and inquisitive thinking earned scores closer to that of higher performing students (White, Shimoda and Frederiksen 1999). This type of learning also empowers students to get and stay involved in their learning. Students are able to find their own connections to real-world situations, which bring a deeper meaning to the learning process. It has also been found that inquiry-based curriculum yield significant gains in student achievement without sacrificing state curriculum standards (Marx, Blumenfeld, Krajcik, et al. 2004).

The curriculum standards and instructional strategies will be further enhanced utilizing evidenced-based methods for delivering instruction to a population of students with intellectual disabilities. These methods include antecedent-based intervention, cognitive behavioral intervention, discrete trial teaching, extinction, functional behavior assessment, functional communication training, modeling, picture-exchange communication system, pivotal response training, prompting, reinforcement, scripting, social skills training, task analysis, time delay and visual supports. All of the above strategies have been found in a recent report by the US Department of Education, Special Educations Program to be effective in working with students that experience a variety of learning and behavioral deficits. It is the purpose of the Wingate Oaks Center Charter School to provide parents of children with the most significant cognitive and intellectual impairments genuine intervention choices founded upon evidence-based strategies to make meaningful academic progress in a parent-friendly atmosphere.

Another important dimension of the Wingate Oaks’ curricular approach to instruction involves the use of technology. While the significance of technology is clear in the realm of the delivery and analysis of assessments and in the continual monitoring of academic progress, it will also serve both students and teachers in the delivery and mastery of standards-based content. Computer tutorials can produce very favorable results in natural and social science instruction. Effects of tutorials on test scores in a meta-analysis of studies were large enough to be considered educationally meaningful and were also unusually large for field studies in education. Tutoring effects on student attitudes toward instruction and science were also large. Evaluation studies suggest that student attitudes go up



dramatically when students receive some of their instruction from computer tutorials (Kulik, 2002). Moreover, Students with moderate to intensive disabilities need individualized instruction, repeated practice with immediate feedback, and frequent opportunities to increase their independent functioning. Customized computer games can provide a means for meeting these student needs. The flexibility of programming instruction with computers allows for a wide range of possibilities. Computer games can be customized to each student's IEP objectives, modes of responding, and reinforcer preferences (e.g., animated characters, colors, sound effects). Further, Teachers of students with moderate to intensive disabilities can learn to make customized computer games designed to meet each of their students' unique academic learning needs (Everhart, Alber-Morgan and Park, 2011).

A study of learning disabled secondary students who were reading three to four grade levels below placement were shown to lack decoding and word recognition, essential to fluency and comprehension. Through the use of hypertext Web links to deliver a supported reading comprehension environment that included interactivity and multimedia, comprehension instruction was shown to effectively motivate and teach readers to learn and to use comprehension strategies that were of benefit (Rose and Dalton, 2002). This approach is also grounded in Universal Design for Learning theory (UDL), which focuses on the need for instructional methods and materials that provide students a flexible system of supports for both access and learning. An important benefit of designing for diversity is that all users tend to benefit from the results.

While there has been debate over the ability of classroom teachers to adequately differentiate instruction, there is also strong evidence that this can be more easily attained through the use of student empowerment and technology. Giving students choice, some education experts argue, may be as important as deciphering ability levels before differentiating. In particular, this allows high school students to practice the critical thinking and problem-solving skills needed in the current economy. Further, when combined with putting content on computers and having the teacher adjust the software settings to suit student-learning goals, rich programs can be implemented (Pappano, 2010).

One of the biggest impediments to a school-wide focus on learning, inquiry and reflection occurring is the lack of time for teacher collaboration. What is clear from research is that traditional forms of management must be modified to be more horizontal and less hierarchical for teacher leadership to flourish. In a time that demands a higher standard of annual progress for all students, it seems prudent to encourage and foster teacher leadership by providing the resources, culture, and structures it needs to thrive. Research also indicates that interdisciplinary teaming and collaboration improves teachers' work climate and job satisfaction, leads to increases in parental contact, and contributes to students' higher academic achievement. Schools that have used such collaborative structures to empower teachers have significantly higher progress scores, better student adjustment and behavior, increased parental involvement, and experience a more positive school climate (Mertens, Flowers, and Mulhall 2001).

This research is further substantiated by several studies on professional learning communities (PLCs) that helps to foster changes in teaching cultures is teacher authority. Teacher authority is the ability of teachers to make decisions regarding both the processes of their learning communities and aspects of



school governance. Research in this regard (Vescio, Ross and Adams, 2006) noted that such empowerment prompted greater staff learning and a subsequent increase in student achievement. Further, multiple studies (Berry et al., 2005; Hollins et al., 2004; Phillips, 2003; Strahan, 2003; Supovitz, 2002; Supovitz & Christman, 2003) that examined the relationship between teachers' participation in professional learning communities and student achievement found that student learning improved.

When examining student performance on discrete FLVS courses, various studies have been completed. Among these is a study of pretest/posttest comparisons of students' performance based on nine module tests, which covered the total content for the course (Education Research Institute of America, 2012). For each of the comparisons across the 9 modules, the increases were statistically significant ($\leq .0001$), indicating a difference that would occur by chance less than 1 out of 10,000 repetitions. The effect size, an even more significant estimate of the strength of a change, was very large for all of the modules. Perhaps of even greater significance is that the growth from pretesting to posttesting increased across the 9 modules as highlighted on the following chart.

Group	Pretest Percent	Posttest Percent	Gain
Gender Groups			
Female	46%	81%	35%
Male	46%	83%	37%
Socio-Economic Groups			
Lower	46%	80%	34%
Higher	46%	83%	37%
Ethnic Groups			
White	45%	82%	37%
Minority	49%	81%	32%
Multi-Ethnic	47%	83%	36%

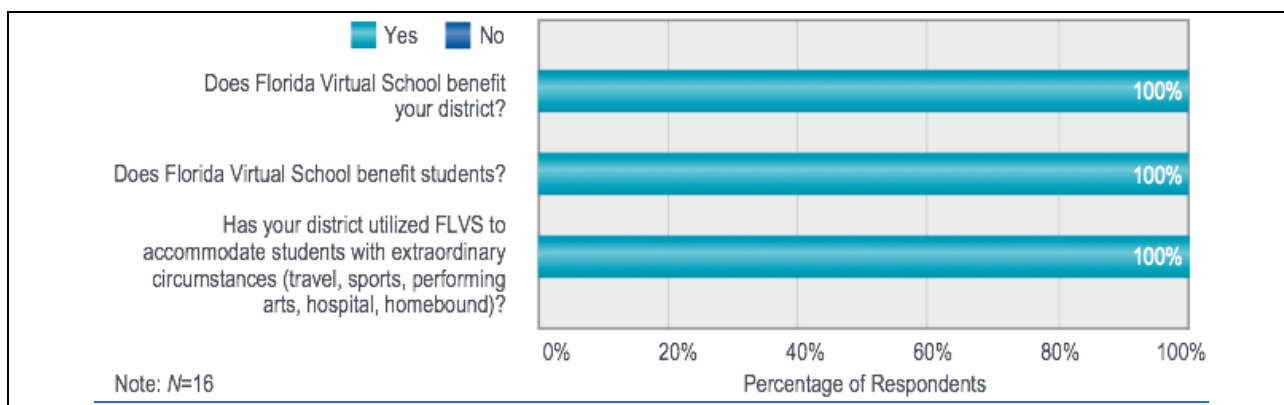
Other studies including content areas of Biology, History, Economics and Geometry may be found at <http://www.flvs.net/areas/aboutus/Pages/Research.aspx>.

One of the few comprehensive initiatives to address virtual K–12 teacher preparation education at the undergraduate level was the Teacher Education Goes into Virtual Schooling (TEGIVS) project. This three-year, federally funded project was designed to integrate a comprehensive virtual school curriculum into four diverse programs of pre-service teacher education for the first time. The higher education institutions involved included a land-grant university (Iowa State University); a large, public, southern university (University of Florida); a highly selective eastern university (University of Virginia); and a liberal arts college (Graceland University), along with several Midwest campuses including a virtual campus. Although the grant ended in 2008, some of the work was sustained in undergraduate and graduate course work, certificate programs and partnerships with virtual schools at the University of Florida, Boise State University, Plymouth State, Wayne State and Iowa State University. In addition, other programs have developed around the provision of professional development to online educators (Natale 2011)Some of the most comprehensive programs are now offered by FLVS, ACCESS Distance Learning [Alabama], North Carolina Virtual School, Virtual



[High School Global Consortium and Michigan Virtual University \(Barbour and Unger 2009; Davis and Rose 2007\).](#)

[In a 2013 survey of participating Florida school districts, including Broward County Public Schools, district respondents answered three questions about the benefits that FLVS provides to their district and its students; their responses are displayed in following chart:](#)



[Florida Virtual School accreditation and proven measures of success include:](#)

- [• Approved by the Florida Department of Education and the Florida Legislature, FLVS FT is operated in partnership between Florida Virtual School and Connections Academy, a division of Connections Education LLC](#)
- [• Florida Virtual School and Connections Education LLC are both accredited by the national accreditation commission AdvancED](#)
- [• FLVS FT students have been accepted to many of the nation's best colleges and universities, including Brown University, The Citadel, Florida State University, Harvard University, University of Florida, University of Miami, and the U.S. Military Academy at West Point](#)

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 of strategies for students who are reading at grade level or higher and a separate curriculum and strategy for students reading below grade level.

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

At the core of the Wingate Oaks Charter School is an evidence-based intervention system grounded by modified academic standards in reading and language arts designed to develop communication skills in students with the most significant cognitive impairments. At the foundation of all that we do, Wingate Oaks Center Charter School is in full agreement with the National Center and State Collaborative (NCSC) which Florida is one of the five consortia that developed the common core connectors. Wingate's participation in the training offered through the consortia has assisted staff in developing reliable communication systems for students with significant cognitive impairments as a priority educational need.



Guided by the Sponsor's Comprehensive Research-Based Reading Plan (CRRP), the reading approach at Wingate Charter will be based on the premise that for students with disabilities, the ability to communicate effectively is the cornerstone of interacting in life's traditional activities. It is clearly understood that reading is the ability to comprehend language by grasping the meaning of written or printed characters, words, or sentences. Reading involves a wide variety of print and non-print texts that help a reader gain an understanding of what is being read. All students should have the opportunity to access text for the purpose of gaining knowledge, acquiring information, sharing experiences and personal fulfillment. While some students will learn to access literature through traditional reading (comprehending written text), others, specifically students with cognitive disabilities will gain access through shared or recorded literature, specially designed text, and/or the use of technology.

Writing is the recording of language in a visible or tactile format through the use of a set of signs or symbols. All students should have the opportunity to create permanent products for the purpose of sharing information, stories, and opinions. For students with significant cognitive disabilities this may range from traditional forms of text production (handwriting or typing) to using assistive technology to develop permanent narrative and informational products.

Reading research and the State of Florida *Reading Program Specifications* recognize the need for a comprehensive approach to reading, especially for students who may not have been entirely successful. This approach includes:

- Significant instructional time dedicated to reading instruction.
- Explicit systemic approach to instruction through skill scaffolding and monitoring of student learning gains.
- Students actively engage in learning during instructional time.
- Progress monitoring of skill acquisition will be periodically administered throughout the school year to detect and steer reading progress.

Regardless of the approach to reading, a strong vocabulary, coupled with comprehension and study strategies that can be used across a broad range of texts (print and nonprint materials) in all disciplines is essential (Draper, 2010; Lapp & Moss, 2012). Further, as observed by Moore et al (1999), the following can serve as the underpinnings for such development:

- Activating their prior knowledge of the topic and text
- Predicting and questioning themselves about what they read
- Making connections to their lives and other texts and to their expanding worlds
- Summarizing key ideas
- Synthesizing information from various sources
- Identifying, understanding, and remembering key vocabulary
- Attending to text cues and features to recognize how a text is organized, then using that text



organization as a tool for learning

- Organizing information in notes, graphs and charts, or other representations of key ideas
- Searching the Internet and other resources for related information
- Monitoring and judging their own understanding
- Evaluating authors' ideas and perspectives

Therefore, all teachers can effectively support all learners as they interact with a variety of texts by teaching these general strategies through the discipline-specific print and nonprint materials that continue to expand rapidly (Moje, 2007, 2008; Shanahan & Shanahan, 2008).

Core Reading: Wingate's core reading program is based upon daily instruction in reading, which aligns with the Sponsor's *K-12 Comprehensive Research Based Reading Plan (CRRP)*. Wingate will also use the Sponsor's selection of State-adopted texts, to the extent possible, for the school's program. Instruction and activities will be designed to meet the needs of on-level learners, advanced learners, English-language learners and most of all - below-level learners, in addition to meeting and/or exceeding the rigorous school reading requirements outlined in 1008.25 and 1003.415, F.S.

In addition to the more formalized approach taken in the daily reading classes, teachers will also embed CRISS (Creating Independence through Student-Owned Strategies), as appropriate, into their lessons supported by collaboration during the teachers' common planning time. This daily block of time allows teachers and specialists an opportunity to co-develop content with a variety of strategies that can be used across all subject areas – sustaining the instruction of the core reading program.

Among these shared strategies are several from CRISS, which may include, but are not limited to:

- Graphic Organizers
- Anticipation Guides
- One sentence summaries
- 12 minute studies
- Mind Streaming

Wingate will also assist students in developing a more sophisticated vocabulary that can serve them in their transition to the work force or post secondary educational pursuits. This includes a variety of elements embedded in the Common Core State (Florida) Standards including teachers focusing instruction on more general words, which are then explicitly taught and reinforced across all content areas. The process occurs each week, with teachers identifying the words in advance to appropriately embed them into their respective content areas. Additional CCSS integration specifically addresses:

- Literary and Informational Texts
- Key Ideas and Details
- Craft and Structure
- Integration of Knowledge and Ideas
- Range and Level of Text Complexity



The District's Response to Instruction/Intervention (RtI) model, guided by the school Collaborative Problem Solving (CPS) teams will implement a tiered approach to instructional delivery that includes fidelity of instruction using the Comprehensive Core Reading Program (CCRP) and supplemental reading interventions of increasingly higher instructional intensity. This multi-tiered approach to providing initial and intervention instruction to students at increasing levels of intensity is based on students' needs as evidenced through analysis of diagnostic and progress monitoring data.

Collaborative Problem Solving at all tier levels is a cyclical process that involves analyzing data to identify the problem and determine why the problem is occurring, implementing an instructional plan to target specific differentiated student needs, and evaluating the instructional plan to ensure effective response to the intervention.

At the **elementary level**, Tier 1 universal instruction for all students will be provided in a daily, 90-minute block of uninterrupted reading instruction following the high quality, explicit, and systematic initial instructional plan of the Macmillan/McGraw-Hill Treasures Comprehensive Core Reading Program (CCRP). The Treasures CCRP is state adopted and meets the criteria of a scientifically, research based reading series that incorporates the reading and language arts Common Core State (Florida) Standards.

The Treasures CCRP provides comprehensive lesson plans for both whole and small group instruction using an explicit, systematic, and interactive instructional design focused on the six essential components of reading instruction (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension). The Treasures CCRP provides guidance to teachers in delivering differentiated instruction for diverse learners with lesson plan sequences coordinated to move instructional delivery from cognitively simple skills and strategies to more complex skills and strategies. Just as the skill and strategy levels increase in complexity, the variety of text genres increase from the simple to more complex levels. Techniques such as modeling, previewing and predicting, visualizing, summarizing, clarifying, and direct instruction in strategic reading will be embedded throughout the program.

Small group instructional lesson plans that are aligned to the whole group lessons and differentiated to meet the needs of on-level learners, advanced learners, below-level learners, and English language learners will also be provided in the Treasures CCRP. Integrated within the small group lesson plans is a scope and sequence that provides teachers guidance in delivering strategy and skill instruction based on the specific differentiated needs of all students. Daily lessons for small group will incorporate the use of leveled readers and decodable texts to provide numerous reading opportunities for application and mastery of skills and strategies within and across a variety of reading contexts that include multiple genres. A variety of both informal and formal assessment opportunities included in the Treasures CCRP and recommended on the District's Elementary Struggling Reader Chart to monitor students' progress and match students with appropriately leveled text for independent, instructional, and challenging reading experiences will be implemented.

To achieve mastery of the State Standards, literacy instruction must be focused across all content areas using the CCRP and all supplemental resources available in schools. Teachers will provide rigorous instruction in the essential components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension); high-level reasoning using critical thinking skills



through close analytical reading of complex text; writing to sources using claims and evidence from the text; and presentation tasks involving speaking, listening, language, research, and digital media tools. Teachers will also infuse the Standards in daily instruction using a gradual release model that moves students towards independence with complex, grade level content area and literary texts.

The instructional focus of literacy includes, but is not limited to the following:

- Use complex informational text for instruction at a ratio matching (50% informational text to 50% literary text)
- Make the close reading of texts central to lessons—rather than ancillary—and focus on texts that elicit close reading and re-reading for understanding
- Provide effective instructional scaffolding that enables all students to access complex texts directly without preempting or replacing a text by translating its contents for students
- Provide a gradual release of responsibility towards decreasing teacher scaffolding and increasing student independence as demanded for success on accountability measures such as on State assessments.
- Ask text-dependent questions that require students to cite strong and thorough textual evidence to demonstrate they follow the details of what is explicitly stated as well as make inferences from the text, ensuring valid claims are based on evidence in the text
- Provide extensive writing opportunities for students to draw evidence from texts (i.e., write to sources) to support logical inferences and reasoning, present careful analyses, and construct objective summaries of information
- Ensure that questions and learning tasks require careful comprehension of the text before asking for further connections, evaluation, or interpretation
- Support students in writing arguments and analyses using valid reasoning and relevant evidence
- Engage students in literacy learning tasks in which they integrate multiple sources of information presented in diverse formats and media
- Engage students in research to answer substantive questions (including those that are student-generated), investigate and solve a problem, narrow or broaden an inquiry, and synthesize multiple resources
- Ensure that word study focuses on students using a variety of strategies to acquire and use academic and content-specific words sufficient for reading, writing speaking, and listening.

To achieve mastery of the Florida Standards with associated benchmarks and achieve College and/or Career Readiness as defined by the Florida Standards, literacy instruction at the **secondary level**, instruction will be focused across all content areas. All teachers will provide rigorous instruction in vocabulary, comprehension strategies, and high-level reasoning and critical thinking skills through close analytic reading of complex text, writing to sources using claims and evidence from the text, and presentation tasks involving speaking, listening, language, research and digital media, tools, and strategies. Teachers will infuse Florida Standard benchmark strategies and in daily instruction using a gradual release model with highly complex, grade level content area and literary texts.

This literacy instructional focus includes, but is not limited to:



-
- Use complex informational text for instruction at a ratio matching (60% informational text to 40% literary text).
 - Make the close reading of texts central to lessons—rather than ancillary—and focus on texts that elicit close reading and re-reading for understanding.
 - Provide effective instruction scaffolding that enable all students to access complex texts directly without preempting or replacing a text by translating its contents for students.
 - Provide a gradual movement towards decreasing scaffolding and increasing independence as demanded for college and the workplace and for success on high stakes tests such as end of course exams (EOCs), FSA and other forthcoming assessments.
 - Ask text-dependent questions that require students to cite strong and thorough textual evidence to demonstrate that they follow the details of what is explicitly stated as well as make inferences from the text, ensuring that valid claims square with all the evidence in the text.
 - Provide extensive writing opportunities for students to draw evidence from texts (i.e., write to sources) supporting logical inferences, evaluate reasoning, themes, purposes, and rhetorical features, presenting careful analyses, well-defended claims, and clear objective summaries of information.
 - Ensure that questions and learning tasks require careful comprehension of the text before asking for further connections, evaluation, or interpretation. Students should demonstrate understanding of what they read before engaging their opinions, appraisals, or interpretations.
 - Support students in writing arguments and analyses of substantive works using valid reasoning and relevant evidence.
 - Engage students in literacy learning tasks in which they integrate multiple sources of information presented in diverse formats and media, including quantitative, visual, and oral media sources.
 - Engage students in extensive research at least once a quarter to answer substantive questions (including those that are student-generated), investigate and solve a problem, narrow or broaden an inquiry, and synthesize multiple resources.
 - Ensure that word study focuses on students using a variety of strategies to acquire and use academic and domain-specific words sufficient for reading, writing, speaking, and listening at the college and career readiness level, including figurative, connotative, and technical meanings, and multiple meaning words.
 - Model instructional using the gradual release model that moves students towards independence with complex, grade level texts.

The Florida Standards place an increasing emphasis on helping students to independently read the range and complexity of texts required to be college and career ready. For success, change in instructional processes and focus across all content areas must accompany implementation of these standards, as adopted by the State:

- Building Knowledge in the Disciplines: Content area teachers outside of the English language arts classroom emphasize literacy experiences in planning and instruction. Students learn through domain-specific texts in science, social studies, and technical subjects. Rather than referring to the text, they are expected to learn from what they read.



- Staircase of complexity to prepare students for the complexity of College and Career Ready texts: Students read grade appropriate texts around which instruction is centered. Teachers are patient, create more time and space in the curriculum for close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level to access complex text.
- Students engage in rich and rigorous conversations dependent on a common text: Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text.
- Writing from sources: Students use evidence from the text to inform or make an argument rather than engage in personal narrative and other forms of decontextualized prompts. While the narrative still has an important role, students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read.
- Students build academic vocabulary to access grade level complex texts: By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers build students’ ability to access more complex texts across the content areas.

The District supports and provides professional learning for the Just Read, Florida! “Ten Guiding Principles for Close Analytic Reading”:

- Make close reading and rereading of texts central to instruction, rather than ancillary.
- Provide scaffolding that does not preempt or replace text.
- Ask text dependent questions from a range of question types.
- Emphasize students supporting answers based upon evidence from the text.
- Provide extensive research and writing opportunities (claims and evidence).
- Offer regular opportunities for students to share ideas, evidence and research.
- Offer systematic instruction in vocabulary.
- Ensure wide reading from complex text that varies in length.
- Provide explicit instruction in applied grammar and conventions.
- Cultivate students’ independence.

Guided by teacher instructions, reading/literacy teachers will model effective reading strategies and guide students through pre-reading, during reading, and post-reading techniques that will strengthen metacognition and self-monitor their own comprehension. Based on the research, teachers will use systematic, direct and differentiated instruction in their curriculum delivery while implementing the above-mentioned research-based strategies as follows:

- **Systematic instruction** will involve a carefully designed sequence plan for instruction. The plan for systematic instruction is carefully thought out, strategic and designed before activities and lessons are developed. Systematic instruction is clearly linked within, as well as across, the six elements of reading instruction (oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension). For systematic instruction, lessons build on previously taught information, from simple to complex, with clear, concise student objectives that are driven by ongoing assessment. Students are provided appropriate practice opportunities, which directly reflect instruction.



- **Direct instruction** is an instructional approach that utilizes explicit and structured teaching routines. A teacher using direct instruction models, explains, and guides the students through extended practice of a skill or concept until mastery is achieved. The lessons are fast paced, students are academically engaged, and teachers are enthusiastically delivering instruction. Direct instruction is appropriate instruction for all learners and in all settings (whole group, small group, and one-on- one).
- **Differentiated Instruction** meets the demands of the differing learning abilities in the same class. For optimal instruction, students will be grouped in various ways and in flexible setting to accommodate varying reading levels and learning styles. Teachers will utilize the methods of whole-group instruction, small-group instruction, individual instruction, and independent reading to address the various needs of the students.
- **Print Rich Environment** - Each class will maintain a classroom library to include a collection of quality literature that includes material written at varying reading levels and in a variety of genre forms, inclusive of both fiction and nonfiction. This collection will offer students reading material that will support their individual interests and abilities. Frequent successful reading experiences using appropriate texts will provide the opportunity to improve their reading proficiency with regard to fluency, vocabulary, and comprehension. The books in the classroom library will be attractively displayed to exhibit an inviting accessibility to all students. Teachers will organize classrooms to afford students ample opportunities for, and easy access to, reading materials during literacy center time with in the daily reading block.
- **Word Walls-** Teachers will create effective word walls that consist of high frequency words, word patterns or phonic elements, and interesting, exciting words. Students will use word wall during lessons and activities to practice recognizing words quickly and accurately.
- **Reading Stations-** Reading stations will be set up throughout the room in various areas that allow students to work independently or in a small group setting, using instructional materials to explore and expand their literacy. During this time students are engaged in a variety of activities that reinforce and extend learning without the assistance of the classroom teacher. Students will practice reading, writing, speaking, listening, and working with letters and words. Manipulative such as magnetic letters and sound letter cards are used to increase active participation and provide additional guided practice through multi-sensory approaches.
- **Sustained Silent Reading-** Increments of independent, sustained silent reading will be included in the reading classroom to help students build stamina for increasingly longer and more challenging text. Teachers must monitor for engagement. Reading logs, reaction journals, text talk, and book passes or story summaries help students make connections to text.

Intensive Reading:

The decision to participate in Intensive Reading Class [will be consistent with the IEP goals and services and](#) in accordance with the District's CRRP. Student data, from the administration of



screening, progress monitoring, and diagnostic assessment measures as recommended on the District's Struggling Reader Charts and the electronic Progress Monitoring Plan (PMP), will be analyzed by teachers to guide them in developing reading instructional plans that are relevant and intensive, and designed to specifically target the individual differentiated needs of their students. Reading resources used in the classroom during the normal school day, such as the Comprehensive Core Reading Program (CCRP), Comprehensive Intervention Reading Programs (CIRP), and Supplemental Intervention Reading Programs (SIRP), will be extended for use beyond the school day to maintain consistency of instruction.

Supplemental reading resources can be used to differentiate instruction for all students across the continuum of instructional intensity levels of Tiers 1 (initial universal), 2 (strategic intervention), and 3 (intensive intervention). When data show that students need additional explicit and systematic intensive instruction in a specific component of reading (i.e., oral language, phonemic awareness, phonics, fluency, vocabulary, or comprehension) supplemental intervention resources can be used as an extension beyond the universal Tier 1 initial instruction of the Comprehensive Core Reading Program (CCRP). As part of Tier 2 (strategic) or Tier 3 (intensive) intervention instruction, the following Supplemental Intervention Reading Programs (SIRP) may be used by the school in providing targeted differentiated intervention support to meet the specific needs of struggling readers.

Elements of Reading: Vocabulary is an oral vocabulary instructional program, designed for kindergarten through third grade students. This intervention program is based on the research of Drs. Isabel Beck and Margaret G. McKeown. Elements of Reading: Vocabulary is one component of a modular reading program series published by Steck-Vaughn, an imprint of Harcourt Achieve. Each of the individual components of this modular reading program, Elements of Reading (Vocabulary, Fluency, Comprehension, Phonemic Awareness, and Phonics), have been flexibly designed to implement separately or in combination to supplement initial reading instruction, based on the targeted differentiated needs of students.

Great Leaps is implemented as an intervention for kindergarten through third grade students needing supplemental support in reading fluency instruction. The program consists primarily of student practice lessons, with an instructor manual that includes assessment guidelines. Teachers, volunteers, or paraprofessionals work individually with students using timed readings to employ immediate error corrections that incorporate the modeling of correct responses. Independent research conducted in 2000, and reviewed by the Florida Center for Reading Research (FCRR), showed that Great Leaps produced statistically significant gains in fluency for students with learning disabilities. FCRR has carefully reviewed Great Leaps and determined it is consistent with current scientifically based reading research in design and content, and that independent research was found to be encouraging with regard to the efficacy of Great Leaps for improving students' reading fluency development.

QuickReads is used as an intervention program targeting fluency instruction. Specifically designed to improve students' reading fluency, the QuickReads program additionally contains strong elements of comprehension, vocabulary, and background knowledge building. QuickReads consists of expository passages that are short, informational texts covering a variety of topics in science and social studies. Ninety-eight percent of the words in QuickReads are a combination of high-frequency words and



words with a grade-appropriate set of phonic/syllabic patterns. Additional content-related words are also included. The instructional content and principles of QuickReads are soundly based on the research findings conducted by Hiebert and Fisher, 2002. This study was designed to test the effectiveness of the QuickReads program in a California school district, and statistical analyses of the results identified a strong, consistent effect on reading fluency development.

Road to the Code is a phonological awareness program designed for small group and large group intervention instruction for primary grade-level students. Over the years, the Road to the Code program has been modified and expanded based on the knowledge of successful methods such as Say-It-and-Move-It (Elkonin, 1973), and on instructional implementation evaluations. Results of one particular research study demonstrated that by the end of grades one and two, students were better readers than their counterparts who did not participate in the program.

Soar to Success is a reading intervention program designed for students reading below grade level in third through eighth grades. Delivered in a small group setting, Soar to Success provides specialized, structured instructional lessons to struggling readers and is based on extensive research addressing the effective application of reading comprehension strategies. The core principle of Soar to Success is the reciprocal teaching model, with rich dialogue exchanges between teachers and students that focus on using the cognitive comprehension strategies of clarifying, predicting, summarizing, and questioning.

Wilson Foundations is based on the adaptation of the research-based Wilson Reading System program designed for students in kindergarten through third grades. Systematic and explicit phonics and word study instruction is emphasized in the Foundations program and is presented in a cumulative and scaffolded format incorporating assessment, instruction, and practice opportunities. Home Support Packets will be included to encourage parental involvement and bridge the home-school connection. Materials include a detailed teacher's manual, a CD-ROM that contains lesson demonstrations, and manipulatives for use in multi-sensory and interactive learning opportunities.

Rigby Newcomer (ELL) Kits - Levels I, II, III provide practice with basic classroom language, academic language, thematic concepts, phonemic awareness/phonics skills, and beginning literacy skills for students in kindergarten through fifth grades. This supplemental resource complements any program for English language learners and supports independent practice. Each kit contains a teacher's guide, language learning masters, oral language development audio, Newcomer books, picture cards, reading strategy cards, and interactive language and phonics CD-ROM.

Oxford Let's Go Series (ELL) combines a carefully controlled, grammar-based syllabus with practical language for newcomers to the English language in kindergarten through fifth grades. Functional dialogues, interactive games, and pair work activities introduce the alphabet, basic phonics, and simple language structures. The components of the program include teacher's books, student books (Levels 1-6), workbooks, audio CD, and tests.

English In My Pocket (ELL) is a 16-week program that provides opportunities and support for students to develop English language skills through interactive rhymes, chants, songs, books, and games involving visual, auditory, and kinesthetic activities. This program targets the needs of students



in kindergarten through second grades and includes eight thematic units that provide intensive, engaging instruction, serving as a bridge to more advanced language-learning programs.

The District's Response to Intervention (RtI) model will also guide school Collaborative Problem Solving Teams (CPST) in implementing a tiered approach to instructional delivery that includes fidelity of instruction with the core programs and interventions of increasingly higher intensity, based on students' needs at the secondary level. This multi-tiered approach to providing instruction and interventions at increasing levels of intensity is based on progress monitoring and data analysis. Problem solving at all tiers is a cyclical process that involves using the data to define the problem, analyzing the data to determine why it is occurring, implementing a plan to target specific student needs, and evaluation to ensure positive response to the instruction and/or intervention.

All Level 1, Level 2, (and in some cases Level 3) middle school students will be administered a screening at the beginning of the year and progress monitored three times a year using the Florida Assessment for Instruction in Reading (FAIR) or equivalent literacy assessment. Both FAIR and Non-FAIR schools use Grade Level Lexiled Passages and the NAEP Fluency Rubric as additional screening assessments. Annual growth in reading is demonstrated by the Scholastic Reading Inventory (SRI), the Florida Assessments for Instruction in Reading (FAIR) or equivalent assessments, and [FSA](#) results.

As part of Tier 1 instruction, all students will be instructed in using literacy strategies across all content areas as a tool for "reading and writing to learn." Reading instruction across all content areas support students' literacy development, enhances vocabulary, comprehension and critical thinking and reasoning skills, and supports the comprehension and mastery of increasingly complex text and content knowledge.

As part of Tier 2 instruction, all students who are reading below grade level on FCAT, or designated score on the subsequent State assessment in Reading participate in a daily 55-minute or 90-minute block of uninterrupted reading instruction with a highly qualified teacher who is either Reading Certified or Reading Endorsed. Students who have been identified with intervention needs in the areas of decoding and/or text reading efficiency will be placed in Intensive Reading instruction for an extended block of instruction of at least 90 minutes per day, 5 days per week. Students who do not need instruction in decoding and text reading efficiency will be placed in Intensive Reading instruction for at least 55 minutes per day, 5 days per week for the full school year (180 days). Students will be placed in the specific Intensive Reading program that best meets their need based on data and the criteria for each placement is outlined in detail on the Curriculum Decision Trees and corresponding placement charts.

The Comprehensive Intervention Reading Programs (CIRP) in middle school provide explicit instruction for whole and small groups that include introduction of skills, modeling, teaching, independent and guided application, and review of skills and concepts. Strategies such as modeling, previewing and predicting, visualizing, summarizing, asking and generating questions, and direct instruction in strategic reading will be embedded throughout each program. Integral to both programs is an explicit, systematic, and interactive instructional design focused on the six essential elements of reading as defined by the National Reading Panel that includes oral language, phonemic



awareness, phonics, fluency, vocabulary, and comprehension.

Unless otherwise addressed on the IEP, the most intensive Level 1 students who have intervention needs that impact all areas of reading as defined by the National Reading Panel and the State of Florida (oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension) will be placed into Wilson Reading for a double block of intervention instruction daily to address severe deficits that impact all those areas of reading. Students in Wilson Reading need extensive and intensive intervention in word study, applying decoding strategies to text, building fluency as accuracy increases, vocabulary and comprehension strategies, infusing Florida Standard benchmark strategies with scaffolded support across texts of increasing complexity. Wilson Reading is a highly structured, systematic reading and writing program that serves as comprehensive intervention to support struggling readers in learning the structure of words and language by teaching them to decode and encode (spell) fluently. Instruction is interactive and multisensory. Wilson Reading resources include age-appropriate reading material for older students.

Progress monitoring for students in Wilson Reading is conducted through in-program Step mastery tests. Annual growth in reading is monitored by pre- and post- Diagnostic Assessments of Reading (DAR) results, the WADE (Wilson Assessment for Decoding and Encoding), FAIR, and [FSA](#) results. The progress-monitoring schedule for all students is outlined on the Middle School Assessment Chart.

Level 1 and 2 students who have mastered basic decoding and encoding skills but still have significant intervention needs in phonics (especially with multisyllabic words) and fluency will be placed in PWImpact and Scholastic Read XL with Sopris West's REWARDS and REWARDS Plus Social Studies for a double block of Intensive Reading daily. Students in the double block of Impact/Scholastic Read XL need extensive intervention instruction on applying decoding strategies to text, word study with multisyllabic words, building fluency as accuracy increases, vocabulary and comprehension strategies, and infusing Florida Standard benchmark strategies with scaffolded support across texts of increasing complexity.

Students in grades 11 and 12 who have not yet met high school graduation requirements and college and career readiness need rigorous instruction with a strong vocabulary, comprehension, reasoning, and critical thinking focus, infusing Florida Standard and College and Career Readiness strategies with scaffolded support across highly complex and challenging grade level content area and literary texts. Students will be provided guided support in applying these skills and strategies to their content area texts, inquiry and research projects, and other authentic reading, writing, and presentation tasks with a college and career focus. The curriculum focuses on strategies students need not just for passing the FCAT (or [FSA](#)) Reading Retake, but also on the strategies they need to achieve success on the ACT and/or SAT (with a concordant or college readiness score.) Progress monitoring in 11th and 12th grade reading intervention is conducted through in-program assessments, the district's Benchmark Assessment Tests, released items and practice tests for the FCAT (or [FSA](#)), ACT, and SAT, and the Florida Assessments for Instruction in Reading (FAIR) or equivalent literacy assessments. Annual growth in reading is demonstrated by pre and post assessments, FAIR, FCAT (or its replacement), ACT, SAT and/or PERT results. The progress-monitoring schedule is outlined on the High School Assessment Chart.



Where appropriate, students use Ten Steps to Improving College Reading Skills and Ten Steps to Advancing College Reading Skills, by Townsend Press as core texts. Additional texts include The Real ACT, Principle Woods Impact, students' textbooks in other core subjects, and public domain texts.

Students entering high school that are not reading on grade level have a variety of reading intervention needs. No single program or strategy will be successful in the remediation of all of these students' needs. Schools must facilitate instruction based on students' needs and skills, as evidenced by student data. The District's Response to Intervention (RtI) model guides school Collaborative Problem Solving Teams (CPST) in implementing a tiered approach to instructional delivery that includes fidelity of instruction with the core programs and interventions of increasingly higher intensity, based on students' needs. This multi-tiered approach to providing instruction and interventions at increasing levels of intensity is based on progress monitoring and data analysis. Problem solving at all tiers is a cyclical process that involves using the data to define the problem, analyzing the data to determine why it is occurring, implementing a plan to target specific student needs, and evaluation to ensure positive response to the instruction and/or intervention.

As part of Tier 1 instruction, all students will be instructed to use literacy strategies across all content areas as a tool for "reading and writing to learn." Reading instruction across all content areas support students' literacy development, enhances vocabulary, comprehension and critical thinking and reasoning skills, and supports the comprehension and mastery of increasingly complex text and content knowledge.

Pursuant to Section 1003.428, F.S., high school students who score at Level 1 on FCAT (or subsequent State assessment) Reading will be required to complete an intensive reading course. Students who score at Level 2 may be served by an intensive reading course or a content area reading intervention course.

High school students who score at Level 1 or Level 2 on FCAT (or [designated level on the FSA](#)) Reading and who have intervention needs in the areas of decoding and/or text reading efficiency must have extended time for reading intervention. The teacher must have the Reading Endorsement or Certification in Reading (Grades K-12).

As part of Tier 2 instruction, students will be placed in the specific Comprehensive Intervention Reading Program (CIRP) that bests meets their need based on data, and the criteria for placement in each program is outlined in detail on the Curriculum Decision Trees and corresponding placement charts.

The most intensive Level 1 students who have intervention needs that impact all areas of reading as defined by the National Reading Panel and the State of Florida (oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension) will be placed into Wilson Reading for a double block of intervention instruction daily to address severe deficits that impact all those areas of reading. Students in Wilson Reading need extensive and intensive intervention in word study, applying decoding strategies to text, building fluency as accuracy increases, vocabulary and comprehension



strategies, infusing Florida Standard benchmark strategies with scaffolded support across texts of increasing complexity.

Wilson Reading is a highly structured, systematic reading and writing program that serves as a comprehensive intervention to support struggling readers in learning the structure of words and language by teaching them to decode and encode (spell) fluently. Instruction is interactive and multi-sensory. Wilson Reading resources include age-appropriate reading material for older students.

Progress monitoring for students in Wilson Reading is conducted through in-program step mastery tests. Annual growth in reading is monitored by pre- and post-Diagnostic Assessments of Reading (DAR) results, the WADE (Wilson Assessment for Decoding and Encoding), and FCAT (or subsequent State assessment) results. Students will be progress monitored three times per year using the Florida Assessments for Instruction in Reading (FAIR). The Progress Monitoring schedule for all students is outlined on the High School Assessment Chart.

Level 1 and 2 students who have mastered basic decoding and encoding skills but still have significant intervention needs in phonics (especially with multisyllabic words) and fluency will be placed in National Geographic/Hampton-Brown Edge A (if 9th grade) or Edge B (if 10th grade) with Sopris West's REWARDS and REWARDS Plus Science for a double block of reading intervention daily. Students in the double block of Edge A or Edge B need extensive intervention instruction on applying decoding strategies to text, word study with multisyllabic words, building fluency as accuracy increases, vocabulary and comprehension strategies, and infusing Florida Standard strategies with scaffolded support across texts of increasing complexity.

Progress monitoring for students in the double block of Edge A or Edge B is conducted through in-program mastery tests, the district's Benchmark Assessment Tests, as well as the fall, winter and spring Florida Assessments for Instruction in Reading (FAIR) or equivalent literacy assessments. Annual growth in reading is demonstrated by pre and post assessments and FCAT (or subsequent State Assessment) results. The Progress Monitoring schedule is outlined on the High School Assessment Chart.

At the high school level, the District has identified informational, non-fiction texts on varying topics to pair with the themes and topics in the texts in the Comprehensive Intervention Reading Program (CIRP) for grades 9-10, Hampton Brown Edge and in the Supplemental Intervention Reading Programs (SIRP) for grades 11-12, Ten Steps to Improving College Reading Skills and Ten Steps to Advancing College Reading Skills. In addition, Comprehension Instructional Sequence (CIS) lesson plans were developed for supplementing and extending both the CIRP instruction and content area instruction. Additional supplemental texts and CIS model lessons developed by the District will also be incorporated as needed.

Wingate Oaks will adhere to any and all additional components of the District's Comprehensive Researched-Based Reading Plan not specifically addressed in this section as appropriate for students with an IEP and any regular education students that could be attending the school.



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

Wingate's curricular and instructional approach with all students will be consistent with the IEP goals and services. Classes at the school will be grouped by age and developmental level with the goal to reduce the age and grade span at the elementary, middle and high school levels. We believe through the use of differentiated instruction the varied needs of the students will be met in the classroom. The use of differentiated instructional strategies during classroom instruction will meet the individual needs of those students who may require additional assistance to master a skill or IEP goal.

ESE Teachers and Service Providers will continuously track and monitor students' progress based on IEP goals and standards. A student not making progress as reported through their Annual Goals Progress Report or Report Card will be monitored to determine if an IEP meeting needs to be held to review and possibly revise the prescribed goals and objectives.

It is fully expected, by the very nature of our target student population, the majority of our students will be below grade level. Utilizing UDL strategies including appropriate pacing and reinforcement, Wingate Oaks will ensure that each student is provided a preferred reinforcement schedule based on a complete understanding of each child's individual needs in cooperation with the parents/guardians. Strategies listed in the preceding section will be woven into a comprehensive plan that is individualized to the needs of each child in a continual effort to ensure reasonable progress is documented regardless of the students' disability.

Through creating this more personalized learning environment driven by an individual learning plan, Wingate Oaks will systematically identify and categorize student needs. So, regardless of a current or incoming student's need for specific therapeutic services, reading/language skills, mathematics skills, etc., an appropriate educational plan is developed and implemented. The school's schedule and common collaboration time empowers the faculty to differentiate instruction and provide other remediation or enrichment services as necessary. Further, teachers have the ability and are encouraged to contact parents to discuss progress of students under their purview and to optimize curriculum delivery accordingly. Staff may also share weekly progress reports to track incremental improvements. Moreover, a student with a disability may have additional complex and unique needs, resulting in the constant modification of strategies and tools of instruction so that each student can succeed at learning.

The school's curriculum will include alternatives to make it accessible and appropriate for individuals with different backgrounds, learning styles, abilities, and disabilities in widely varied learning contexts. The curriculum reflects an awareness of the unique nature of each learner and the need to accommodate differences, creating learning experiences that suit the learner and maximize his or her ability to progress.

The goal of Wingate Oaks Charter School is to provide its students with the vital tools and instruction required to offer an educational program that is accessible and comprehensive for all of its pupils regardless of their academic levels. Therefore, Wingate will apply the methods developed by the Florida Department of Education's Multi-Tiered System of Support. Students who are



performing below grade level will be identified through District and State required assessments and/or others identified for students with disabilities. Furthermore, through the use of data provided by FAIR and Interim Assessments the struggling students' specific area(s) of deficiency will be identified and precise interventions designed to promote academic gains will be applied. The progression of the students will be monitored frequently within the classroom as well as within their small group or individual interventions to ensure that modifications of the program are executed within a reasonable time frame and accurate information is communicated through teachers, parents and support team.

Additional aspects of the Wingate Oaks program that address below grade level students may include:

- Assessing exempt ESE students using the Brigance Diagnostic Comprehensive Inventory of Basic Skills and following any and all state requirements for assessment of exempt ESE students.
- Utilizing the Woodcock Johnson Test of Academic Achievement, or the Wechsler Intelligence Scale for Children (4th edition) and/or the Wechsler Adult Intelligence Scale (3rd edition). The Celf 4 may be used for language and/or speech impaired student assessment, or similar assessment instruments approved by the district and parent or guardian, and appropriate to the perceived performance level of the student.
- Following a similar format for regular students, in that prescribed remedial materials would be just above the student's assessed lexile level, all aligned with the CRRP.
- Individual accommodations both for testing and for classroom remediation per a student's IEP.

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

The curriculum is designed for students needing additional assistance and support to engage in the larger community therefore, Wingate Oaks Charter School is dedicated to teaching students more than core academic curriculum. It is fully recognized and understood that our students will need to be explicitly taught behavioral strategies to include socialization, pragmatics, and self-regulatory behaviors. Students with significant cognitive disabilities are also in critical need of self-help and activities for daily living skills infused into the curriculum. As students move into the transition planning phase starting at age 14, instruction in community routines, leisure skills and work behaviors will begin. Wingate Oaks Center Charter School will continue to build on a rich tradition of creating and refining a quality transition program that includes community-based instruction and on-the-job training.

Elective offerings will be made available based upon [each student's IEP](#), student interest, relevancy and requirements of both Florida Statute and the Sponsor's Policies. Such offerings will art, music, physical education, career education and health and may include foreign language, technology and other electives as appropriate. Sample courses and associate course codes to be offered are found in **Appendix B**.



Physical Education/Health:

Elementary students, grades K-5 shall have 150 minutes of physical education (F.S. 1003.455(3)) each week to be delivered as 30 consecutive minutes per day. Physical Education is defined as the development and maintenance of skills related to strength, agility, flexibility, movement, and stamina, including dance; the development of knowledge and skills regarding nutrition and physical fitness as part of healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being (F.S. 1003.01(16)). Related services, such as physical therapy, may not be considered physical education for students with disabilities. Adaptive or specially designed PE may be counted towards the requirement for students with severe and profound disabilities. This requirement shall be waived for a student who meets one of the following criteria (F.S. 1003.455):

1. The student is enrolled or required to enroll in a remedial course, or
2. The student's parent indicates in writing to the school that:
 - a. The student's parent requests that the student enroll in another course from among those courses offered as options by the District; or
 - b. The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.

Middle level students will have the equivalent of one class period per day of physical education for one semester of each year in grades 6 through 8. This requirement shall be waived for a student who meets one of the following criteria (F.S. 1003.455(4)):

1. The student is enrolled or required to enroll in a remedial course.
2. The student's parent indicates in writing to the school that:
 - a. The parent requests that the student enroll in another course from among those courses offered as options by the school district; or
 - b. The student is participating in physical activities outside the school day, which are equal to or in excess of the mandated requirement.

The health education curriculum shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.

High school students may not be required to take the one-credit of physical education during the student's ninth grade year. The District has adopted HOPE Variation I (physical education integrated with health) as the recommended physical education course. The health education curriculum shall include a teen dating violence and abuse component that includes, but is not limited to, the definition of dating violence and abuse, the warning signs of dating violence and abusive behavior, the characteristics of healthy relationships, measures to prevent and stop dating violence and abuse, and community resources available to victims of dating violence and abuse.



Students may meet the physical education requirement by meeting any one of the following options:

1. One full credit of HOPE (physical education integrated with health)
2. One-half credit of personal fitness, one-half credit of Life Management Skills and one-half credit of a physical education elective.
3. Two full credits of Junior Reserve Officer Training (JROTC) (one credit satisfies the physical education requirement and one credit satisfies the arts requirement).
4. One-half credit with a grade of C or better in marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class satisfies one-half credit of either physical education or arts requirement. An additional one-half credit of life management skills is required to meet the physical education requirement.
5. Participation in an interscholastic sport at the junior varsity or varsity level for two full seasons AND passing the Personal Fitness Competency Test with a passing grade of C or better.

Family Life/Human Sexuality Instruction: Materials, resources and speakers used in the Family Life/Human Sexuality component of the K-12 health curriculum will be approved by the District. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice (F.S. 1003.46). Provisions will be made to allow parents to make a written request for their child to be exempt from this component (F.S. 1003.42(3)).

HIV and Sexually Transmitted Diseases Instruction: Materials, resources and speakers used in the HIV/Sexually transmitted disease component of the K-12 health curriculum will be approved by the District. Instruction should be appropriate for the age and grade of the student and shall reflect current theory, knowledge and practice (F.S. 1003.46). Provisions will be made to allow parents to make a written request for their child to be exempt from this component (F.S. 1003.42 (3)).

Career Education:

Middle level students will complete one course in career and education planning to be completed in 6th, 7th, or 8th grade according to the criteria below:

1. The course may be taught by any member of the instructional staff.
2. At a minimum, the course will be Internet-based, easy to use, and customizable to each student and include research-based assessments to assist students in determining educational and career options and goals.
3. In addition, the course will:
 - a. Result in a completed personalized academic and career plan for the student which
 - i. Must inform students of high school graduation requirements, including a detailed explanation of the diploma designation options provided under F.S. 1003.4285,
 - ii. High school assessment and college entrance test requirements,
 - iii. Florida Bright Futures Scholarship program requirements,



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- iv. State university and Florida College System institution admission requirements,
 - v. Available opportunities to earn college credit in high school, including Advanced Placement (AP), International Baccalaureate (IB), Advanced International Certificate of Education (AICE), college and career dual enrollment (DE), and career education courses (including career-themed courses), and
 - vi. Courses that lead to national industry certification pursuant to F.S. 1003.492.
- b. Emphasize the importance of entrepreneurship skill,
 - c. Emphasize technology or the application of technology in career fields,
 - d. And, beginning in the 2014-2015 academic year, will include information from the Department of Economic Opportunity's economic security report as described in F.S. 445.07.

Character Education:

The character education traits that will be integrated into the PreK-12 curriculum are respect, honesty, responsibility, self-control, tolerance, kindness, citizenship and cooperation (F.S. 1003.42 (2)(s)). In addition, the concepts and practices of environmental stewardship are embedded into the current character traits and should be reinforced throughout the Character Education curriculum (BCPS Policy 7014).

Required Instruction:

The following instruction, previously cited under high school requirements, will also be included at the elementary and middle levels of the school's curricular offerings:

1. Constitution (on Constitution Day, September 17th) (F.S. 1003.42, P.L. 108-447)
2. The Holocaust (F.S. 1003.42)
3. African and African American History (F.S. 1003.42)
4. Hispanic Contributions (F.S. 1003.42)
5. Women's Contributions (F.S. 1003.42)
6. Veterans' Recognition: The principles of democracy, its governmental and political structure, how to preserve and advance democracy and how students may contribute to the American way of life (F.S. 1003.42).
7. "Celebrate Freedom Week": Instruction shall be in accordance with Florida Statutes and District guidelines (F.S. 1003.421).
8. "Disability History and Awareness Week" (F.S. 1003.4205): Disability awareness and instruction may be integrated into existing classroom curriculum to expand students' knowledge, understanding and awareness of individuals with disabilities, including the history of the disability and the disability rights movement.



Online Learning:

Students will be required to earn at least .5 credits toward graduation requirements through completion of a full course delivered via online learning (F.S.1003.428).

1. An online course is defined as a course involving student-teacher interaction in which a student learns mostly through online delivery of content and instruction with some element of student control over time, place, or pace.
2. The school shall not require a student to take the online course outside the school day or in addition to a student's courses for a given semester.
3. An online course taken during grades 6-8 fulfills this requirement.
4. This requirement shall be met through an online course offered by the Florida Virtual School, Broward Virtual Education (a franchise of Florida Virtual School), an online course offered by the high school, or an online dual enrollment course.
5. This requirement does not apply to a student who has an individual educational plan (IEP) under F. S. 1003.57, which indicates that an online course would be inappropriate.
6. When a student who is enrolled in a Florida high school and has less than 1 academic year remaining in high school, this requirement may be waived.

Digital Tools and Applications:

Upon development by the Florida Department of Education, a Digital Tools Certificate, in addition to open access materials for teaching and assessing the skills required to earn the certificate, shall be made available to all public middle grades students.

1. Targeted skills to be mastered for the certificate include the digital skills necessary to the student's academic work and skills the student may need in future employment. The skills will include, but are not limited to word processing, spreadsheet display, and creation of presentations, including sound, text, and graphic presentations, consistent with industry certifications that are listed on the Industry Certification Funding List, pursuant to F.S. 1003.492 and F.S. 1008.44.
2. Upon availability, each middle grades advisory council shall be advised of the methods of delivery of the open-access content and assessments for the certificate.
3. [Pursuant to CS/CS/SB 850, elementary and middle school students, including students with disabilities, options to earn CAPE Digital Tool certificates and CAPE industry certifications. This bill also:](#)
 - [Provides high school students a variety of options to earn CAPE industry certifications, which may articulate for college credit.](#)
 - [Requires district school boards to notify the parent of a student who earns an industry certification that articulates for postsecondary credit:](#)
 - [The estimated cost savings to the parent regarding the student's](#)



attainment of the industry certification before graduation from high school compared to the cost of acquiring the industry certification after high school graduation.

- Additional industry certifications available to the student.
- Provides bonus funding to school districts for each CAPE Digital Tool certificate and CAPE industry certification earned by elementary, middle, and high school students.
- Requires weighting a grade in a course that leads to an industry certification the same as a grade in an Honors course for the purposes of calculating grade point average.

Gifted Education (F.S. 1003.01 and 1003.57):

Students in grades K-12 may be evaluated for eligibility for gifted services, via a teacher or parent referral and/or a whole-school or whole- grade screening process. Each student identified as being eligible for gifted services in grades K-12 is entitled to an education instruction that meets their enrichment and/or acceleration needs in all core content areas, social/emotional needs, and/or independent functioning needs as identified during the Education Plan (EP) process. All students identified as gifted will have a current EP. EPs will be redesigned at least every two years and/or at matriculation to the middle or high school. The school will provide services to meet the student's special needs as described in the EP and communicate progress towards EP goals quarterly to parents.

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

Curriculum will continue to be evaluated through weekly benchmark testing on access points-common core instruction in reading/language arts, math and science using a highly successful school developed formative system and pacing guides. Assessment targets are developed for each child based on the previous year's baseline data and measured through the weekly benchmark formative assessments. Adjustments to pacing and content are made based on the results and analysis of these formative assessments. Annually students in grades 3rd through 11th will be measured using the Florida Alternate Assessment students in grade K-2 and elsewhere as necessary, will also participate in comprehensive assessments such as the Brigance Inventory of Basic Skills, the Comprehensive Planning Handbook or the Transition Profile.

The effectiveness of the curriculum will also be determined through a variety of traditional measures ranging from formal State assessments such as FCAT (or subsequent State assessment), PERT and FAIR to school-specific and local measures, such as the Sponsor's BAT, Mini-Benchmark Assessments, Reading Assessments (outlined in the CRRP) and other standards-based formative tests (to be determined). The four Annual Measurable Objectives (AMOs) incorporated into Florida's Elementary and Secondary Education Act (ESEA) Waiver Request (school grade, performance of all students and student subgroups in Reading and Mathematics, progress of Students in the Lowest-Performing 25% in Reading and Mathematics, and comparison of Florida's student performance to the highest-performing states and nations) will also be used to compare Wingate Oaks performance



against other schools with similar student populations and demographics as a measure of curriculum effectiveness. Moreover, achievement on State End of Course (EOC) Exams as appropriate will be a significant measure of curriculum effectiveness in those core courses for which they are currently developed.

Additionally, a great deal of emphasis is placed on the individual learning gains of students. While these may be incremental in nature when assessed on large-scale, criterion referenced tests, when viewed from a prescriptive IEP level, may be highly significant. Therefore, it is especially prudent that Wingate maintains accurate records of student performance data at all levels, not only for teachers and parents, but to demonstrate that the curriculum is having the desired impact on the students being served.

Curriculum will be monitored in accordance with the Florida Continuous Improvement Model (FCIM). All evaluations will be conducted with an exclusive purpose of seeking ways to improve student achievement. Wingate's support team of administration, staff, and Governing Board and ESP members will all be involved in an effort to ensure Continuous Quality Improvement (CQI) resulting in substantiated learning gains.

The FCIM is a quality improvement and research-based approach to management that enables school administrators and teachers to track student performance and help close the achievement gap using data. A relative to the FCIM approach is the eight-step process and it works as follows:

- Disaggregate data – the school will break down and analyze data in order to provide the structure for success. Data can help to quickly identify the concepts students have not mastered or are on the verge of not mastering.
- Develop an Instructional Timeline – the instructional timeline will serve as a graphic reminder for teachers and parents. It will be a map that will show a logical path for the following: Aligning state/national performance standards; curriculum and assessments based on the needs of students; the importance of the objects on performance tests; telling us what to teach and when to teach it.
- Deliver an Instructional Focus/Scope & Sequence – this is the step where teaching and learning will take place. The Scope and Sequence will show what is to be mastered based on the needs of the students.
- Administer Frequent Assessments: frequent assessments will help us check for understanding, help us provide data for analysis and help us to track student progress. With data will be able to administer early interventions and to adjust teaching methods to meet the needs of the students.
- Use Tutorials to Re-teach Non-Mastered Targeted Areas – in order for tutorials to be effective, they will be offered frequently and by talented staff (not necessarily the same person as the student's regular classroom teacher). The instruction will be focused and intense. Tutorials will allow for additional instructional time for review and refocus, and are a requirement if we are to ensure the success of all students.
- Provide Enrichment Opportunities – what is considered beneficial to a few “gifted and talented” students often will prove beneficial to all students. Activities provided during enrichment time could become the “light bulb” of understanding and provide new ability for



non-mastery students.

- Reinforce Learning Through Maintenance – if student do not routinely use a skill, it is soon forgotten. Maintenance will involve using and reinforcing previously taught skills. Using instructional time wisely will permit teachers to reinforce skills and concepts through a variety of retention strategies.
- Monitor Progress – monitoring will be an ongoing, multifaceted step in the instructional process cycle.

In addition to tracking student progress and closing the achievement gap, assessment and performance data will enable the school to align professional development programs with student and teacher needs, to constantly adjust and specialize ongoing school-wide programs, and to properly incorporate inquiry-based lessons and questioning throughout the curriculum.

Professional development programs will mirror the needs of the school, both with the data and the school's mission of developing adaptive and active learners, while the understanding of the performance data of each student will provide each teacher with the tools to implement higher level questioning activities at the proper time and with the proper support.

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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.

Wingate Charter will establish educational goals for improving student achievement through Annual Measurable Objectives (AMO). The AMOs will be aligned to the School Improvement Plan with the goal being to continuously increase student proficiency from year to year.

At the minimum, Wingate Charter will set the following AMO targets based on current available school, state and District achievement data:

- Given the school-wide specially designed instruction, [64%](#) of the students in grades 3 through 10 will score within the Proficient 4 Performance Descriptor Level or higher for Supported Level students on mathematics skills as measured by the Florida Alternate Assessment (FAA).
- Given the school-wide specially designed instruction, [53%](#) of students in grades 3 through 10 will score within the Proficient 4 Performance Descriptor Level or higher for Supported Level students on reading skills as measured by the FAA.

Even though the FAA only targets grades 3-10, we will need to address grades K-2 and 11-12 ESE in addition to the adult transition students we plan to serve via:

- Brigance Inventory of Basic Skills for K-2
- Brigance Life Skills Inventory for 11-12
- Brigance Employability Skills for transition (18-21)

All students will be expected to make annual learning gains toward achieving the Florida Access Points as assessed by teacher made internal pre and post testing. The school will set AMO targets for annual learning gains as established by the FL-DOE. Wingate Charter will administer student assessments designed to measure mastery of course content. The Districts testing calendar and frequency of assessments will be followed in accordance with required assessments.

Where applicable, Wingate Oaks anticipates that all students will demonstrate a minimum of one year's growth toward achieving FL Standards grade level targets based upon performance on the [FSA](#). Further, the Wingate's educational goals are consistent with the achievable Annual Measurable Objectives (AMOs) cited in the State of Florida ESEA Waiver Request. As means to provide faculty and parents with an additional layer of student data, which will be used to confirm a student's functional level, Wingate Oaks will administer other diagnostic measures aligned to the Florida Standards and can substantiate a strength or weakness previously identified through the annual administration of the [FSA](#). Further, it might possibly reveal that additional data is needed, should a



disparity between assessments occur. The ultimate goal is the proper placement in an educational program for each student. Wingate Oaks will also administer appropriate versions of the District's BAT and Mini-Benchmark Assessments as a means to validate incremental learning gains. Wingate Oaks will also use other formative assessments, such as the FAIR in reading and other subject-specific measures to benchmark student progress throughout the school year, inclusive of managed software programs. Additional school goals include:

- Regular K-12 education students attending Wingate Oaks will to meet or exceed the District AMO proficiency level in Language Arts (Reading) for mastery of the Florida Standards as measured by the Florida Comprehensive Assessment Test 2.0 or subsequent State Assessment.
- Regular K-12 education students attending Wingate Oaks will meet or exceed the District AMO proficiency, in mathematics for mastery of the Florida Standards as measured by the Florida Comprehensive Assessment Test 2.0 or subsequent State Assessment.
- Wingate Oaks' educational goals and objectives in Writing for fourth, eighth and tenth grade regular education students as measured by the Florida Comprehensive Assessment Test (or subsequent State Assessment) in Writing is to meet or exceed the District proficiency average for each year.
- Wingate Oaks' educational goals and objectives in Science for fifth, eighth and eleventh grade regular education students for mastery of the Florida Standards as measured by the Florida Comprehensive Assessment Test 2.0, or subsequent State Assessment, in Science is to meet or exceed the District proficiency average for each year.
- Any regular education students attending Wingate Oaks who take a high school mathematics course will demonstrate proficiency by successfully passing the course with a Level 3 or higher on the designated State End of Course (EOC) Exam, or (in absence of an EOC), through criteria established in SBBC Policy 6000.1.
- Any regular education students attending Wingate Oaks who take a science course will demonstrate proficiency by successfully passing the course with a Level 3 or higher on the designated State End of Course (EOC) Exam, or (in absence of an EOC), through criteria established in SBBC Policy 6000.1.
- Any regular education students attending Wingate Oaks who take a Social Studies course will demonstrate proficiency by successfully passing the course with a Level 3 or higher on the designated State End of Course (EOC) Exam, or (in absence of an EOC), through criteria established in SBBC Policy 6000.1.

For English Language Learners (ELL), Wingate Oaks will comply with guidance from the Florida Department of Education reflected in SBBC policy indicating that ELL students will participate in statewide assessments, including the Comprehensive English Language Learning Assessment (CELLA) to determine English language proficiency. However, if an ELL student has been receiving



services in an English for Speakers of Other Languages (ESOL) Program operated in accordance with an approved direct Limited English Proficiency (LEP) Plan for one year or less, and a majority of the student's ELL Committee determines that is appropriate, the ELL student may be exempt from the [FSA](#) Reading or Writing administrations. Exempt ELL students will participate in End of Course Exams no matter how long these students have been receiving services. ELL students may take FCAT (or subsequent State assessment) and/or EOCs using accommodations appropriate for the particular need of the student. School staff will work with students and parents to identify the allowable and necessary testing accommodations.

- Second language students will demonstrate a minimum of one year's growth in Language arts (Reading) as evidenced by the Comprehensive English Language Learning Assessment (CELLA) unless otherwise stated on an IEP.

Baseline data will be established, collected and used to identify the educational needs and strengths of all students. All baseline, formative and summative assessment data will be collected and analyzed to measure progress and adjust instruction, if necessary. Grades will reflect the student's progress on the competencies/benchmarks for the grade level course in which the student is enrolled.

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

Initial entry requirements for prekindergarten, kindergarten and first grade are included in School Board of Broward County (SBBC) Policy 5.1, Enrollment and Withdrawal. Health requirements for initial entry (F.S. 1003.22), including immunization requirements are also included in SBBC Policy 5.1, as is placement of transfer students for initial entry. Wingate Oaks will follow this School Board Policy including, but not limited to, the following placement steps:

In-State Student – Kindergarten:

Children who will have attained the age of five years on or before September 1st of the school year shall be eligible for admission to public kindergartens during that school year.

In-State Student – First Grade:

1. Pursuant to F.S. 1003.21(1)2(b), children who have attained the age of six years on or before September 1st of the school year and who have completed kindergarten in a public school may be enrolled in first grade.
2. Children who have attained the age of six years on or before September 1st of the school year and who have completed kindergarten in a nonpublic school (F.S. 1003.21(1) 2 (b)) and present a letter from the nonpublic school confirming completion of kindergarten may be enrolled in first grade.
3. Children who have attained the age of six years on or before September 1st of the school year and who have completed kindergarten in a home education program and present an evaluation completed by a Florida certified teacher may be enrolled in first grade

Out-of-State Transfer Students Enrollment into Kindergarten and First Grade:

1. Any student who transfers from an out-of-state public school and who does not meet regular



age requirements for admission to Florida public schools shall be admitted upon presentation of the data required in subsection (C), Rule 6A-1.0985, F.A.C., as follows in (a-d).

2. Any student who transfers from an out-of-state nonpublic school and who does not meet regular age requirements for admission to Florida public schools may be admitted if the student meets age requirements for public schools within the state from which he/she is transferring. Prior to admission, the parent or guardian must also provide the data required in subsection (C), Rule 6A-1.0985, F.A.C., as follows in (a-d).
3. Any student who transfers from an out-of-county school and who does not meet regular age requirements for admission to Florida public schools shall be admitted upon presentation of the data required in subsection (C), Rule 6A-1.0985, F.A.C., as follows in (a-d).
 - a. Official documentation that the parent(s) or guardian(s) was a legal resident(s) of the state in which the child was previously enrolled in school.
 - b. An official letter or transcript from a proper school authority, which shows record of attendance, academic information, and grade placement of the student.
 - c. Evidence of immunization against communicable diseases as required for entrance.
 - d. Evidence of date of birth as required for entrance.

Student Enrollment/Placement By Level:

1. Enrollment in Elementary/Center: (Grades 2-5) Students coming from private schools, other countries, or other states will be accepted provisionally in the grade to which they indicate membership. Records of such students' previous work should be required before final placement is determined. A reasonable effort will be made to obtain such records. If the records are not forthcoming within two weeks, an achievement test shall be given to determine final placement. For students from other countries eligible for ESOL services, an ELL committee may be needed to address unique academic matters, such as students who are overage.
2. Enrollment in Middle/High/Center: Students enrolling in a middle/high school or center shall present an official transcript of work or credit at the time of entrance. If a transcript is not presented, the student shall be enrolled on a provisional basis based upon educational records available at the time of enrollment. If upon receipt of an official transcript, it is found that the student has been enrolled in the wrong subject or grade, the student shall be withdrawn immediately and re-enrolled in the appropriate grade or subjects. For students from other countries eligible for ESOL services, an ELL committee may be needed to address unique academic matters, such as students who are overage. The parent(s) shall be informed of any change.

Elementary Promotion:

Student Performance Levels for reading, writing, mathematics and science: In addition to the specific promotion criteria for reading and mathematics listed on the following chart, promotion decisions must take into account a student's proficiency in writing (3.5 or higher on the FCAT writing assessment or the District equivalent or equivalent scores on the state common core assessment) and



science (based on proficiency levels consistent with those of the District and/or the State Department of Education) (F.S. 1008.25(2)). The evaluation of each student's progress must be based upon classroom work, observations, tests, District and State assessments and other relevant information. NOTE: No single assessment is the sole determiner of promotion. Third grade students are subject to a stricter promotion criteria as stated in statute and the Sponsor's Policy 6000.1.

Grade & Subject	Student will score:
K Reading	48 out of 52 Letter Names AND 20 out of 26 Letter Sounds AND 15 out of 21 Concepts of Print OR 90% or greater accuracy AND 75% or greater in comprehension on the Rigby PM Benchmark Assessment OR scores at Level 3 or above on the Developmental Reading Assessment (DRA)
1 and 2 Reading	55% or greater (Grade 1) and 65% or greater (Grade 2) on the Primary End of Year Reading Test that aligns with the standards adopted by the State Board of Education in reading comprehension OR at or above the proficiency level on the Stanford Diagnostic Test in reading comprehension that corresponds to the proficiency level on the Primary End of Year Reading Test
3 Reading	Level 2 or higher or designated level on the Florida Standards Reading OR at a proficient level on a District-approved Assessment, as allowed by the State
4 and 5 Reading AND Mathematics	Level 2 or designated level on the Florida Standards Assessment Reading AND Level 2 or designated level on the Florida Standards Assessment Mathematics OR at a proficient level on a District-approved Assessment

Per (F.S. 1008.25(6)(b)), any student who does not meet the reading and/or mathematics promotion criteria in the previous chart may be promoted if the student meets one of the following Good Cause options in the chart below and documentation submitted from the student's teacher to the school principal indicates that the promotion is appropriate based upon the student's academic record. All *Good Cause* decisions will be made and recorded by the end of the school year or the end of 3rd grade reading camp for 3rd graders, except in extenuating circumstances. Recommendations for promotion based on good cause shall be reviewed by the principal and discussed with the teacher for the determination as to whether the student should be retained or promoted. If the school principal determines that the student meets good-cause promotion criteria, the school principal shall make such recommendation in writing to the Governing Board for approval. The Governing Board shall accept or reject the principal's recommendation in writing (F.S. 1008.25(6)(c)). In order to minimize paperwork requirements, such documentation shall consist only of the existing Progress Monitoring Plan (PMP), Individual Education Plan (IEP), if applicable, report card or portfolio. [CS/CS/SB 850 adds that a student that qualifies for a good cause exemption and promoted to grade 4 shall be provided with intensive reading instruction and intervention.](#)



Alternative Elementary Promotion Criteria for Reading and Mathematics			
Targeted Students:	Grade 3 Alternative Promotion Criteria - Good Cause (State) (F.S. 1008.25(6)(b))	Grades K, 1, and 2 Alternative Promotion Criteria -Good Cause	Grades and 5 Alternative Promotion Criteria – Good Cause
All Elementary Students	Student demonstrates an acceptable level of performance on an alternative standardized reading or Florida Standards Assessment approved by the State Board of Education.	Student demonstrates an acceptable level of performance on an alternative standardized reading assessment approved by the District.	Student demonstrates an acceptable level of performance on an alternative standardized reading/(ELA) and/or math assessment approved by the District.
All Elementary Students*	Student demonstrates, through a student portfolio prepared in accordance with District guidelines, that the student is reading on grade level as evidenced by demonstration of mastery of the standards adopted by the State Board of Education at a level equal to or above Level 2 performance on FCAT or Florida Standards Assessment.	Student receives intensive tier 2 or tier 3 interventions through the CPS/RtI process and demonstrates increased performance based on progress monitoring data, and student will continue to receive these interventions in the subsequent grade level.	Student demonstrates, through a student portfolio prepared in accordance with District guidelines, that the student is performing on grade level. Student receives intensive tier 2 or tier 3 interventions through the CPS/ RtI process and demonstrates increased performance based on progress monitoring data, and student will continue to receive these interventions in the subsequent grade level.
<u>Identified</u> Elementary English Language Learner (ELL) Students	ELL students who have had less than 2 years of instruction in an English for Speakers of Other Languages (ESOL) Program	ELL students who have had less than 2 years of instruction in an ESOL program. ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.	ELL students who have had less than 2 years of instruction in an ESOL program. ELL students who have had 2 or more years of instruction in an ESOL program cannot be retained solely due to lack of English proficiency. Retention requires the recommendation of an ELL committee.



Alternative Elementary Promotion Criteria for Reading and Mathematics			
Targeted Students:	Grade 3 Alternative Promotion Criteria - Good Cause (State) (F.S. 1008.25(6)(b))	Grades K, 1, and 2 Alternative Promotion Criteria -Good Cause	Grades and 5 Alternative Promotion Criteria – Good Cause
For Selected Elementary Students With Disabilities Only	A student with disabilities whose IEP indicates that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education rules.	A student with disabilities whose IEP indicates that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education	A student with disabilities whose IEP indicates that participation in statewide assessment is not appropriate, consistent with the requirements of State Board of Education
For Selected Elementary Students With Disabilities Only**	A student with disabilities who participates in FCAT or Florida Standards Assessment and who has an IEP or a Section 504 Plan that reflects that the student has received intensive remediation for more than 2 years, but still demonstrates a deficiency in reading and was previously retained in grades K, 1, 2, or 3.	A student with disabilities who participates in District assessments and who has an IEP or Section 504 plan that reflects that the student has received intensive remediation for more than 2 years, but still demonstrates a deficiency in reading and was previously retained.	A student with disabilities who participates in District assessments and who has an IEP or Section 504 plan that reflects that the student has received intensive remediation for more than 2 years, but still demonstrates a deficiency in reading and was previously retained for a total of one year.

* CS/CS/SB 850 also creates a new good cause exemption, by prohibiting a student from being in grade 1, grade 2, or grade 3 for a total of two years if they received intensive reading intervention for two or more years, but still demonstrates a deficiency in reading.

** There shall be a maximum of one retention in kindergarten through fifth grade for students with disabilities unless the parent requests an additional retention. With the exception of a single mandatory retention in grade three, parents may determine at which grade level(s) retentions occur, K-5.

Middle Grades Promotion:

The middle school curriculum is comprised of courses in core academic and electives providing instruction based on the State's Next Generation Sunshine State Standards and Common Core State Standards, as applicable. These subject areas include language arts/ESOL, mathematics, social science, science, and physical education, music, art, dance, foreign language and career and technical education. In order to be promoted to senior high school, students will successfully complete the following academic courses:

Courses/Subjects*	Course Requirements	Additional Information
Language Arts	Three middle school annual courses	<ul style="list-style-type: none"> The courses will emphasize instruction in literature, composition, and technical text. For English Language Learners, the



Courses/Subjects*	Course Requirements	Additional Information
		required course is M/Language Arts through ESOL.
Mathematics	Three middle school annual courses	<ul style="list-style-type: none"> To earn high school credit for Algebra I, a middle school student must take the statewide, standardized Algebra I EOC assessment and pass the course. Beginning with the 2013-14 school year and thereafter, a student's performance on the Algebra I EOC assessment constitutes 30 percent of the student's final course grade. To earn high school credit for a geometry course, a middle grades student must take the statewide, standardized geometry EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.
Science	Three middle school annual courses	
Social Science	<p>Three middle school annual courses</p> <p>Civics is one of the required courses. It is offered in 7th grade.</p>	<ul style="list-style-type: none"> Beginning with students entering grade 6 in the 2012-2013 school year, one of these courses will be at least a one-semester civics education course Effective, as of the 2013-2014 school year, a student's score on the Civics EOC examination will constitute 30% of the Civics course grade. Beginning with the 2014-2015 school year, students must earn a passing score on the Civics EOC assessment to pass the Civics course and to be promoted from the middle school to high school. If a student transfers into the state's public school system after the beginning of the second term of grade 8, they are not required to meet the civics education requirement for promotion, if they have credit for three courses or two-year long courses in social studies which include civics education.
Physical Education	One semester in grades 6, 7, and 8	<p>This requirement may be waived under the following conditions:</p> <ul style="list-style-type: none"> The student is enrolled in a remedial course. Students may elect additional physical



Courses/Subjects*	Course Requirements	Additional Information
		education courses.
Career and Education Planning	A course that incorporates career education and planning in 6th, 7th, or 8 th grade.	Students complete a personalized academic and career plan with an emphasis on technology or the application of technology in career fields. The plan will advise students about high school graduation requirements, assessments, college entrance requirements, scholarship opportunities and other pertinent information.

* Each middle school class period will be 52 minutes in duration meeting each of 180 days of the school calendar. Additional elective offerings are discussed in Part E of this section.

Each student will participate in statewide assessment tests at designated grade levels as required by F.S. 1008.22. When a student is enrolled in a course that includes an End-of-course Assessment (EOC), the student will not be required to take the corresponding content area/grade level FCAT (or subsequent State assessment). For students with disabilities who meet state-defined exemption criteria, an alternate assessment will be administered. The school will provide parents with the results of each statewide assessment test. Ongoing assessment is an integral part of the instructional process (F.S. 1008.25(4)). Information to parents of students with disabilities will also be provided with information about required state assessments and End-of-course assessment (EOC) waivers.

1. Collaborative Problem Solving/Response to Intervention (CPS/RtI) Screening (Rule 6A-6.0331): As part of the CPS/RtI process, the school will universally screen all students to determine the academic needs in each tier so that instruction may be appropriately aligned for the students at the school. Specific interventions shall be initiated as soon as a student first demonstrates deficits in reading, mathematics or behavior.
2. Suspension of Curriculum (F.S. 1008.22(4)): A regular program of curricula will not be suspended for purposes of administering practice tests or engaging in other test-preparation activities for a statewide assessment. However, the school may choose to engage in the following test-preparation activities for a statewide assessment:
 - a. Distributing to students sample test books and answer keys published by the Department of Education,
 - b. Providing individualized instruction in test-taking strategies, without suspending the school's regular program of curricula for a student who scores at Level 1 or Level 2 on a prior administration of the statewide assessment,
 - c. Providing individualized instruction in the content knowledge and skills assessed, without suspending the school's regular curricula, for a student who scores at Level 1 or Level 2 on a prior administration of the statewide assessment or a student who, through a diagnostic assessment administered by a the District, is identified as having a deficiency in the content knowledge and skills assessed,
 - d. Incorporating test-taking exercises and strategies into curricula for intensive reading and mathematics intervention courses, and/or
 - e. Administering a practice test or engaging in other test-preparation activities for the statewide assessment, which are determined necessary to familiarize students with the organization of the assessment, the format of the test items, and the test directions, or



which are otherwise necessary for the valid and reliable administration of the assessment.

Promotion to grade nine from a school that includes middle grades 6, 7, and 8, requires that the student must successfully complete the following academic courses and assessments as follows:

1. Three middle grades or higher courses in English Language Arts (ELA).
2. Three middle grades or higher courses in mathematics. Each school that includes middle grades.
 - a. To [earn high school credit for Algebra I, a middle school student must take the statewide, standardized Algebra I EOC assessment and pass the course and beginning with the 2013-14 school year and thereafter, a student's performance on the Algebra I EOC assessment constitutes 30 percent of the student's final course grade.](#)
 - b. To earn high school credit for a geometry course, a middle grades student must take the statewide, standardized geometry EOC assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.
3. Three middle grades or higher courses in social studies to include civics as follows:
 - a. Middle grades students must complete a one-semester civics education course which includes the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historic documents, such as the Articles of Confederation, the Declaration of Independence, and the Constitution of the United States.
 - b. Beginning with the 2013-2014 school year, each student's performance on the statewide, standardized EOC assessment in civics education required under F.S. 1008.22 constitutes 30 percent of the student's final course grade.
 - c. [If a student transfers into the state's public school system after the beginning of the second term of grade 8, they are not required to meet the civics education requirement for promotion, if they have credit for three courses or two-year long courses in social studies which include civics education.](#)
4. Three middle grades or higher courses in science.
 - a. Successful middle grades credit for a high school level Biology I course is not contingent upon the student's performance on the statewide, standardized end-of-course assessment required under F.S. 1008.22. However, beginning with the 2012-2013 school year, to earn high school credit for a Biology I course, a middle grades student must take the statewide, standardized Biology I end-of-course assessment, which constitutes 30 percent of the student's final course grade, and earn a passing grade in the course.

Any student, including those with disabilities, who does not meet specific levels of performance in reading and mathematics for each grade, will be provided with additional diagnostic assessments to determine the nature of the student's difficulty, areas of academic need, and strategies for appropriate intervention. The school's Collaborative Problem Solving (CPS) Response-to-Intervention (RtI) team will develop and implement, in consultation with the student's parent, a PMP in the area of deficiency to assist the student that includes the components of the middle



school success plan (F.S. 1008.25(4)(b)). The school will progress monitor students scoring below proficiency levels on the state approved standard assessment a minimum of three times per year. This includes a baseline, midyear, and end of year assessment. Research-based instructional activities that have been shown to be successful with low- performing students will be used. If a middle grades student scores Level 1 or Level 2 on FCAT ([or designated level on the FSA](#)) reading, or when the state transitions to common core assessments on the English Language Arts assessments required under s. 10008.22, the following year the student must enroll in and complete a remedial or content area course in which remediation strategies are incorporated into course content delivery. The District may require low-performing students to attend remediation programs held before or after regular school hours or during the summer if transportation is provided.

2. Specific PMP Reading Requirements for Middle Grade Students: If a middle grade student scores at Level 2 or below on FCAT (or subsequent State assessment) Reading or state common core assessment (F. S. 1008.22), the PMP will:
 - a. Identify the student's specific area of deficiency in:
 - (1) Oral language
 - (2) Phonemic awareness
 - (3) Phonics
 - (4) Fluency
 - (5) Comprehension
 - (6) Vocabulary
 - b. Identify the areas of weakness and recommended intervention, and
 - c. Identify the instructional and support services to be provided to help the student achieve the desired levels of performance during the following school year, including either an intensive reading course for students or a content area course in which reading strategies are incorporated into course content delivery, in accordance with the District's Comprehensive K-12 Reading Plan (F.S. 1003.4156(1)(b)).
3. Specific PMP Mathematics Requirements for Middle Grade Students: If a student scores at Level 2 or below on FCAT (or designated level on the FSA) Mathematics or state common core assessment (F.S. 1008.22), the student will be required to receive remediation during the following year via the District's CPS/RtI model, through a PMP. Remediation may be integrated into the student's required mathematics courses.

High School Placement:

High school academic offerings will be consistent with the provisions of the Florida Statutes inclusive of, but not limited to, required curriculum, instruction, assessment, college readiness and graduation. The policy also incorporates all State Standards as referenced in the Florida Statutes and State Board Rules including the Florida Standards. Moreover, Wingate Oaks will also implement a Response to Intervention (RtI) approach, similar to the framework identified in the Sponsor's K-12 Comprehensive Reading Plan. The Wingate Oaks curriculum follows a standards-based approach with a focus on mastery as benchmarked by the Florida Comprehensive Assessment Test (FCAT), or [Florida Standards Assessment \(FSA\)](#), combined with State and District developed formative



assessments. The curriculum will continuously reflect high quality instruction and implement research – based strategies, innovations and activities that facilitate achievement for all students.

Grade designation for high school students will be determined as:

1. Following promotion from 8th grade, the student shall be placed in 9th grade, which will designate their cohort.
2. Following completion of one year designated as a 9th grader, the student will be designated a 10th grader.
3. Following completion of one year designated as a 10th grader, the student will be designated as an 11th grader.
4. Following completion of one year as an 11th grader, the student will be designated as a 12th grader.

Any student, including those with disabilities, who does not meet specific levels of performance in reading and mathematics for each grade, will be provided with additional diagnostic assessments to determine the nature of the student's difficulty, areas of academic need, and strategies for appropriate intervention. The school's Collaborative Problem Solving (CPS) Response-to-Intervention (RtI) team will develop and implement, in consultation with the student's parent, a PMP in the area of deficiency (F.S. 1008.25(4)(b)). The school will progress monitor students scoring below proficiency levels on the state approved standard assessment a minimum of three times per year. This includes a baseline, midyear, and end of year assessment. Research-based instructional activities that have been shown to be successful with low- performing students will be used. Each year a student scores [at a specified level](#) on 9th grade or 10th grade [FSA](#) reading, or when implemented, 9th, 10th, or 11th grade common core English Language Arts (ELA) assessments, the student will 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. The District may require low-performing students to attend remediation programs held before or after regular school hours or during the summer if transportation is provided. Remedial instruction provided during high school may not be in lieu of English and mathematics credits required for graduation.

1. Remedial instruction will include an intensive program different from the previous year's program.
2. Students who must travel to centers or programs pursuant to the provisions of School Board policy will be allowed a period to do so.
3. For each year a high school student scores at Level 2 or below on FCAT (or [designated level on the FSA](#)) Reading or the designated level on the state common core assessment (F.S. 1008.22), the PMP will identify:
 - a. The student's specific areas of deficiency in:
 - (1) Oral language
 - (2) Phonemic awareness
 - (3) Phonics
 - (4) Fluency



-
- (5) Comprehension
 - (6) Vocabulary
 - b. The areas of weakness and recommended intervention.
 - c. The instructional and support services to be provided during the following school year to help the student achieve the desired levels of performance will include either an intensive reading course or a content area course in which reading strategies are delivered in accordance with the District's Comprehensive K-12 Reading Plan (F.S. 1003.4156(1)(b)).
4. For each year in which a student scores Level 2 or below on the Algebra I EOC assessment, or upon transition to the common core Algebra I assessment, the student will receive a PMP including enrollment and completion in 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.
5. PMPs and Learning Contracts: For students attending Schools of Choice, the learning contract will serve as the student's PMP.

PMP Reviews: Progress Monitoring Plans in reading will be reviewed at least annually, or as specified by the CPS/RtI process to address additional support and services needed to remediate the identified areas of reading deficiency. A portfolio will be completed for the student in accordance with District requirements. (F.S. 1008.25(7)(b)1).

A student may be awarded a standard diploma at which time he/she meets all graduation requirements. A student who graduates early from high school may continue to participate in school activities during his/her four-year cohort period, and will continue to be ranked with this cohort. The student shall be included in all awards and honors with his/her cohort. The information below provides additional information regarding a number of graduation requirements. The charts in **Appendix D** provide specific information regarding requirements depending on what year the student entered grade 9.

- 1. Education, [Florida Standards Assessment \(FSA\)](#) or previous State assessment:
 - a. For students entering 9th grade in 2009-2010 and prior, the FCAT requirement includes passing scores in reading and in mathematics.
 - b. For students entering 9th grade in 2010-2011, students must earn passing scores on the Grade 10 FCAT 2.0 Reading or scores on a standardized test that is concordant with the passing scores on the FCAT (or subsequent State assessment) (ACT or SAT).
 - c. The requirement for a passing score on the FCAT (or subsequent State assessment) may be waived for students with disabilities for whom the IEP committee determines that the FCAT cannot accurately measure the student's abilities, taking into consideration all reasonable accommodations. The IEP committee will provide supporting documentation that the student has mastered the 10th grade standards adopted by the State Board of Education (F.S. 1003.43(11)(b)). Information about the FCAT (or [FSA](#)) waiver will be provided to parents of students with disabilities.
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- d. A student who has not earned passing scores on the Grade 10 FCAT (or [the FSA](#)) must participate in each retake of the assessment until the student earns passing scores or achieves scores on a standardized assessment, which are concordant with passing scores.

2. Grade Point Average (GPA):

- a. All courses shall be counted as attempts for credit when calculating all grade point averages except when the forgiveness rule has been applied or when course validation is used (e.g. transfer credit from home education).
- b. Class rank shall be computed based upon the student's cohort. All attempted high school credits earned shall be calculated for class rank, including dual enrollment early admission, adult education, and transfer credit. Students transferring from one SBBC high school to another in the last 2 semesters (or 4 for block schools) shall not displace, for class ranking recognition purposes, any other student.

3. Additional Graduation Information:

a. Certificate of Completion:

- i. A student may receive a standard Certificate of Completion when he/she completes the minimum number of required credits as defined in the graduation charts, but is unable to meet one or more of the following:
 - (1) Passing score on the Grade 10 FCAT or [FSA](#) (F.S. 1008.228) or scores on a standardized test that are concordant with the passing scores on the FCAT or [FSA](#) (F.S. 1008.228) (ACT or SAT).
 - (2) Cumulative unweighted grade point average of 2.0.
- ii. A student who has received a Standard Certificate of Completion may elect to remain in the secondary school either as a full-time or part-time student for up to one additional year and receive special instruction designed to remedy his or her identified deficiencies (F.S. 1003.43(10)(b)).
- iii. A student who receives a standard Certificate of Completion may participate in the graduation ceremonies with his or her class.

b. Students with Disabilities:

- i. Students with disabilities, eligible under IDEA, may remain in or return to school until receipt of a standard diploma or until the end of the school year in which they turn 22 years of age. A student with a disability, for whom the IEP committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student's course grade and credit.



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.*

Students are placed in Florida Department of Education courses as it relates to meeting graduation requirements leading to a special diploma. Pursuant to F.S. 1003.438, as outlined in School Board Policy 6000.1, there are two options provided for earning a special diploma. Option I is based on mastery of course standards and then earning credits. Option II is designed for the student's interest in employment and is based on demonstrating specific employment competencies. Students with disabilities receiving a special diploma may return to school until receipt of a standard diploma or until the end of the school year in which they turn 22 years of age as specified in School Board Policy 6000.4.

For student returning to school after receiving a special diploma, Wingate Charter will provide transition services giving students a unique opportunity to be actively involved in making choices to prepare for their future. The program is designed to promote success in structured environments that simulate life outside of Wingate, develops high self-esteem, and an enriched quality of life.

As students move from the typical academic learning environment, they need to take ownership of the path adult learning requires within this transition. For that reason, the students in the program are called Team Members. A main goal of this program is to empower these young adults to become participating members of their team, as life choices, career and vocational plans are determined.

Assessment tools are ongoing and used to provide information and assistance to the student and his /her team moving forward from the academic learning into the rigor of application of skills and personal preferences for the transition years. The student evaluates as:

- Current Status (This is me now.)
- Preferences (This is what I like.)
- Abilities and Challenges (This is what I can do.)

Assessment is ongoing through Teacher Observational data based on prompting level required for tasks, as well as Team member reports. Pre-post assessments in areas of learning within each Instructional Target are gathered monthly. Pre-testing prior to beginning instruction will provide a measure of the students' background/prior knowledge and previous learning. Post-testing will evaluate what the students know at the end of the instruction. Monitoring growth through assessment and evaluation provides us the framework to provide effective instruction in meeting the needs of our students post graduation success.

The services for students age 18-21 will focus on five components of planning for the transition years.

- Vocational / Employability: Preferences and skills appropriate for adult employment.
- Daily Living: Adult living preferences and necessary daily living skills for communication and self-advocacy.



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- Community: Community leisure preferences and skills necessary for participating in the community.
 - Personal Life: Personal interests and skills for communication and navigating different environments successfully.
 - Lifelong Learning: Learning style and reading, writing, and math skills that are utilized in within daily activities.

Wingate Oaks Center's Transition program provides a highly structured learning environment that is divided into zones. Each zone reflects the choices, and goals of the participating Team members. Domestic, clerical, retail, leisure, and direct instruction are examples of the instructional locations in the classroom. All tasks are differentiated to provide opportunities for all Team members to increase student achievement.

Wingate Oaks Center's Transition Program focuses on increasing independence and teaching the tasks required to complete a variety of employability and community involvement skills. The zones and instruction provides our Team members with the skills and qualifications for successful inclusion and participation at home and in the community, vocational based adult programs, or a supported employment position.

Wingate's Life Skills Production Lab (on campus) is an instructional zone that supports local businesses. As partners, Wingate provides an opportunity for Team members to learn the skills in a controlled environment that they might engage in post graduation.

Community Based Instruction is a method that teaches functional skills in their natural environments. Community Based Instruction utilizes the community (on and off campus) for relevant instruction that is curriculum based. It is essential in facilitating Independence and enhancing the quality of life. Utilizing the community in a meaningful and socially appropriate fashion, allows for communication opportunities with typical peers.

Wingate Oaks Center's, On the Job Training (OJT) program supports the journey transferring learned skills from school to their natural environments. While supervised, our Team members work side by side with our local business partners' in learning meaningful skills for either employment or volunteerism. The transition program at Wingate currently has three School Based Enterprises, The Dollar Dome, Business Card Printing, and an engraving system producing Trophies and Plaques.

For students pursuing a standard diploma, Wingate Oaks will follow SBBC Policy 6000.1 with respect to graduation requirements, including any future amendments. This policy aligns with F.S. 1003.428 in delineating the minimum graduation requirements and diploma options for high school students. **Appendix D** highlights the graduation requirements for students seeking various standard, career and special diplomas.

Students with Disabilities making adequate progress toward graduation will be eligible for a standard high school diploma without qualification by successfully meeting the guidelines outlined in the District's Student Progression Plan [and as specified in Section 4A of this application.](#)



Students with Disabilities who have accommodations that require modification to the graduation requirements as outlined in the Student Progression Plan and are consistent with the language contained in CS/CS/SB 850 will be awarded a standard high school diploma upon satisfactory completion of all prescribed conditions and criteria. Students with Disabilities, who are currently pursuing the special diploma option, may receive a special diploma if all applicable requirements are met. Students' progress will be appropriately monitored via an Individual Learning Plan (ILP) initiated upon enrollment. This will track all diploma requirements and also flag those students who fall behind anticipated completion dates for content and standards mastery as means to provide formative feedback to teachers, students and parents.

D. Describe how baseline achievement data will be *established*, collected, and used.

Describe the methods used to identify the educational strengths and needs of students and how these baseline rates will be compared to the academic progress of the same students attending the charter school.

Through the use of available technologies, Wingate Oaks will employ a system that compiles a variety of relevant student data that is available including academic and behavioral history; diagnostic assessment results, norm and criterion-referenced assessment results; previous IEP, 504 or ELL documentation; along with any other available student data (e.g. career or personal interest inventory results, participation in intervention programs, etc.). The system produces specialized reports highlighting individual strengths and weaknesses that allow teachers to appropriately tailor instruction to meet individual needs through the ILP process. The student objectives on the ILP also serve to direct the placement of each student into the appropriate reading class, on the school's managed software, and/or assignment to a specific tutor, which are key to generating and supporting student success.

The baseline levels of academic achievement established during the first academic year of the conversion to a charter school will be compared to academic achievement levels of the same students in previous years, when data is available, in order to assess rates of academic progress (e.g. one year's academic growth). The first year achievement levels will also serve as the baseline rates for progress in subsequent years. Other than standardized test scores, other baseline data may include report card grades, attendance records, and behavioral record (including in school and out of school suspensions as well as exemplary behavior). In the case of Exceptional Student Education (ESE), *IEPs* will be secured and *ELL* plans will be obtained for English Language Learners (ELL). This data will be made available to teachers who will assess progress against the baseline data. All data collected during the initial (baseline) academic year becomes part of the student records. Moreover, all digital assessment and managed software data will be imported and maintained on the information system to assist school administrators and faculty with progress monitoring and to keep parents informed of student progress.

In addition to the sources of baseline data mentioned, those students meeting the criteria for participation in formalized reading instruction will be provided the FAIR diagnostic screening assessment. Additional screening instruments recommended by Just Read Florida to help further assess deficiencies and formulate a comprehensive intervention plan support this assessment.



Continual monitoring of individual progress lends support to the instructional focus and intervention strategies. Benchmark assessments will be used to monitor individual student performance and group trend data. These data will help to inform classroom instruction and the types of interventions that are needed to keep each student on track to meet proficiency standards. Moreover, they provide the means for teachers to examine the effectiveness of their instruction and collaboratively plan to provide the optimum support and resources needed to achieve measurable learning gains. This data will also be used by administration to help develop just-in-time professional development that can assist teachers with targeting their instruction and incorporating new strategies.

The use of quarterly progress indicators, tied to distribution of report cards helps to assess student progress when compared to baseline data. Such progress will be discussed among teachers, counselors, students and parents, going beyond the report card itself to engage all stakeholders in a better understanding of the individual and his/her learning plan. An end of year analysis will not only compare the students against themselves according to baseline data, but to progress of the School in comparison to other District schools through the use of common indicators such as FCAT (or [FSA](#)), EOC exams, attendance and other factors available at a school-wide level. As indicated, the student information system will play an important role in these processes, providing both aggregate and disaggregated data for staff to review.

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

Wingate Charter will follow federal, state and district policies and procedures with regard to administration of assessments. Students with disabilities meeting the state FCAT exemption criteria will be administered the Florida Alternate Assessment (FAA) as directed by the District. The FAA is designed for students whose participation in the general statewide assessment (as determined) is not appropriate even with accommodations. The Florida Alternate Assessment measures student academic performance on the Florida Standards Access Points (or appropriate measures) in Language Arts, Mathematics, and Science at three levels of complexity; participatory, supported, and independent. Access Points are academic expectations written specifically for students with significant cognitive disabilities. As part of the Florida Standards, access points reflect the essence or core intent of the standards that apply to all students in the same grade, but at reduced levels of complexity.

Wingate Oaks will participate in all required State and District assessments pertaining to its target population. Some of the assessments identified in the **Chart Below** are all encompassing and may not be relevant for the target population. The chart outlines many of the major assessments that will be used to measure and monitor student performance. Others, such as prescriptive reading tests and those to ascertain a student's IQ, are limited to select students and not identified in the table. These measures, in addition to the school's internal measures, will be used to monitor student performance and inform instruction.

Assessment*	Time Frame	Audience
Summer End-of-Course (EOC) Exams	Late August	Students who did not pass EOC



Assessment*	Time Frame	Audience
Florida Kindergarten Readiness Screener Early Childhood Observation System Florida Assessment for Instruction in Reading	Fall	Kindergarten
Baseline Benchmark Assessment Test (BAT)	Fall	Grades 3 - 10
District Writing Prompt (1)	Late August	Grades 4, 8 & 10
Grade Three Mid-Year Promotion	Fall	Grade 3 - Retained
EOC Exams	Fall	Students who did not pass EOC
FCAT 2.0 Reading Retakes	Fall	Students retained in grade 10 and grades 11 & 12
PSAT/NMSQT	Fall	All Grade 10 & Select Grade 11
Florida Assessments for Instruction in Reading – 1, 2 & 3	Fall, Winter, Spring	Grades K - 12
District Writing Mid-Year Test (2)	Late Fall	Grades 1 - 8
Benchmark Assessment Tests	Winter	Grades 3 - 10
EOC Exams	Winter Mid-Year	Grades 6 - 12
Semester Exams	Winter	Grades 9 - 12
Primary Reading Mid-Year Assessment	Winter	Grades 1 & 2
National Assessment of Educational Progress (NAEP)	Winter - Spring	Grades 4, 8 & 12 Select schools
Portfolio Assessment Reading Comprehension	Winter-Spring	Grade 3
Florida Alternate Assessment (FAA)	Early Spring	Grades 3 - 10
Florida Comprehensive Assessment Test Writing	Late Winter	Grades 4, 8 & 10
Comprehensive English Language Learning Assessment (CELLA)	Spring	Grades K-12, all current ELLs and selected former ELLs
CogAT	Spring	Grade 2
Trends International Mathematics and Science Progress International Reading Literacy Study (TIMMS/PIRLS)	Spring	Grades 4, 8 & 10 Select schools
Florida Comprehensive Assessment Test Reading, Math & Science (FCAT 2.0)	Spring	Grades 3-10, Grades 5, 8 & 11
FCAT 1.0 Math retakes	Spring	Adult Students
FCAT 2.0 Reading Retakes	Spring	Grades 10, 11 & 12
Stanford Achievement Test, Tenth Edition (Alternative for Promotion)	Spring	Grade 3
End of Course Exams – High school Courses	Spring	Grades 6 -12
Post-Secondary Educational Readiness Test (PERT)	Fall- Spring	Grades 9 -12 (who have not met FCAT Grad requirements)
Primary Reading and Math EOY Assessments	Spring	Grades 1 - 2
Final Exams	Late Spring	Grades 9-12
American College Testing (ACT)	September - June	Grades 11-12
Scholastic Assessment Test (SAT)	October - June	Grades 11-12
College Placement Test (CPT)	Spring	Grade 12



* The identified assessments are based on those currently in use. Some of these are in the process of being replaced with new or revised measures from the FL-DOE.

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

Unlike traditional, public schools, Wingate Oaks places special emphasis on the use of diagnostic assessments to identify and monitor specific disabilities that will, in turn, drive the prescribed interventions found on the student's IEP. The development of a baseline for the target problem in quantitative terms determines whether the teacher or other team members can make any subsequent judgments about whether the student is responding to interventions that are implemented. Moreover, the school employs a much more rigorous and individualized monitoring system based upon performance measures and observations to adequately benchmark progress according to the RtI process.

Progress monitoring of interventions is the “heart and soul” of RtI. It is the means by which student progress in response to interventions is documented, and it is the mechanism that creates the data for data-based decision making. Without effective progress monitoring, RtI fails to achieve its intended purpose of assisting students make gains in acquisition of needed academic and/or behavioral skills and competencies. Progress monitoring always requires graphing. The student's performance in an identified area (e.g. reading fluency, as measured by words read correct per minute) is plotted on a line graph throughout the entire course of intervention. It is then compared to several important reference points: (1) his/her performance prior to the start of intervention (baseline), (2) expectation (a benchmark or grade-level standard), and (3) performance of the peer group on the same skill. In this way, vital information about the student's rate of progress is documented and the CPS team can make effective decisions about the interventions being implemented. The following section provides additional information about progress monitoring with graphic examples to illustrate essential points.

Formative assessments are an important vehicle for monitoring the progress of a student. Assessments must be frequent and connected to the content and standard a student is working to master. Assessments drive the decision-making about the best instructional strategy or approach to use with a student to further learning. Teachers should assess the progress of students with disabilities through a variety of formal and informal assessments. The following are a sampling of approved assessment instruments.

BRIGANCE® Inventory of Early Development-II (Yellow)

The IED-II provides ongoing holistic assessment, identifies present level of performance, pinpoints learning problems, and monitors growth. This assessment is appropriate for students birth to developmental age of 7 at the independent and supported level.

The Brigance Inventory of Early Development-II:

- Are easy to administer-teacher picks and chooses assessments based on student and program needs
 - Produce results that translate directly into instructional plans
 - Provides ongoing, easy-to-interpret record of assessment results and instructional objectives
-



BRIGANCE® Comprehensive Inventory of Basic Skills-Revised (CIBS-R) (Green)

The CIBS-R documents students' present level of performance in critical basic skills—the foundation for reaching all state alternate standards. The Inventory along with being criterion based also features a normed/standardized test option, allowing you to evaluate students in the contexts of the Florida Standards and Access Points.

The Comprehensive Inventory of Basic Skills-Revised:

- Assesses specific areas of educational need
- Facilitates development of performance goals
- Provides indicators of progress on specific skills
- Is normed in key skill areas for multidisciplinary or classroom-based administration

BRIGANCE® Life Skills Inventory (Blue)

This inventory assesses basic skills and functional life skills in the context of real-world situations. Results will help plan instruction, set learning goals, and monitor learning growth. The Life Skills Inventory assesses listening, speaking, reading, writing, comprehending, and computing skills in nine life-skill sections:

- | | |
|---------------------------------|------------------------------------|
| • <u>Speaking and listening</u> | • <u>Telephone</u> |
| • <u>Clothing</u> | • <u>Food</u> |
| • <u>Money and finance</u> | • <u>Travel and transportation</u> |
| • <u>Health</u> | • <u>Words on common signs and</u> |
| • <u>Functional writing</u> | <u>warning labels</u> |

Life Centered Career Education Curriculum (LCCE)

The LCCE Inventory is a curriculum-based assessment instrument designed to assess the student's daily living, personal-social, and occupational knowledge and skills. The inventory can be used with students in Grades 9-12 at the independent or supported level.

The LCCE includes three types of assessments:

- Competency Rating Scale
 - Relates to the 97 competencies
 - Observations
- Knowledge Battery
 - Standardized criterion-reference
 - 200 multiple-choice
- Performance Battery
 - Hands-on materials
 - Curriculum based

A more comprehensive summary of available assessments are depicted on the following pages:



Complexity Level	Independent	Supported	Participatory
K	Brigance Inventory of Early Development-II TEMA-3 (Test of Early Mathematics Ability) OR Key Math-3	Brigance Inventory of Early Development-II TEMA-3 (Test of Early Mathematics Ability) OR Key Math-3	Comprehensive Planning Handbook (CPH) TEMA-3 (Test of Early Mathematics Ability) OR Key Math-3
1st Grade	Brigance Inventory of Early Development-II TEMA-3 (Test of Early Mathematics Ability) OR Key Math-3	Brigance Inventory of Early Development-II TEMA-3 (Test of Early Mathematics Ability) OR Key Math-3	Comprehensive Planning Handbook (CPH) TEMA-3 (Test of Early Mathematics Ability) OR Key Math-3
2nd Grade	Brigance Inventory of Early Development-II TEMA-3 (Test of Early Mathematics Ability) OR Key Math-3	Brigance Inventory of Early Development-II TEMA-3 (Test of Early Mathematics Ability) OR Key Math-3	Comprehensive Planning Handbook (CPH) TEMA-3 (Test of Early Mathematics Ability) OR Key Math-3
3rd Grade	Brigance Comprehensive Inventory of Basic Skills TEMA-3 (Test of Early Mathematics Ability) - Normed up to age 8.11 years OR Key Math-3	Brigance Comprehensive Inventory of Basic Skills TEMA-3 (Test of Early Mathematics Ability) - Normed up to age 8.11 years OR Key Math-3	Comprehensive Planning Handbook (CPH) TEMA-3 (Test of Early Mathematics Ability)- Normed up to age 8.11 years OR Key Math-3
4th Grade	Brigance Comprehensive Inventory of Basic Skills Key Math-3	Brigance Comprehensive Inventory of Basic Skills Key Math-3	Comprehensive Planning Handbook (CPH) Key Math-3
5th Grade	Brigance Comprehensive Inventory of Basic Skills Key Math-3	Brigance Comprehensive Inventory of Basic Skills Key Math-3	Comprehensive Planning Handbook (CPH) Key Math-3
6th Grade	Brigance Comprehensive Inventory of Basic Skills OR Brigance Life Skills Inventory Key Math-3	Brigance Comprehensive Inventory of Basic Skills OR Brigance Life Skills Inventory Key Math-3	Comprehensive Planning Handbook (CPH) Key Math-3
7th Grade	Brigance Comprehensive Inventory of Basic Skills OR Brigance Life Skills Inventory Key Math-3	Brigance Comprehensive Inventory of Basic Skills OR Brigance Life Skills Inventory Key Math-3	Comprehensive Planning Handbook (CPH) Key Math-3



Complexity Level	Independent	Supported	Participatory
8th Grade	Brigance Comprehensive Inventory of Basic Skills OR Brigance Life Skills Inventory Key Math-3	Brigance Comprehensive Inventory of Basic Skills OR Brigance Life Skills Inventory Key Math-3	Comprehensive Planning Handbook (CPH) Key Math-3
9th Grade	Brigance Comprehensive Inventory of Basic Skills OR Brigance Life Skills Inventory OR Brigance Employability Skills Inventory OR Life Centered Career Education (LCCE) Key Math-3	Brigance Comprehensive Inventory of Basic Skills OR Brigance Life Skills Inventory OR Brigance Employability Skills Inventory OR Life Centered Career Education (LCCE) Key Math-3	Comprehensive Planning Handbook (CPH) Key Math-3
10th Grade	Brigance Comprehensive Inventory of Basic Skills OR Brigance Life Skills Inventory OR Brigance Employability Skills Inventory OR Life Centered Career Education (LCCE) Key Math-3	Brigance Comprehensive Inventory of Basic Skills OR Brigance Life Skills Inventory OR Brigance Employability Skills Inventory OR Life Centered Career Education (LCCE) Key Math-3	Comprehensive Planning Handbook (CPH) Key Math-3
11th Grade	Brigance Comprehensive Inventory of Basic Skills OR Brigance Life Skills Inventory OR Brigance Employability Skills Inventory OR Life Centered Career Education (LCCE) Key Math-3	Brigance Comprehensive Inventory of Basic Skills OR Brigance Life Skills Inventory OR Brigance Employability Skills Inventory OR Life Centered Career Education (LCCE) Key Math-3	Comprehensive Planning Handbook (CPH) Key Math-3
12th Grade	Brigance Comprehensive Inventory of Basic Skills OR Brigance Life Skills Inventory OR Brigance Employability Skills Inventory OR Life Centered Career Education (LCCE) Key Math-3	Brigance Comprehensive Inventory of Basic Skills OR Brigance Life Skills Inventory OR Brigance Employability Skills Inventory OR Life Centered Career Education (LCCE) Key Math-3	Comprehensive Planning Handbook (CPH) Key Math-3



Wingate Oaks Charter School will use the Florida Continuous Improvement Model (FCIM) to evaluate and inform instruction. The FCIM is a quality improvement and research-based approach to management that enables school administrators and teachers to track student performance and help close the achievement gap using data. Teacher empowerment at Wingate facilitates data sharing, the most effective use of scheduling and allows teachers to mutually develop lessons based upon student needs. A relative to the FCIM approach is the eight-step process and it works as follows:

- Disaggregate data – the school will break down and analyze data in order to provide the structure for success. Data can help to quickly identify the concepts students have not mastered or are on the verge of not mastering.
- Reflect modifications in grouping, teaching/learning strategies and other efforts on each student's ILP.
- Develop an Instructional Timeline – the instructional timeline will serve as a graphic reminder for teachers and parents. It will be a map that will show a logical path for the following: Aligning state performance standards; curriculum and assessments based on the needs of students; the importance of the objects on performance tests; telling us what to teach and when to teach it.
- Deliver an Instructional Focus/Scope & Sequence – this is the step where teaching and learning will take place. The Scope and Sequence will show what is to be mastered based on the needs of the students.
- Administer Frequent Assessments: frequent assessments will help us check for understanding, help us provide data for analysis and help us to track student progress. With data will be able to administer early interventions and to adjust teaching methods to meet the needs of the students.
- Use Tutorials to Reteach Non-Mastered Targeted Areas – in order for tutorials to be effective, they will be offered frequently and by talented staff (not necessarily the same person as the student's regularly classroom teacher). The instruction will be focused and intense. Tutorials will allow for additional instructional time for review and refocus, and are a requirement if we are to ensure the success of all students.
- Provide Enrichment Opportunities – what is considered beneficial to a few “gifted and talented” students often will prove beneficial to all students. Activities provided during enrichment time could become the “light bulb” of understanding and provide new ability for non-mastery students.
- Reinforce Learning Through Maintenance – if student do not routinely use a skill, it is soon forgotten. Maintenance will involve using and reinforcing previously taught skills. Using instructional time wisely will permit teachers to reinforce skills and concepts through a variety of retention strategies.
- Monitor Progress – monitoring will be an ongoing, multifaceted step in the instructional process cycle.



In addition to tracking student progress and closing the achievement gap, assessment and performance data will enable the school to align professional development programs with student and teacher needs, to constantly adjust and specialize ongoing school-wide programs, and to properly incorporate inquiry-based lessons and questioning throughout the curriculum.

Wingate will continue to utilize a Response to Intervention (RtI) model supported by a Collaborative Problem Solving (CPS) team that oversees the integration of assessments and interventions within a multi-level prevention system to maximize student achievement and to reduce behavior problems. The RtI implementation at the school will contribute to more meaningful identification of learning/behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed at the school, and assist with the identification of learning disabilities and other disabilities.

The RtI model at the school will have four essential components: A school-wide, multi-level instructional and behavioral system for preventing school failure, screening, progress monitoring, data-based decision making for instruction and movement within the multi-level system. Regardless of the number of interventions the school implements, each will be classified under one of the three levels of prevention: primary, secondary, or tertiary. This will allow for a common understanding across the entire process.

Professional development programs will mirror the needs of the school, both with the data and the school's mission of providing an inquisitive and versatile educational environment. While understanding the performance data of each student will provide teachers with the specific needs, tools such as higher level questioning will come from consistent and *Just-in-Time* professional development. Appropriate and timely PD will provide classroom instructors with relevant, research-based curricula and strategies in all subjects.

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

Wingate Oaks believes in working collaboratively with parents and that parents must be informed regularly regarding their child's performance at school. Parents can become a school's greatest ally in helping to ensure academic success for students. The school will provide many communicative mediums to parents and legal guardians in an effort to accommodate to the many variables that may impede parent-teacher communication. In addition, standardized assessments will be shared with parents and students via reports sent to the school. Conferences will then be organized in an effort to explain the performance outcomes and to dialog strategies for enrichment or remediation.

Formal assessment results will be sent home with the student, via mail or during a parent meeting. Formal results are provided from district and state mandated testing. Examples of formal assessments are, but not limited to, standardized tests, school climate surveys, standards-based unit tests, writing assessment, diagnostic tests.

Parent and student (to the extent possible) involvement in the school's academic delivery,



intervention and therapeutic programs is paramount for the success and wellbeing of each student. All Special Education students will be provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1993; ss.1000.05 and 1003.57, F.S.; Chapter 96-186, Laws of Florida; and Chapter 6A-6 of the Florida Administrative Code. Additionally, Wingate Oaks will follow guidelines and procedures detailed in the BCPS policies for Special Programs and Procedures for Exceptional Students. The educational program for exceptional students will include and adhere to the principles of the law as follows:

Free appropriate public education (FAPE)- will be provided to every exceptional student enrolled in the School. That is, free (no cost to parents); appropriate suited to individual needs of the child; public – provided by and paid for the public education system; education-including extracurricular activities.

Appropriate evaluation – evaluations will occur within appropriate timeframes and in accordance with published guidelines. IEP and Educational Plans (EP) for gifted will be developed, appropriately maintained and monitored through meetings held in accordance with Sponsor's guidelines.

Parent/Student Participation in Decisions – including but not limited to giving consent for evaluation and initial placement, helping design the IEP, helping Wingate Oaks understand their children.

Procedural Due Process – A non-discriminatory policy regarding the eligibility, identification, location, placement and evaluation process as well as adherence to procedural guidelines for all of these and with integrity to FAPE will consistently be implemented. Notwithstanding, when in question, due process hearings may be initiated by a parent or the district on the proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education.

Identifying students with special needs – Wingate Oaks has determined that it will use a multi-tiered Response to Intervention (RtI) model for the implementation of research-based instruction and intervention for all students identified as below level. The Response to Intervention model integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. Wingate Oaks will identify students at-risk for poor learning outcomes; monitor student progress; provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness; and subsequently begin the process to identify students with learning disabilities or other disabilities as needed. The RtI implementation at the school will contribute to more meaningful identification of learning/behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed at the school, and assist with the identification of learning difficulties and problems.

As a part of this RtI process, the Comprehensive Problem Solving Team (CPST) will review the screening and progress monitoring data and information provided from all other



relevant records in order to develop more focused, intensive interventions for the student. Parent(s)/guardian(s) are integral team members and provide data regarding developmental history and current functioning within the family and community units. Barriers to learning will be identified and strategies to overcome such barriers are developed. Progress monitoring schedule is determined and responsible persons are determined for the implementation of interventions and progress monitoring. Interventions are implemented and monitored as Tier 3 interventions as designed. Progress monitoring data is collected a minimum of every two weeks and parents will be notified of intervention implementation and student progress over time. The School Psychologist will periodically conduct fidelity checks on the CSPT Intervention Plan while assisting with progress monitoring data collection.

In addition to aforementioned parent involvement, more traditional options for sharing information with parents will also include:

Progress Reports (Report Cards):

The school will issue Progress reports at the end of each marking period. In lieu of sending home the first report card, parents will be asked to attend a teacher/parent meeting to discuss student progress. These will not be withheld from students because of failure to pay dues, fees or charges for lost or damaged books or property.

Interim reports:

Not later than 4 weeks into the grading periods, an interim report shall be sent to parents of students who are experiencing difficulty including, but not limited to, the following: failing, a drop of two or more grades, unacceptable behavior and/or excessive absences. In schools with an automated system for record keeping and grading, interims will be provided for all students (as an indicator of satisfactory or unsatisfactory progress).

Required Parental Notification for students in danger of not meeting promotion requirements:

Any student with failing grades or a GPA below 2.5, or in danger of failing a required class(es), shall have their parent or guardian notified that improved academic performance is necessary to ensure continued success. Wingate Oaks will assist students in meeting these requirements through a variety of options, which will include, but are not limited to:

- In class interventions
- Extended learning
- Special counseling/therapy
- Volunteer tutors
- Study skills classes

Periodic parent conferences will be strongly encouraged as they can become a bridge between the home and school, thus influencing student performance in the classroom. By discussing student progress and assessment results, parents are better able to understand their child's difficulties so that they may become a resource at home for skills improvement. The school will create scheduled conferences in order to ensure teacher availability and proper planning. Two schools days each week



will be designated as parent conference days utilizing 30 minutes after school hours, or alternatives necessary to accommodate parental needs. To the extent possible, students will be directly involved with the conferencing process. Teachers will also provide timely and targeted feedback to students apprising them of their progress as they guide them toward achievement of their IEP or ILP targets.

Wingate Oaks' School Improvement Plan (SIP) will be used to outline goals and objectives that will be aligned with the Florida school Accountability Indicators. The School Advisory Council (SAC) will, among other things, review and discuss standardized test results as they relate to instruction and the delivery of programs within the school's curriculum.

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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).

From the list above Wingate Oaks Charter will provide the following level of service:

- 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).

The K-12 classes at Wingate will be designed for small groups of students with a focus on specific learning goals and objectives for each grade level. The individual needs of students will be addressed through the IEP process, and services will be provided as identified. The Assistant Principal/LEA Designee will meet with the teachers and service providers on a regular basis to provide support and ensure compliance with and implementation of the IEP services.

Contracts will be developed with individuals and/or outside agencies to provide certified staff for direct services, assessments, and progress monitoring in the areas such as visually impaired, deaf or hard of hearing, occupational and/or physical therapy, and speech and/or language impairments. Each student receiving contracted services will be case managed by a certified ESE Teacher and the Assistant Principal/LEA Designee.

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.

Students with disabilities will have an equal opportunity of being selected for enrollment in Wingate as long as the placement on the IEP is consistent with the level of service indicated in *Section 6A of this application*. The school shall not violate the anti-discrimination provisions of s. 1000.05, Florida Statutes and the enrollment procedures will be applied consistently for all students.

Since Wingate is a conversion charter school, according to Florida Statutes 1002.33 (10)(c), enrollment preference shall be given to students who would have otherwise attended the school. Students already in attendance at Wingate will be given first opportunity to complete and return an application prior to the open enrollment process.



In the first year of operation, Wingate will hold an open enrollment period of not less than thirty (30) days. Families will be able to apply in person or online using the School's website and the online enrollment system. The system will assign each student a number based on the grade level for which the student is applying. In the event the number of applications exceeds the number of available spaces, school administration will conduct an enrollment lottery, which will randomly select students until all spaces are filled, and then assign the additional students to a waiting list. Students will be given ten (10) days from the notice of acceptance to confirm their attendance. If a student declines enrollment or fails to respond within the designated timeframe, the enrollment will be offered to the next student on the list.

After the first year, Wingate will provide enrolled families the first opportunity to re-enroll for the following year. This shall take place no later than March of each school year. After Wingate has confirmed the number of available spaces for the upcoming school year, an open enrollment period of not less than thirty (30) days will be held. The school will hold a lottery to address applications exceeding available space.

The school shall comply with s. 1003.22, Florida Statutes, and other applicable statutes concerning school entry, health examinations, and immunizations.

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.

The Local Education Agency (LEA) designee at Wingate will work closely with the School District liaison assigned to the school to ensure compliance with applicable state and federal guidelines regarding ESE services.

The school and governing board acknowledge the School District will serve as the LEA and we will follow all of the requirements as outlined in School Board Policy 6000.4, Exceptional Student Education, Policies and Procedures (SP&P) [and will collaborate with the Sponsor to ensure compliance with this policy and all procedures.](#) Since IEPs are required to be reviewed at least annually and if during this process a student's placement is changed to a lesser restrictive environment Wingate's LEA designee will work with the School Board to identify an appropriate school location to meet the new IEP placement.

[Wingate Oaks Charter will provide a level of service for students with disabilities having a special day school as the placement identified on their Individualized Education Plan \(IEP\). Students who will attend Wingate Oaks Charter will be properly evaluated and found eligible as an exceptional student in the manner prescribed by rules of the State Board of Education per F.S.1003.57. This statute also stipulates that in providing for the education of exceptional students, the district school superintendent, principals, and teachers shall utilize the regular school facilities and adapt them to the needs of exceptional students to the maximum extent appropriate. To the extent appropriate, students with disabilities, including those students in public or private institutions or other facilities, shall be educated with students who are not disabled. However, segregation of exceptional students shall occur only if the nature or severity of the exceptionality is such that](#)



education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. The students to be served at Wingate Oaks will constitute those whose needs cannot be met in a traditional educational setting and therefore have placement in a Special Day School on their IEP.

According to the 2014 LEA Profile for Broward County Public Schools, prepared by the FL Department of Education, there are 3.22% of students with disabilities served in public or private separate schools, residential placements, or hospital/homebound placements which is over the 2.5% target from the Department of Education. The LEA Designee will be aware of this state indicator and work closely with the sponsor to ensure students attending Wingate Oaks Charter are properly placed according to their IEP and an IEP will not be changed to a more restrictive setting without following the Sponsor's center placement process procedures.

The June 2013 Florida Inventory of School Houses (FISH) report indicates school capacity at Wingate Oaks to be 357. The projected enrollment outlined in Section 2 of this application is under the FISH capacity and also takes into consideration the state only wanting 2.5% of students with disabilities to be served in a separate setting, which for Broward, would be approximately 930 students. In addition to Wingate Charter, with a projected enrollment of 186 in five years, there are five other special day school locations in Broward to service the other approximately 744 students.

Due to the types of supports required by the this special student population, it is best not to enroll to capacity not only because of the state target but also to allow space for the school to provide specialized classrooms such as sensory rooms, therapy rooms, and clinics.

All Special Education students will be provided with programs implemented in accordance with federal, state, and local policies (specifically, the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1993; ss.1000.05 and 1003.57, F.S.; Chapter 96-186, Laws of Florida; and Chapter 6A-6 of the Florida Administrative Code. Additionally, Wingate Oaks will follow guidelines and procedures detailed in the BCPS policies for Special Programs and Procedures for Exceptional Students. The educational program for exceptional students will include and adhere to the principles of the law as follows:

Free appropriate public education (FAPE)- will be provided to every exceptional student enrolled in the School. That is, free (no cost to parents); appropriate suited to individual needs of the child; public – provided by and paid for the public education system; education-including extracurricular activities.

Appropriate evaluation – evaluations will occur within appropriate timeframes and in accordance with published guidelines. IEP and Educational Plans (EP) for gifted will be developed, appropriately maintained and monitored through meetings held in accordance with Sponsor's guidelines.

Parent/Student Participation in Decisions – including but not limited to giving consent for evaluation and initial placement, helping design the IEP, helping Wingate Oaks understand their children.



Procedural Due Process – A non-discriminatory policy regarding the eligibility, identification, location, placement and evaluation process as well as adherence to procedural guidelines for all of these and with integrity to FAPE will consistently be implemented. Notwithstanding, when in question, due process hearings may be initiated by a parent or the district on the proposal or refusal to initiate or change the identification, evaluation, or educational placement of the student or the provision of a free appropriate public education.

Identifying students with special needs – Wingate Oaks has determined that it will use a multi-tiered Response to Intervention (RtI) model for the implementation of research-based instruction and intervention for all students identified as below level. The Response to Intervention model integrates assessment and intervention within a multi-level prevention system to maximize student achievement and to reduce behavior problems. Wingate Oaks will identify students at-risk for poor learning outcomes; monitor student progress; provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness; and subsequently begin the process to identify students with learning disabilities or other disabilities as needed. The RtI implementation at the school will contribute to more meaningful identification of learning/behavioral problems, improve instructional quality, provide all students with the best opportunities to succeed at the school, and assist with the identification of learning difficulties and problems.

The Response to Intervention (RtI) process consists of the following:

- RtI teams review (Tier 1 meetings) the screening data and identify students in need of additional support through Tier 2 intervention. For those students that meet benchmark standards, they will continue to remain at Tier 1 and their progress monitored at the next benchmark assessment.
- While receiving intervention at Tier 2, a student's progress will be monitored by the RtI team to determine if progress is being made adequately. If a student is not progressing and the intervention(s) has been implemented as designed, the student will be referred to the School Support Team (SST).
- The RtI process is aided by the common planning portion of every school day. Teachers and support staff do not need to rearrange their schedules or leave their classrooms to participate in RtI or IEP meetings.

The Collaborative Problem Solving Team (CPST) will assist teachers in providing additional interventions for students with learning, emotional, social, and behavioral problems in school, including any who fall under the general education description. The CPST process is initiated as assistance is requested. The District's Data Warehouse is the source of important student information such as history of grades, background screening, attendance, academic, behavioral and/or social-emotional screening assessments etc. Continual filtering of a student's response to intervention determines the effectiveness of interventions and assists in the data based decisions. After the consideration of all the data by the CPST, a decision is made as to whether a referral for a



Multidisciplinary Team evaluation will be initiated. This rigorous and constant sorting and analyzing of information makes the CPST a reliable and efficient system incorporating the tiers of intervention delivery. In addition to the CPST being a valuable resource for schools it is also a filtering process, which serves to fluidly move students through the tiers of intervention, always evaluating and monitoring their response to these interventions and making data based decisions every step of the way. It is a process that ensures the delivery of general education interventions first to address student's academic, behavioral and/or social emotional needs. The filtering then begins as students who continue to perform below standards and show inadequate response to general education interventions, even when provided with appropriate instruction and evidence based interventions; formally enter the MTSS/RtI process.

The CPST will review the screening and progress monitoring data and information provided from all other relevant records in order to develop more focused, intensive interventions for the student. Parent(s)/guardian(s) are integral team members and provide data regarding developmental history and current functioning within the family and community units. Barriers to learning will be identified and strategies to overcome such barriers are developed. Progress monitoring schedule is determined and responsible persons are determined for the implementation of interventions and progress monitoring. Interventions are implemented and monitored as Tier 3 interventions as designed. Progress monitoring data is collected a minimum of every two weeks and parents will be notified of intervention implementation and student progress over time. The School Psychologist will periodically conduct fidelity checks on the CSPT Intervention Plan while assisting with progress monitoring data collection.

If the focused, evidence-based interventions attempted at all Tiers do not produce a satisfactory level of progress, as evidenced by review of the RtI data and an analysis of any existing barriers to learning, interventions will be modified and a comprehensive evaluation may be requested. Documentation of the various strategies and interventions employed in Tiers 2 and 3, as well as all data pertaining to progress- monitoring, become part of the referral packet. Parents will be kept informed of planned intervention efforts and the student's progress in response to intervention throughout the entire CPST process.

The CPST will consist of the AP/LEA Designee who will serve as the CPST Coordinator, school psychologist, general education teacher and the parent(s). If applicable an ESOL Coordinator will also be included. The CPST Coordinator will ensure that the RtI protocol delineated in the Sponsor's Manual will be followed when addressing the needs of students with academic, behavioral, and/or social-emotional difficulties.

Developing Individualized Education Plans: Students will be guaranteed a free appropriate education and evaluation as well as consequent placement and implementation of an appropriate IEP. The written individualized educational plan for each student will include measurable annual learning goals and behavioral goals that may involve the evaluation of behavior through a Functional Behavioral Assessment (FBA) and the development of a Positive Behavior Intervention Plan (PBIP). Additionally, program components including specialized instruction and related services, goals, progress reports to parents on goals, diploma options, and curriculum whether standard and/or modified, and assessment may also be addressed therein. Supplementary aids and related services will



also be identified as well as necessary accommodations and modifications will be clearly delineated in this written plan. The School will ensure that appropriate personnel will be trained in using the Web Based IEP system that is currently being used by the Sponsor.

504 Plan Procedures: A student is entitled to FAPE and may be entitled to Section 504 accommodations if he or she has a physical or mental impairment that substantially limits one or more major life activities. That is to say, for students experiencing difficulty in the classroom and for whom there is the suspicion of a disability should initially be referred to the School Support Team. The SST will follow all established SST procedures and determine if appropriate to refer for possible 504 Plan services.

The eligibility/ineligibility is based on a variety of sources. 504 Eligibility sources may include teacher observations, information from parents, and information from medical providers, standardized test scores, grades, or other pertinent information. Parents must receive notice of the Section 504 meeting and be invited to attend. Parents and students should be encouraged to attend the meeting and provide input that would help the committee in making decisions. Section 504 teams that convene for annual or interim meetings should consist of the parents, the student, the school administrator or designee, and school personnel who are familiar with the student, such as the student's teacher or counselor.

Federal and State Reports: Unless otherwise exempted by Chapter 1002, Florida Statutes, the School will complete federal, state and any other reports deemed necessary in accordance with the timelines and specifications of the Sponsor and the State Department of Education.

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

Wingate Oaks was specifically designed to meet the instructional needs of students with disabilities. The school, which was built in 1974, has had several extensive renovations, including the construction of the *900 wing* (9 additional classrooms) in 1992 and remodeling bathrooms to ADA standards. It sits on a 20-acre piece of land that provides ample opportunities for outdoor experiences. All aspects of the building are designed to meet the needs of exceptional students: wheelchair cuts make the sidewalks accessible from the parking lot; an overhang protects students from the sun and rain as they enter or exit buses; interior hallways contain railings to assist students as they learn to walk; display cases are positioned throughout the building to make essential communication available; shatterproof glass has been installed in doors and fire extinguishers; edible gardens have been established adjacent to classrooms to make them readily accessible; paved walkways provide access to outdoor areas and safe evacuation routes for students who use wheelchairs; bathrooms are ADA compliant; the on-site therapy pool has a ramped entry and accessible changing areas; two rooms have been modified to meet student sensory needs – one for students who have autism and the other to meet the needs of students with limited mobility; classrooms have cooking facilities; and a large orchard has been started to demonstrate the farm to table concept.



The explicit purpose of every staff member at Wingate Oaks Charter School, from the clerical staff and custodians to instructional staff, behavior technicians and the administrator is to provide an exemplary educational experience to students with significant disabilities and their families. The ESE teachers and support providers will plan cooperatively to provide the supplementary aids and services as indicated on each student's IEP.

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

Wingate will evaluate the effectiveness of services for students with disabilities based on the Broward County, Exceptional Student Education Department's center, cluster, LEA standards and the Council for Exceptional Children, Standards for Professional Children. The standards and indicators assess the general areas of learning environment, language and communication, curriculum and instruction, behavior management, social skills, assessment, transition planning and home/school collaboration. Wingate staff will be committed to the application of professional expertise to ensure the provision of quality instruction and a free appropriate public education for all students. Effectiveness of services will be evident based on the following indicators:

Learning Environment

1. Physical and classroom arrangement allows for adequate supervision of students, facilitates transition between classes and activities and other school locations on the campus.
2. Group and individual student schedules are visible, relate to the curriculum, age appropriate, and developed to promote independent learning.
3. Instructional areas are evident in the school for small and large groups, break/leisure/play activities, direct teaching, transition services, and independent task areas.
4. Identification and use of research/evidence based instructional methods and curricula that are age appropriate and effective in meeting the Access Skills and student's individual needs.
5. Maintenance of class size and caseloads conducive to meeting the students' instructional needs.
6. Use of assessment instruments and progress monitoring procedures, which align to the Access Skills and IEP goals.
7. Base grading, promotion, graduation, and/or movement out of the school on the individual goals identified on the IEP and School Board criteria.
8. Maintain current data based on efficient and accurate record keeping practices for the purpose of individual and group decision-making.
9. Ensure confidentiality of information except when information is released under the specific conditions of written consent and statutory confidentiality requirements.



Management of Behavior

1. Application of only those disciplinary methods and behavioral procedures, which do not undermine the dignity of the student or basic human rights, specifically in the areas of restraint and seclusion.
2. Clearly stated goals and objectives for behavioral support are identified, as appropriate, in the student's IEP.
3. Evidence of a school wide positive behavior management plan, zone management for staff, and research based applied behavioral analysis procedures.
4. Functional Behavior Assessment, Positive Behavior Intervention Plan, and Crisis Plan are in place for students, as needed.
5. Social and behavioral skills are systematically taught to all students.
6. Classroom and school environment is based on positive behavioral support strategies.

Home/School Collaboration

1. Development of effective communication with parents, using the primary language of the home and other modes of communication when appropriate.
2. Use of parents' knowledge and expertise in planning, conducting, evaluating educational and related services for students.
3. Maintain communication between parents and professionals with respect for privacy and confidentiality.
4. Extend opportunities for parent education and sharing utilizing current and relevant information.
5. Inform parents of their educational rights as described in the Notice of Procedural Safeguards for Parents of Students with Disabilities.
6. Recognize and respect cultural diversities which may exist in families and their effects on the decisions made for children.

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

Wingate's curricular and instructional approach with all students will be consistent with the IEP goals and services. Classes at the school will be grouped by age and developmental level with the goal to reduce the age and grade span at the elementary, middle and high school levels. We believe through the use of differentiated instruction the varied needs of the students will be met in the classroom. The use of differentiated instructional strategies during classroom instruction will meet the individual needs of those students who may require additional assistance to master a skill or IEP goal. ESE Teachers and Service Providers will continuously track and monitor students' progress based on IEP goals and standards. A student not making progress as reported through their Annual Goals Progress Report or Report Card will be monitored to determine if an IEP meeting needs to be held to review and possibly revise the prescribed goals and objectives.



Among a variety of teaching strategies, ESE teachers will be especially cognizant of providing direct and explicit teaching, which includes:

- Concept/skill is broken down into critical features/elements,
- Teacher clearly describes concept/skill,
- Teacher clearly models concept/skill,
- Multi-sensory instruction,
- Teacher thinks aloud as modeling occurs,
- Teacher models examples and non-examples,
- Cueing
- High levels of teacher-student interaction.

All of the aforementioned components work equally well for struggling learners, who may be functioning at a Tier 2, RtI level. Progress monitoring and time built into the school day for teachers and support staff to discuss relevant data and academic strategies will enhance the school's ability to produce learning gains. The AP/LEA Designee will be responsible for monitoring the implementation of strategies by the classroom teacher using the Classroom Walk-Through model.

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

The school population will be primarily children with intellectual disabilities, communication deficits, emotional/behavioral challenges and physical disabilities. The target population traditionally served in either a special day school or special class placement for students returning for FAPE represents 3% to 4% of the population of students with disabilities. Our unique model combines an individualized educational program for both of these placements with a medical program thus meeting both the educational, therapeutic and transition needs of the student.

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

- 2015-2016 grades K-5 up to 12 students; grades 6-8 up to 18; grades 9-12 including students returning for FAPE up to 57. Total enrollment for year one: 87
- 2016-2017 grades K-5 up to 15 students; grades 6-8 up to 20 students; grades 9-12 including students returning for FAPE up to 67. Total enrollment year two: 102
- 2017-2018 grades K-5 up to 21 students; grades 6-8 up to 28 students; grades 9-12 including students returning for FAPE up to 79. Total enrollment year three: 128
- 2018-2019 grades K-5 up to 25 students; grades 6-8 up to 36 students; grades 9-12 including students returning for FAPE up to 84. Total enrollment year four: 145



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- 2019-2020 grades K-5 up to 29 students; grades 6-8 up to 42 students; grades 9-12 including students returning for FAPE up to 89 Total enrollment year five: 168

The projections were made on current enrollment and then historical numbers prior to the decision to close Wingate. At the present time, Wingate Oaks serves approximately 63 students in grades K through 12 where their IEP indicates placement in a special day school. The students currently attending Wingate Oaks have cognitive disabilities requiring specially designed instruction to meet their unique and individualized learning needs. Through intensive supports and services the students will learn many skills to maximize their independence throughout their school, home and community life.

Grade placement is individualized and based on student needs, taking into consideration chronological and developmental ages. Therefore, the numbers provided herein are estimates, and may fluctuate within each grade span depending on student enrollment and/or attrition in the respective grade levels.

The projected student-to-teacher ratio will be consistent with the needs identified on the students' IEPs and the Florida Education Finance Program Matrix of Services handbook.

It is anticipated that the current number will grow each year based upon the following factors:

- Parents, whose children were already transferred to other special day school programs at substantially greater distances from their home, will return to Wingate Oaks.
- There has never been a “true alternative” to the public school locations for parents whose children require a special placement. Parents whose children currently attend school at other locations may now consider Wingate Oaks a legitimate option.
- Through an increased emphasis on transition programming and workforce development, Wingate Oaks expects to attract additional 18-21 year old students who can benefit from such a highly focused program. These students IEPs would not be changed to a special day school placement and negatively impact the 2.5% state indicator requirement because their community time counts as time with non-disabled.

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

Since this is a conversion charter, the parents expressed a desire to maintain to the extent possible consistency with the current staff working at Wingate. This issue was taken into consideration, as the proposed staffing configuration and associated budget were prepared.

Wingate Oaks Charter School will employ certified exceptional education teachers, certified behavior techs, and highly qualified paraprofessionals to provide the instructional programming. Staffing will consist of one teacher and two paraprofessionals per classroom, with behavior techs assigned to classrooms as needed. Average instructional staffing will range from 1 staff person to 2 to 4 students in classrooms. In addition to classroom teachers, certified teachers will provide instruction in the



Arts or Physical Education regularly for each class. Therapy needs of participating students will be determined by each student's IEP and therapists will be hired based upon these needs.

In addition to the classroom staff, the support personnel shall include a principal, an Assistant Principal/LEA Designee, a behavior specialist, one site-based substitute teacher, one on-site nurse, two clerical staff persons, and two custodial staff persons, and a security specialist. Technical support will be provided on a part time basis. Additional staff members may be added as the student enrollment increases and if funding is available.

The ESP will provide numerous services that are important to the efficient operation of the school, but which do not require dedicated staff persons on site, including human resources, payroll, benefits, purchasing, grant writing and fundraising.

The following table provides the Wingate Oaks staffing plan for a five-year period beginning with the 2015-16 school year. These projections are of a general nature and based upon the needs of students currently enrolled at Wingate Oaks. Actual staffing needs will vary due individual student requirements driven by the IEP process.

	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
<u>Projected Grades K- 12 Enrollment</u>	<u>87</u>	<u>102</u>	<u>128</u>	<u>145</u>	<u>168</u>
<u>Teachers: Core</u>					
<u>ESE Teachers</u>	<u>8</u>	<u>9</u>	<u>11</u>	<u>12</u>	<u>14</u>
<u>Teachers: Elective</u>					
<u>Art</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
<u>Music</u>	<u>0</u>	<u>0</u>	<u>1</u>	<u>1</u>	<u>1</u>
<u>PE/Health</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
<u>Instructional Support</u>					
<u>Speech/Language Specialists</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>3</u>	<u>4</u>
<u>Job Coaches</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>3</u>
<u>Behavior Specialists</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>3</u>	<u>3</u>
<u>Behavior Technicians</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>6</u>
<u>Substitute Teachers</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>2</u>
<u>Instructional Assistants</u>	<u>16</u>	<u>18</u>	<u>22</u>	<u>24</u>	<u>28</u>
<u>Administration</u>					
<u>Principal</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
<u>Assistant Principal/LEA Designee</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
<u>Medical/Therapeutic</u>					
<u>Nurses</u>	<u>1</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>3</u>
<u>Other Therapists (TBD) - contracted</u>	<u>=</u>	<u>=</u>	<u>=</u>	<u>=</u>	<u>=</u>
<u>Administrative Support</u>					
<u>Office Manager/Bookkeeper</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
<u>Security</u>					
<u>Security Specialist</u>	<u>1</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>
<u>Clerical</u>					
<u>Receptionist/Registrar</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>	<u>1</u>
<u>General Clerk</u>	<u>1</u>	<u>1</u>	<u>2</u>	<u>2</u>	<u>2</u>
<u>Custodial</u>					
<u>Maintenance Staff</u>	<u>2</u>	<u>2</u>	<u>3</u>	<u>3</u>	<u>3</u>
<u>Food Services</u>					



	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>
<u>Projected Grades K- 12 Enrollment</u>	<u>87</u>	<u>102</u>	<u>128</u>	<u>145</u>	<u>168</u>
<u>Cooks</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>	<u>2</u>

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

It would be highly unusual for a gifted and talented student to be recommended for a Special Day School designed for students working on alternate standards. If such a placement should occur, parents will be advised of the School's limitations in this regard, but all options will be considered should a student enter Wingate Oaks with a gifted eligibility. First, the student's academic history and standardized test scores will be reviewed. The student would then placed in the most appropriate courses available. Since Wingate employs individualized instruction, this method would help to address the individual needs of a gifted and talented student allowing the school to leverage their talents in order to complete the graduation requirements in the shortest possible time frame.

Should it be necessary, a virtual curriculum, supported by a flexible student schedule can provide the necessary program enhancements to assist gifted students in obtaining the credits and assessment levels needed, while preparing them for the world of work and post-secondary training. Formative assessments will monitor the student's progress and the degree to which the individual's unique talents are being addressed. Further, a student with a gifted eligibility always has the option to transfer to a school with a more suitable program.

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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.

As mandated by the META Consent Decree, Wingate Oaks will provide services to students whose native language is other than English. These services focus on six components that are part of the settlement term: identification assessment, equal access to appropriate programming, equal access to appropriate categorical and other programming for English Language Learners (ELLs), personnel, monitoring, and outcome measures.

Upon registration students/parents complete a Home Language Survey (HLS) to determine if another language is spoken at the student's home. If any of the three HLS questions is answered in the affirmative, the students are then administered an assessment to determine their English language proficiency. If these students are determined to have limited English proficiency, they will be enrolled in the English for Speakers of Other Languages (ESOL) Program and will be classified as English Language Learners (ELLs). These students will then participate in the English/Language Arts through ESOL Program that is designed to facilitate English language acquisition and achieve academic success in their English-speaking environment. Data will be collected during survey reporting periods by the state to track services, testing data, academic progress, demographic information, and Program placement of all ELLs.

Students in grades 9-12 will take the IDEA Language Proficiency Test II (IPT) Form E for initial placement within 20 days of registration. Students who score English proficient on this listening and speaking assessment will be interviewed informally during intake procedures to better ascertain proficiency. However, students identified as Fluent English Speakers (FES) as measured by the IPT will also be administered the Kaufman Test of Educational Achievement-II (Brief Form) by District ESOL staff. This testing will be completed within 20 days of the student being identified as FES in order for Wingate Oaks to properly place the student. Should a transfer ELL student have a norm-referenced assessment score at or below 32nd percentile on the reading or writing portion of the assessment, they will qualify for entry into an ESOL Program.

Just as with all potential Wingate Oaks students, a comprehensive interview is conducted with ELL students and their parents (guardians) to ascertain key information that is relative to proper student placement. This is especially important for students seeking enrollment with limited or no prior school experience. All information obtained is documented in the English Language Learner Student Educational Plan (ELLSEP) folder, which is also a part of the Wingate Oaks Instructional Learning Plan (ILP). In addition to the assessment and interview data obtained, Wingate Oaks will also employ the Foreign Educational Systems: Guide for the Placement of Foreign Born Students, to provide guidelines for the grade placement of students entering the school with foreign educational credentials. Placement decisions will be consistent with BCPS Policy 5.1 and based on the following criteria:

- Age appropriateness of the student



- Documented prior educational services
- ELL Committee recommendations
- Assessments – Diagnostic and Placement
- Student/Parent (Guardian) Interviews

Those ELL students who have previously withdrawn from the District for a period longer than 90 school days, have not attended another school, and will be re-enrolling in Wingate Oaks, will be reassessed for English language proficiency. As a result, a new test date and plan will be established and documented in the ELLSEP folder with an ELL Committee convened as necessary.

The Wingate Oaks ESOL contact/designee will be responsible for overseeing the development and updates to the ELLSEP folder. This plan will be updated as follows:

- Whenever an ELL Committee is held,
- Annually at the beginning of each school year to reflect current services,
- On the anniversary date of the student's entry into the ESOL program, and
- Any other time when there is a change in the student's educational plan.

Wingate Oaks will adopt the Broward County *Language Level Classifications and Descriptions* as follows:

- | | |
|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A1 | Non-English Speaker or minimal knowledge of English
Demonstrates very little understanding
Cannot communicate meaning orally
Unable to participate in regular classroom instruction |
| A2 | Limited English Speaker
Demonstrates limited understanding
Communicates orally in English with one or two word responses |
| B1 | Intermediate English Speaker
Communicates orally in English, mostly with simple phrases and/or sentence responses
Makes significant grammatical errors which interfere with understanding |
| B2 | Intermediate English Speaker
Communicates in English about everyday situations with little difficulty but lacks the academic language terminology
Experiences some difficulty in following grade level subject matter assignments |
| C1 | Advanced English Speaker
Understands and speaks English fairly well
Makes occasional grammatical errors
May read and write English with variant degrees of proficiency |



-
- | | |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C2 | Fluent English Speaker
Understands and speaks English with near fluency
Reads and writes English at a comparable level with the native English-speaking counterparts; may read and write the native language with variant degrees of proficiency |
| D | Fluent English Speaker
Speaks English fluently
Reads and writes English at a comparable level with English-speaking counterparts |
| E | Monolingual English Speaker |

For purposes of classifying English Language Learners (ELLs) per the State of Florida, the following codes will be used:

- | | |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| LY | The student is Limited English Proficient and is enrolled in classes specifically designed for ELL students. |
| LF | Former LY student -The student is being followed up for a two-year period after having exited from the ESOL program. |
| LP | The student is in grades 3-12, tested fully English proficient on an Aural/Oral Test and is an English Language Learner pending the Reading/Writing assessment, or the student is in grades K-12, answered “yes” on the Home Language Survey question, “Is a language other than English spoken in the home?” and is pending an Aural/Oral Test. |
| LZ | The student is one for whom a two-year follow-up period has been completed after the student has exited the ESOL program. |
| ZZ | Not Applicable |

If Wingate Oaks should have 15 or more ELL students speaking a language (per language group) other than English upon registration, the school will designate a staff member, who is proficient in the same language, to assist ELL students in understanding content instruction. Teachers and paraprofessionals assigned to provide heritage language support are expected to assist ELL students using ESOL strategies in the core subject areas of reading/language arts, mathematics, science, and social sciences.

In addition to using required ESOL strategies by teachers who teach ELLs, additional instructional model(s) and/or approach(es) will be used to ensure comprehensible instruction. These include, but are not limited to the following:

- **Sheltered English and Sheltered-Core/Basic Subject Areas:**



ELLs are grouped by grade levels and receive comprehensible instruction from teachers in Language Arts through ESOL. Bilingual teachers or paraprofessionals provide native language support. Other subject area instruction is provided by a teacher using native language support and/or with the assistance of a bilingual paraprofessional. Students are mainstreamed in classes such as art, music, and physical education.

- **Mainstream/Inclusion:**

Students are scheduled in academic courses based on their previous schooling as documented by their school records/transcripts and programmatic assessments. In addition, teachers evaluate students' content area knowledge on an ongoing basis and recommend appropriate class placement. ELLs receive comprehensible instruction through ESOL instructional strategies. Language skills are developed through the content areas (i.e. language arts, math, science, social studies).

Regardless of the approach implemented, ELLs receive instruction that is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to native English speaking students. Instruction is aligned with the appropriate standards, benchmarks and course descriptions. Textbooks and other instructional materials used with ELLs are the same as those used with non-ELLs in the same grade. School site administrators are responsible for monitoring the implementation of ESOL strategies by the classroom teacher. Evidence can be observed during classroom visits, through lesson plans, through use of materials, and through grade book notations. All teachers of ELLs document the ESOL strategies used for each lesson in their plan book.

To ensure that instruction provided to ELLs is equal in amount, sequence and scope, the school principal and guidance department staff or designee, will take appropriate steps in the placement of ELLs. Programmatic assessment and academic placement reviews are documented on the ELLSEP folder at time of entry and prior to placement into the ESOL Program. District staff will be requested to assist Wingate Oaks in ensuring that ELLs are appropriately assigned to grade and class level, with special attention to the placement of ELLs in all available coursework and programs as non-ELL students. Information addressing instruction of ELLs is also provided through face-to-face and web-based ESOL contact meetings and trainings hosted by the ESOL Department.

Program goals, objectives, and content of the curriculum for ELLs will be the same in scope, sequence and quality as the instruction provided to non-ELLs. ELLs must meet the standards, established by the Florida Department of Education. This is accomplished by following the curricula frameworks and by the utilization of the following resources:

- Grade-level State/District adopted materials
- District-recommended supplementary ESOL materials
- ESOL Instructional Strategies Matrix and Addendum
- Developmental Language Arts through ESOL Instructional Frameworks (Grades 6-12)

Instructional delivery, not content, is modified to meet the needs of ELLs. Teachers of social studies, science, mathematics and computer literacy are certified in their assigned subject areas and



receive appropriate ESOL professional development, as required by the State. Teachers of Language Arts/Reading are also certified in their areas, and are required by the state to obtain the ESOL Certification or Endorsement, which is added to their Florida State Teaching Certificate.

ELLs receive instruction by teachers who implement ESOL Instructional Strategies. School administrators and designated staff will be responsible for monitoring the implementation and documentation of ESOL strategies by the classroom teacher. Evidence is obtained during classroom observations, evaluations and classroom walk-throughs, including review of documentation/notation in lesson plans, and evidence of appropriate use of materials and audiovisuals. All teachers of ELLs will document the ESOL strategies used for each lesson in their plan book.

The following are some of the approaches used by teachers to ensure that comprehensible instruction is provided for the ELLs:

- Teacher/paraprofessional-student interaction in both languages when possible
- Curriculum is structured so that prior knowledge is considered
- Methods and materials used in the program reflect second language acquisition strategies and needs
- All subject matter is introduced in English, using ESOL instructional strategies, to ensure comprehensible instruction

It is the responsibility of the teacher to ensure that the student understands the instruction being provided.

Students in grades 3-9 are eligible for exit from the ESOL Program upon scoring proficient on the Listening/Speaking, Reading and Writing sections of the State-mandated Comprehensive English Language Learning Assessment (CELLA) and score achievement level of three (3) or greater or equivalent Developmental Scale Score on the Reading portion of the Florida Comprehensive Assessment Test (FCAT), or subsequent State assessment.

Students in grades 10-12 are eligible to exit the ESOL Program upon scoring proficient on the Listening/Speaking, Reading and Writing sections of the CELLA and score achievement level of three (3) or greater on the 10th grade FCAT (or subsequent State assessment) in Reading to meet graduation requirements or an equivalent concordant score. CELLA cut scores for proficiency are determined by the publisher and set forth by the State. The school's ESOL contact person, in coordination with the teachers, will follow the procedures below to exit students from the ESOL Program:

- Identifies students who are eligible to exit the ESOL Program based on the exit criteria.
- Updates the exit information on the ELLSEP folder for exiting students.
- Completes the appropriate section of the ELLSEP folder with the assessment data used to determine English proficiency, date and signature. If the ELL Committee needs to be convened, parents must be invited and all members of the committee must sign.
- Notifies the parents in writing that the student is exiting the ESOL Program. Such communication will be in a language the parent can understand and on the appropriate forms



provided by the District's ESOL Department.

- Monitors the student for two years from the exit date (or through graduation) in order to ensure success in the mainstreamed classroom.

State-approved accommodations will be given to ELLs during assessments and standardized tests such as the CELLA and the FCAT (or subsequent State assessment). These accommodations will be documented as part of the individual ELL Plan.

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

ESOL certified personnel will provide services to ELL students following curriculum guidelines and accommodations per the District's Limited English Proficiency Plan as well as the 1990 META Consent Decree. Appropriately certified staff will also ensure that students' needs are being met. To this end, Wingate Oaks will employ teachers who meet all licensure and/or certification requirements that apply in this area as follows:

- All teaching staff will be ESOL certified or endorsed based upon the content area of instruction.
- An ESOL Coordinator/Contact Person will be hired to oversee the ESOL Program.
- Multi-lingual school staff will be sought to facilitate communications with non-English speaking students and their families.

During year one of operation, Wingate Oaks will hire or designate an ESOL Coordinator who is a certified teacher with an ESOL Endorsement. The ESOL Coordinator will assume responsibility for overseeing the infusion of ESOL Performance Standards throughout applicable classes and work with the school administration and faculty to develop, implement and maintain the quality of the program over time. Wingate Oaks will add additional resource teachers as needed to appropriately and effectively serve the needs of the ELL population.

Wingate Oaks is committed to ensuring that core curriculum personnel, who instruct ELL students, will have the appropriate training and required documentation necessary for a comprehensive and effective program. To support this commitment, the school will incorporate ESOL strategies and approaches as an integral part of the School's Professional Development Plan. Further, each instructor will be expected to appropriately identify all ELL students and their proficiency levels in their grade books and in documenting ESOL strategies employed within their daily lesson plans. The ESOL Coordinator will have the responsibility of overseeing, training and assisting staff in meeting the needs of the school's ELL population throughout the school year. Moreover, every effort will be made to employ multi-lingual staff to facilitate communications with non-English speaking parents and guardians.



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

English Language Learners will receive instruction, which is equal and comparable in amount, scope, sequence and quality to the instruction provided to native English-speaking students. As with regular education students, Wingate Oaks' ILP identifies strengths and deficiencies to help structure an educational environment, which is most conducive for the learner and will complement the ELL Plan. Administrators will be responsible for monitoring the implementation of strategies by the classroom teacher using the Classroom Walk-Through (CWT) model. Evidence can be observed during classroom visits, review of lesson plans, use of materials and audiovisuals, and grade book notations. All teachers of ELLs document the ELL strategies used for each lesson in their lesson plans. Some of the ELL strategies used to assist students include, but are not limited to Marzano's High Yield Strategies summarized in the following table.

Marzano's High Yield Strategies

Strategy	Research	Implementation
Identifying similarities and differences	Students should compare, classify, and create metaphors, analogies and non-linguistic or graphic representations.	Thinking Maps, QAR, T-charts, Venn diagrams, classifying, analogies, cause and effect links, compare and contrast organizers.
Summarizing and note taking	Students should learn to eliminate unnecessary information, substitute some information, keep important information, write / rewrite, and analyze information. Students should be encouraged to put some information into own words.	Teacher models summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, break down assignments, create simple reports.
Reinforcing effort and providing recognition	Teachers should reward based on standards of performance; use symbolic recognition rather than just tangible rewards.	Hold high expectations, display finished products, praise students' effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, authentic portfolios, stress-free environment, high-fives.
Homework and practice	Teachers should vary the amount of homework based on student grade level (less at the elementary level, more at the secondary level), keep parent involvement in homework to a minimum, state purpose, and, if assigned, should be debriefed.	Retell, recite and review learning for the day at home, reflective journals, parents are informed of the goals and objectives, grade level teams plan together for homework distribution.



Strategy	Research	Implementation
Nonlinguistic Representations	Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic (hands-on) activities in order to assimilate knowledge.	Visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, charts, thinking maps, graphic organizers, sketch to stretch, storyboards, foldables, act out content, make physical models, etc.
Cooperative learning	Teachers should limit use of ability groups, keep groups small, apply strategy consistently and systematically but not overuse. Assign roles and responsibilities in groups.	Integrate content and language through group engagement, reader's theatre, pass the pencil, circle of friends, cube it, radio reading, shared reading and writing, plays, science projects, debates, jigsaw, group reports, choral reading, affinity diagrams.
Setting objectives and providing feedback	Teachers should create specific but flexible goals, allowing some student choice. Teacher feedback should be corrective, timely, and specific to a criterion.	Articulating and displaying learning goals, KWL, contract learning goals, etc. Teacher can display objectives on the in-focus projector and follow-up on the mastery of the objective at the end of the lesson.

Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, by Robert Marzano (2001)

Further, to complement the work of Marzano, Wingate Oaks faculty will consistently implement six key learning strategies proven to be successful with non-native English speakers, ESE students and other struggling learners. These include:

- Focus on essentials
- Make linkages obvious and explicit
- Prime background knowledge
- Provide temporary support for learning
- Use conspicuous steps and strategies
- Review for fluency and generalization

All instruction is aligned with the appropriate Next Generation Sunshine State Standards/Common Core State Standards, benchmarks and course descriptions of their respective classes. Textbooks and other instructional and supplemental materials used with ELLs are the same as those used with their non-ELLs peers in the same grade.



Section 8: School Climate and Discipline

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

Wingate will use Positive Behavioral Support (PBS) strategies which is a planned approach focusing on prevention and teaching students the expected behaviors through practice and reinforcement. PBS is a systematic approach of determining functions of behavior and, that teaches and reinforces appropriate replacement skills, as well as proactively working with challenging behaviors. The system is composed of a four-tiered model that includes a school wide system, non-classroom components, a classroom system and individual supports. An important part of PBS is the commitment for training staff along with family and community involvement. Staff and family members are encouraged to continue supporting all aspects of the strategies identified in the positive behavior support plans, so as to create a set of environments that are consistent in expectations.

PBS is based on *behavioral theory*; problem behavior continues to occur because it is consistently followed by the child getting something positive or escaping something negative. By focusing on the *contexts* and *outcomes* of the behavior, it is possible to determine the *functions* of the behavior, make the problem behavior less effective and efficient, and make the *desired behavior* more functional. This often involves changing systems, altering environments and teaching new skills, as well as focusing on the problem behavior.

The most crucial part of devising PBS plans is the *Functional Behavioral Assessment* (FBA), which reveals information about the antecedents, consequences, and frequency of challenging behavior. FBAs also help to identify any co-occurring variables. Conducting FBAs doubles the success rate of an intervention.

PBS plans are *individualized* and *data-based* and include procedures for monitoring, evaluating and reassessing the process. PBS should be a *collaborative* effort among parents, school psychologists, teachers, counselors and administrators; all partners should be committed to the plan and its implementation. PBS is more effective when it includes the target individual as well as other significant individuals (i.e., peers, teachers, and parents).

High *fidelity* of implementation is required to maximize outcomes; therefore, interventions should be applied by educators in the school environment. School psychologists are ideally qualified to conduct FBAs, implement PBS plans and train other educators and parents in behavioral intervention techniques.

All students, both disabled and non-disabled, can benefit from PBS:

- Research conducted over the past 15 years has shown that PBS is effective in promoting positive behavior in students and schools. Use of PBS as a strategy to maintain appropriate social behavior will make schools safer. Safer schools are more effective learning environments.



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- Schools that implement system-wide interventions also report increased time engaged in academic activities and improved academic performance.
 - Schools that employ system-wide interventions for problem behavior prevention indicate reductions in office discipline referrals of 20-60%.
 - Appropriately implemented PBS can lead to dramatic improvements that have long-term effects on the lifestyle, functional communication skills, and problem behavior in individuals with disabilities.
 - A review of research on PBS effectiveness showed that there was over a 90% reduction in problem behavior in over half of the studies; the problem behavior stopped completely in over 26% of the studies.

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

PBS is a data driven system and its development is based on empirically validated methods of teaching expected behaviors and working with problem behaviors. As a result, objective information will be continuously gathered on a regular basis to evaluate the effective of the plan. Therefore, as a general guide to discipline and a framework for the code of conduct at Wingate Oaks, the School will employ the Broward County Schools Code of Student Conduct for each respective year of service. As indicated, Wingate Oaks will offer its students a more personalized school day supported by teachers, therapists and paraprofessionals who will be strategically available to provide direction and guidance.

As part of its approach toward appropriate student conduct, students will have an opportunity to participate in the rules-making process. Both students and parents will be informed of such upon registration and given a copy of the current year's code. The most important aspect of any school's code of conduct and/or discipline plan is that all possible alternatives to suspension will be explored and implemented. These may include a counseling program geared to correcting the problem behaviors, after-school detention or temporary removal from a particular class, allowing the student to be monitored and tutored. The ultimate decision will rest with the school's principal, who will be guided by the code of conduct's range of corrective strategies.

Florida law supports the active involvement of parents until the student graduates from school (F.S. 743.07, 1003.26, 1003.21). For purposes of all areas of this policy, it is expected that parents of students who have reached the age of majority, (i.e.18 years of age), will continue to perform the parental functions of a dependent student except under the following circumstances:

1. The student has been emancipated in compliance with Florida laws (F.S. 743.015), which provides the procedures for a court to remove the "disabilities of nonage" upon the filing of the appropriate papers and making the appropriate showing to the court.



2. When the student has no parent and this fact is verified by the school administrator (e.g., by communications with relatives, the Homeless Education Program, or the Florida Department of Children and Families, as is appropriate.

Discipline of ESE/504 students with disabilities shall be in accordance with state and federal laws and the District's School Board policies. Consequences will be determined using the Discipline Matrix and Code of Conduct. Discipline of students with disabilities will follow School Board Policy 5006, Discipline Policy: Suspension and Expulsion and Exceptional Student Education Policies and Procedures (SP&P), Discipline Requirement Related to the use of Restraint and Seclusion.

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II. ORGANIZATIONAL PLAN

Section 9: Governance

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

Wingate Oaks Charter School, Inc. is the anticipated name of a Florida Public Non-Profit Corporation that will provide oversight and structure for the conversion charter school. Under the direction of its Founding Board, the charter organization will adopt bylaws designed in accordance with the tenets of F.S. 1002.33 for sole purpose of guiding the school along a path of empowerment and success for all of its students.

The Broward Children's Center, Education Service Provider (ESP) for the school, is a private, nonprofit that offers an array of medical, educational, and daily living services designed to maximize the independence of those with special health care needs. The Center offers a network of care for individuals at all stages of development, from the most technologically dependent and medically fragile to those with mild developmental delays. From premature infants to young adults, we are focused on developing and delivering the very best care necessary to ensure each individual is given every opportunity to thrive and succeed. As a result, the Center, under the direction of the Governing Board, is well suited to provide strong leadership and quality support for the students of Wingate Oaks.

The Governing Board shall operate, regulate, control and be fully responsible for the governance of the school. The Board's responsibilities shall include, but not be limited to the following:

- Approval for all policies and procedures
- Financial responsibility and accountability
- Compliance with laws and terms of the charter agreement
- Legal documentation
- Annual budget approval
- Approval of personnel recommendations
- Negotiating and approval of all contracts, unless authority is delegated for certain agreements
- Appeals for student discipline
- Assurance of mission and vision of the school
- Audit review and compliance
- Compliance with Florida's Public Records and Open Meeting Laws
- Maintenance of a "Board Book" documenting minutes, board action and approved policies.

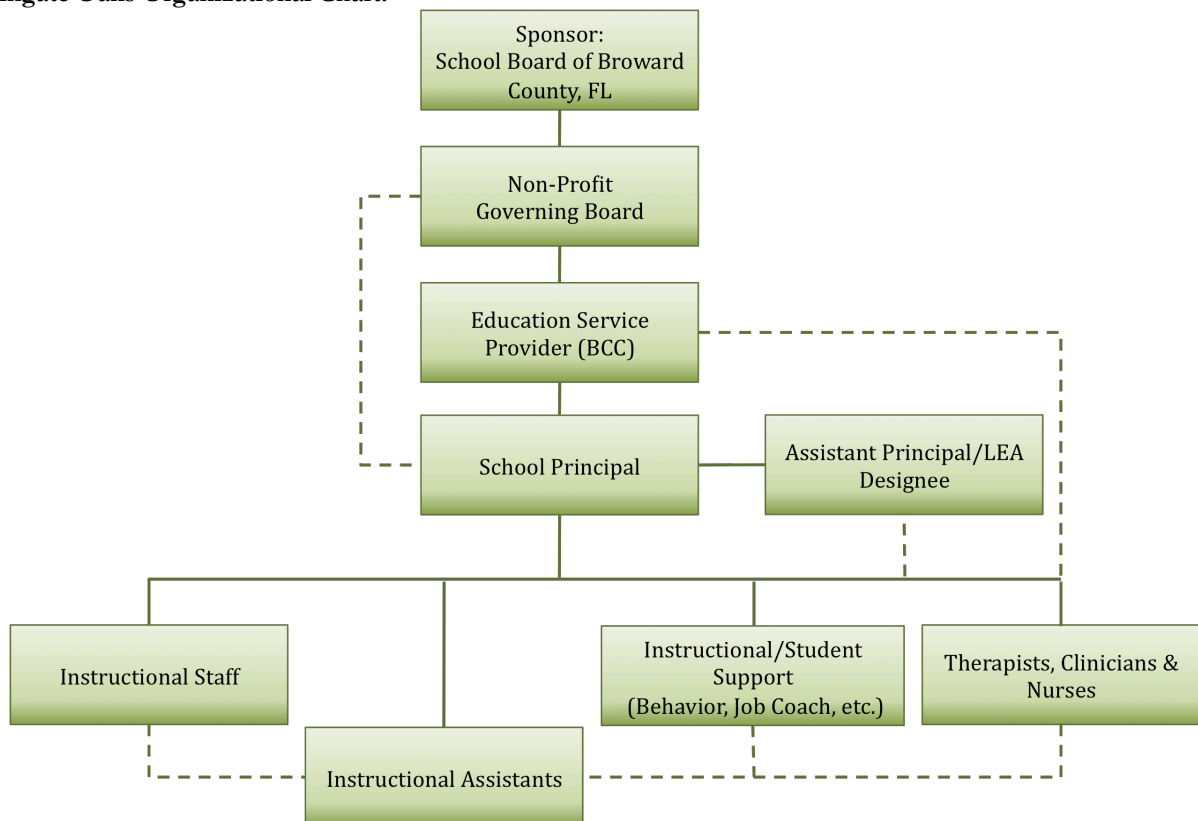


B. Provide an organizational chart for the school and a narrative description of the chart. Clearly describe the proposed reporting structure to the governing board and the relationship of the board to the school's leader and administration.

The Governing Board will have control and jurisdiction over the affairs and property of the school and will operate as a public employer, in accordance with F.S. 1002.33(12) (c). The Governing Board is responsible to the Sponsor for the fulfillment of the terms of the charter agreement. It will meet collectively to develop, define, and refine policies of employment, finance, school operation, and other matters concomitant with the responsibilities defined by charter school law. The Founding Board is primarily responsible for the planning, development and implementation stages of the charter school project. That would include the time period beginning with the submission of the application through approximately the first year of the school's operation. Further, the Founding Board members have the option to remain on the permanent Governing Board to ensure continuity of vision, should they desire to do so.

All educational matters such as curriculum, staffing, compliance, evaluations, student services, testing, communication will be assigned to the Principal. The Principal, with support of the Education Service Provider (ESP) will recommend employment of competent staff, supervise staff, and evaluate all faculty, support staff, and contractual staff. These duties may be designated to other administrative support according to responsibilities of the Organizational Chart (below).

Wingate Oaks Organizational Chart:





The Governing Board will employ a Principal for the school who reports to the Governing Board, serves as the chief executive officer of the school, and manages day-to-day operations under the oversight of the Governing Board. The Board will provide consultation and guidance to the school's Principal and support staff.

The Governing Board will hold the Principal responsible for the administration of its policies, the execution of the Governing Board's decisions, the operation of internal machinery designed to serve the school program, and to keep the Governing Board informed about school operations and issues. The Principal will be a qualified individual with appropriate Florida certifications experience in total school operations and evaluation.

Both the School Advisory Council (SAC) and standing committees of Governing Board members serve in advisory capacities to the Governing Board. The non-profit, Broward Children's Center will serve as the Education Service Provider (ESP) for financial, legal, HR and public relations matters and may be accessed directly by the Governing Board for other school related business. The broken line on the organizational chart represents that relationship between the ESP and the Principal in terms of School oversight and support. This represents a collaborative relationship combining the distinct and delineated duties of the ESP with the responsibility and total school control of the Principal.

C. 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 individuals who comprise the Governing Board of Wingate Oaks Charter School will provide the necessary experience, organizational skills and financial knowledge to facilitate the creation of a performance-based charter school to meet the needs of the targeted population along with the desire of their parents for additional choice opportunities in public education and ensure that the school meets all requirements of Florida Statutes relating to charter schools.

As a matter of policy the board will define the separate roles and responsibilities of Board members and staff. Board members will not have authority except as a whole and will not exert undue influence over staff except as defined in Board policy. The Board will establish policy to address following, which is a sampling of policy issues, not intended to be all-inclusive:

- Define limits on staff spending without prior approval of the board.
- Define budget procedures and methods of periodically reviewing financial information.
- Define treatment of staff (HR Policies).
- Define minimum communication requirements between the school and home, the school and board, the school and Advisory Council, the school and Sponsor.
- The Board's responsibilities shall include, but not be limited to:
 - Approval for all policies and procedures



- Financial responsibility and accountability
- Compliance with laws and terms of the charter agreement
- Legal documentation
- Annual budget approval
- Approval of personnel recommendations
- Negotiating and approval of all contracts, unless authority is delegated for certain agreements
- Appeals for student discipline
- Assurance of mission and vision of the school
- Audit review and compliance
- Compliance with Florida's Public Records and Open Meeting Laws
- Maintenance of a "Board Book" documenting minutes, board action and approved policies.

Individual members of the board shall be responsible to prepare for and attend Board Meetings and participate in Board discussions providing opinion, counsel and advice. Individual Board Members shall participate in votes of all matters pertaining to the Board when in attendance at a Board Meeting unless a conflict of interest may exist and that conflict has been fully disclosed to other Members of the Board. Individual Board Members may not contract or speak on behalf of the school unless specifically authorized to do so by the board as a whole or unless the bylaws permit.

Officers of the Board shall include Chairperson, Vice Chairperson, Treasurer and Secretary. The board will have a minimum of three members at all times and any one officer may fulfill the duties of a second office with the exception of the Chairperson. The Chairperson may only serve in his/her position and may not simultaneously hold another office on the Board. The Board shall be responsible for hiring, evaluating and terminating the school principal. The Board shall be responsible for final approval of employment of persons recommended by the principal. The Board shall establish salaries and benefits to facilitate the mission and vision of the school and the Board shall annually adopt a budget that provides sufficient resources and control of costs to foster the mission and objectives of the school. The Board shall also be responsible for naming an auditor selection committee and procuring an auditor via the guidelines set forth by the Auditor General's office. Duties of the four designated officers are anticipated to be as follows:

- **Chairperson:** The Chairperson shall establish the agenda for all meetings of the Governing Board in consultation with the Principal and as appropriate in the discretion of the Chairperson, with other members of the Governing Board. The Chairperson shall preside over all meetings of the Governing Board and shall have other powers, as the Governing Board shall determine, such as determining the need for and appointing members to various Governing Board committees and attending such committee meetings as deemed necessary or appropriate, serving as signatory on financial accounts and all official school business, and acting as spokesperson for the Governing Board, all of these responsibilities fall under the Chairperson's duties of office.



- **Vice Chairperson:** In the absence of the Chairperson, or in the event of his/her inability, or refusal to act, the Vice Chairperson shall perform the duties of the Chairperson and when so acting shall have all the powers of and subject to all restrictions upon the Chairperson. Any action taken by the Vice Chairperson in the performance of the duties of the Chairperson shall be conclusive evidence of the absence or inability to act by the Chairperson at the time such action was taken. From time to time, the Vice Chairperson shall perform such other duties as may be assigned to him/her by the Chairperson or by the Governing Board.
- **Treasurer:** The Treasurer shall chair a finance committee composed of Governing Board members appointed by the Governing Board Chairperson, the principal and ESP, and serve as signatory on financial accounts. The committee shall meet at least monthly to review and assess the financial condition of the school. The Treasurer shall present a report on the financial condition and affairs of the school, along with any recommendations for Governing Board action at each meeting of the Governing Board. The Treasurer shall review all financial filings required by the Sponsor, State of Florida, the Internal Revenue Service and any other government agency. The Treasurer shall have such other powers and duties as are usually incidental to that office and may be vested in that office by these By-Laws or by the Governing Board.
- **Secretary:** The Secretary shall maintain records of all action items at all meetings of the Governing Board in a book or series of books kept for that purpose. The Secretary, or designee, shall give such notices of meetings of Governing as are required by the Charter, these By-Laws, or state law. No longer than five days before any meeting of the Governing Board, the Secretary, or designee, shall distribute to the members of the Governing Board copies of any minutes of the prior meetings of the Governing Board that have not been approved by the Governing Board. The Secretary shall have such other powers and duties as are usually included as part of that office and as may be vested in that office by these By-Laws or by the Governing Board. In the absence of the Secretary from any meeting of the Governing Board, a temporary Secretary designated by the person presiding at the meeting shall perform the duties of the Secretary at such meeting. The Secretary shall oversee the person designated by the Governing Board to record the minutes of all action items taken by the Governing Board at any meeting. The Secretary is empowered to act as Chairperson in the absence of the Chairperson and Vice Chairperson.

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 Governing Board of Wingate Oaks Charter School shall meet at least quarterly. Officer's responsibilities, designated powers and duties are outlined in the attached Bylaws. In addition to the



Board's Bylaws (**Appendix E**), all Governing Board members will be required to attend governing board training refresher courses as required by Section 1002.33, Florida Statutes, and Rule 6A-6.0784, Florida Administrative Code. Furthermore, the Board shall hold all power afforded to it by Florida Laws for Not-For-Profit corporations and as described in the Florida Statutes. The operational policies and procedures of the Governing Board are defined by a combination of State and Federal Statutes, IRS Tax Codes, the Articles of Incorporation, and the Charter under which Wingate Oaks will operate.

Governing Board powers and duties will be consistent with those outlined in 1002.33 Florida Statutes — A Governing Board shall manage the affairs of the School and may exercise all its powers with respect to the School, except as otherwise provided by the Charter or by these By-Laws. Based on a balancing of By-Laws and Charter interpretations, the power of the Governing Board may be described as governmental in that the Governing Board develops, approves, and provides management practices for all areas of school operation. Its duties are the provision of management practices and the continual oversight of the implementation and execution of those practices by school staff under the supervision of the Principal.

Governing Board member selection will be dictated by the By-Laws. The Founding Board, at its initial meeting, shall determine the number of Directors, which shall be no less than three and no more than five and shall elect the number of Directors so determined. The Governing Board will also be in compliance with HB 7009 (effective 7/1/2013) in terms of determining non-eligible Board members. The Governing Board may, at any special or regular meeting by an affirmative vote of a majority of Governing Board Members, then in office, increase the number of Directors and elect new Directors to complete the number so fixed, or they may, by a similar vote, decrease the number of Directors, but only to eliminate vacancies existing by reason of death, resignation, removal or disqualification of one or more Directors. The Governing Board may, by an affirmative vote of a majority of Governing Board Members then in office, fill any vacancy or vacancies on the Governing Board and may exercise all its powers notwithstanding any vacancy or vacancies in their number. All Governing Board Members shall hold staggered terms of office with elections three years from the time of its election and thereafter until their respective successors are chosen and qualified; provided however that one third of the initial Members were elected initially for a one year term; one-third of the Members be elected initially for a two year term, and; one-third of the Members be elected initially for a full three year term. The Governing Board Member shall hold such office until said Member shall retire, resign, or be removed as a Governing Board Member by the Governing Board.

There will be no term limits imposed upon a Governing Board Member, but each will stand for re-election within no more than a three-year period. The offices of Chairperson and Vice Chairperson will be subject to term limits except as otherwise provided by law, the Chairperson and Vice Chairperson shall hold office until the next annual meeting of the Governing Board or the special meeting held in lieu thereof, and thereafter until their respective successors are chosen and qualified, unless a shorter term is specified in electing or appointing them. The Chairperson and Vice-Chairperson may not serve in such capacity for more than three consecutive one-year terms; provided, however, that the Chairperson and Vice-Chairperson may serve additional, non-consecutive terms. Any Governing Board Member may resign by delivering a written letter of resignation to the Principal or to the School at his/her principal office. Such resignation shall be



effective upon receipt unless it is specified to be effective at some time later. Any Governing Board Member may be removed from office with or without cause by an affirmative vote of at least two-thirds of the Governing Board Members then in office. A Governing Board Member may be removed for cause only after reasonable notice and an opportunity to be heard by the Board of Directors. Officers are subject to removal via similar procedures. Any officer may resign by delivering a written resignation to the Chairperson or Secretary and shall be effective upon receipt, unless it is specified to be effective at some time later. The Directors may remove any officer, with or without cause, by a vote of two-thirds of the Governing Board Members then in office. An officer may be removed for cause only after reasonable notice and an opportunity to be heard by the Governing Board.

The Wingate Oaks Bylaws address conflict of Interest as follows:

- The School shall not enter into any contract or transact any business in which any part of the assets or net earnings, if any, of the School shall inure to the benefit of, or be distributable to, any Director or Officer of the School, except that the School may pay reasonable compensation for services rendered or goods provided, and may make payments and distributions in furtherance of its purpose as set forth in the Charter.
- The Board of Directors shall follow all applicable laws pertaining to conflicts of interest. The Chairman of the Board of Directors may appoint a Committee to review and establish a separate conflict of interest policy, which will manage matters of conflict of interest coming before the Board of Directors.
- A conflict of interest is defined as an actual or perceived interest by a Governing Board member in any action, which results or has the appearance of resulting in personal, organizational, or professional gain. This actual or perceived appearance of a bias in the decision making process is based upon the dual role a Member, who in addition to serving on the Governing Board, may be affiliated with other organizations, either as an employee (or), a member, or in some other capacity.
- The Board of Directors will adopt a comprehensive policy on Conflicts of Interest, which is consistent with Florida Law. In the event a Board Member has a voting conflict, the Board Member will be required to complete the disclosure included as **Appendix F**.

As part of the Governing Board orientation process, incoming Governing Board Members will sign the Board Service Commitment Pledge (**Appendix G**). This pledge is inclusive of a *Code of Ethics* under which the Board will serve in the best interests of the School and its students.

In addition to the policies pertaining to Board ethics, a model policy developed by DOE to comply with F.S. 1002.33 (12) (g) 3 states: —The Governing Board of a charter school shall adopt policies establishing standards of ethical conduct for instructional personnel and school administrators. The policies must require all instructional personnel and school administrators, as defined in § 1012.01, to complete training on the standards; establish the duty of instructional personnel and school administrators to report, and procedures for reporting, alleged misconduct by other instructional



personnel and school administrators which affects the health, safety, or welfare of a student; and include an explanation of the liability protections provided under § 39.203 and 768.095. Wingate Oaks' Policy on Educator Ethics and Principles of Professional Conduct will mirror those of the FLDOE Rule 6B-1.001, — Code of Ethics of the Educational Profession in Florida and Rule 6B-1.006, — Principles of Professional Conduct for the Education Profession in Florida [as updated in 6A-10.080 and 6A-10.081](#) (Appendix K).

The Governing Board's meeting schedule will be posted on the Wingate Oaks School Calendar, 2015-16 and the School website, which will be developed after the Sponsor's Board Approved Calendar is published so that attendance dates may be coordinated between the two. Regularly scheduled meetings of the Governing Board shall be held no less than quarterly at such places and times as the Governing Board shall designate. Within those confines, meetings will be coordinated to accommodate the Sponsor's submission requirements for various documents requiring Governing Board action or affirmation. Regular Governing Board meetings are planned for the first Thursday of the month, following the end of each fiscal quarter unless that day is a holiday or the school is closed for other reasons. Meetings will be advertised as public meetings in a local paper and will be posted on the Wingate Oaks website and at the School's main office.

The By-Laws will allow for special meetings and define the conditions that shall apply to such meetings. Special Meetings of the Governing Board shall be held at such times and places as shall be designated by the Chairperson or upon the written request of any member of the Governing Board. At special meetings, business shall be conducted in such order as from time to time the Governing Board may determine in compliance of all Sunshine Laws and with a quorum of Board Members.

One exception to the schedule will be the Annual meeting. The Governing Board shall meet annually at the principal office of the School, or at such place within the County of Broward in the State of Florida, and at such time as the Governing Board shall determine, except that such date shall not be a legal holiday. If the annual meeting is not held on the specific day, the Governing Board may hold a special meeting in place thereof, and any business transacted or elections held at such meeting shall have the same force and effect as if transacted or held at the annual meeting. The Governing Board shall set the date of the annual meeting approximately 90 days after the end of each fiscal year so that financial statements of the immediately prior fiscal year may be available for review at the annual meeting.

All meetings will be duly advertised and conducted in accordance with Laws and By-Laws.

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.)

The Founding Group of Board Members has extensive experience in education, students with disabilities, business and finance with a special commitment to public charters. This group will serve as the initial Founding Board of the school. At the time of this submission, all founding members have the option of remaining on the Board in accordance with procedures set forth in the



corporation's By-Laws to provide for a smooth transition. Moreover, members will serve for one; two, or three year staggered terms to further ensure continuity. Thereafter, Board members will be elected to positions of three-year term periods at the beginning of the school year or a meeting designated for such purpose.

Training and orientation are essential parts of the transition from a Founding Board to a Governing Board: consequently, all directors will participate in an orientation process in which they will receive training and preparation for Board duties, responsibilities, policies, and procedures. New members will meet with the school's management team in order to be familiarized with the academic progress, curriculum, discipline, school climate and the unique mission of Wingate Oaks Charter School.

The final transition will involve a shift from being predominantly occupied with identifying needs and planning the organizational structure for meeting those needs to being predominantly an executive organization involved with converting plans into reality, overseeing operations, monitoring the chief administrator's exercise of duties, and finding the balance between ongoing planning, evaluation of operations, adjustments to those in need of change, and reacting to unforeseen challenges.

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

Governing Board Members will be recruited from the community by the founding team. Civic-minded individuals with talents that contribute to a diverse and well-rounded leadership base and who possess a vested interest in education in general and the Special Day School in particular, will be aggressively and continually sought. The founding team will seek members from the greater community with a passion for education and specific experiences that will support the mission and operation of Wingate Oaks, such as educators, medical professionals, business leaders, parents, legal and financial experts. Parent and guardians of students in the school will be encouraged to meet the Governing Board and to suggest nominees for appointment to the Governing Board. With a limited number of Board Members, parents/guardians of students enrolled in the school will be asked serve on various advisories and SAC to support the Governing Board.

Recruitment consists of meeting with potential Governing Board Members to determine their level of interest in serving on the Governing Board. Governing Board Members or the Principal may attend such meetings. If there is apparent interest, a marketing process of educating the potential member about the school and student body will be established. Those who remain interested will be given a tour of the school site. Every attempt will be made to conduct the tour during hours of operation so that students are observed during the learning process. Upon completion of this phase of recruitment, those still interested will be provided a Governing Board application and a packet of orientation information. This information explains the requirements, duties, obligations, and processes involved in becoming an approved Governing Board Member. Emphasis is placed on conflict of interest issues, ethics, and the requirements of compliance with —Open Meeting Statutes (Government in the Sunshine), fingerprinting, background checks, financial disclosure, Governing Board training, etc. Those willing to undergo the process will be suggested to the Nominating



Committee, which determines if they are commensurate with the Governing Board's needs. If so, they will be recommended to the Governing Board, which votes to accept or reject them. Those accepted are seated on the Governing Board and begin the compliance procedures mandated by Statutes and Charter, part of which is the mandated Governing Board training.

Once they are seated on the Governing Board, development begins with the orientation process. Governing Board Members complete the self-paced orientation packet of information and complete forms signifying that they have read and understand duties, obligations, responsibilities, and ethics. Additional development is provided through presentations to the Governing Board, Governing Board workshops, and an annual Governing Board Retreat. Technical Assistance Papers and other communications from the Department of Education will be passed to the Governing Board electronically as they are received.

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.

The following Founding Board members will bring a wealth of experience and expertise to the Wingate Oaks Conversion Charter. Their support and guidance in the critical areas of administration, finance, exceptional student education, business and technology will be invaluable, particularly through the transition period of the first year.

Mr. Ken Fulop was the principal of Cross Creek School and The Quest, exceptional student education centers under the auspices of Broward County Public Schools. His leadership at both schools spans twenty-seven years with seventeen as a principal. Mr. Fulop's familiarity with serving the needs of students with disabilities and the specialized locations designed to support their unique needs is wide-ranging. Throughout his tenure at both locations, Mr. Fulop has provided strong leadership overseeing the delivery of both academic and clinic services aligned to the individual needs of his students and their families. Further, his participation on the County's SEDNET Advisory Board and IDEA Oversight Committee, combined with his extensive school-based experience in implementing prescribed interventions under the Individuals with Disabilities Education Act make him an exceptionally suited to fill a position on the Wingate Oaks Founding Board. His participation will bring a level of oversight consistent with the way the District implements other locations providing the same type of services.

Mrs. Leah Kelly is currently an independent education consultant working with school districts on a variety of issues related to exceptional student education. Prior to this role she served as Executive Director, Student Support Services and Exceptional Student Education for Broward County Public Schools. In addition to this position, her more than thirty years in the field of exceptional student education is considerable, having worked as an ESE teacher and Learning Resources Specialist in Sarasota County and as a Curriculum Specialist for Specific Learning Disabilities and Director of the Exceptional Student Education Department in Broward County. Mrs. Kelly's knowledge of ESE



services and placements, IDEA requirements, reporting and related funding issues are exhaustive. Further, her experience in the design and delivery of professional development activities for teachers and professionals in this field brings an added dimension to the support and oversight of the proposed charter conversion. Mrs. Kelly's knowledge and experience will help ensure the school provides the proper and specific interventions required by federal law and District policy.

Mrs. Jane Turner, CPA, served as Broward County Public Schools' Budget Director for eleven years. Prior to that position within the District, Mrs. Turner worked as FTE Coordinator, Accountant and Business Analyst in various District offices. She is well versed in all statutes related to school funding and has extensive experience in the school budget process. Her experience in all aspects of District and school funding make her an ideal board member for Wingate Oaks. Mrs. Turner will provide a level oversight and support consistent with local, state and federal requirements aided by her considerable experience in the funding of both special education centers and charter schools. Of particular importance to the conversion charter will be her practical knowledge of FTE, the school staffing process and maintaining fiscal solvency.

Ms. Mellissa Butler-Smith will bring a combination of business experience, technical skills and parenting to the board. As a parent of a Wingate Oaks' student her personal experiences provide a keen insight into the workings of the school and difficulties facing both parents and educators on a daily basis. Further, her background in management and technology combined with professional experience working in fast-paced environments that have demanded strong organizational, technical and interpersonal skills will serve Wingate Oaks well. Being detail-orientated and having worked collaboratively on numerous projects in her various business roles, Ms. Butler-Smith is well suited to fill a Board position. Such experience and knowledge, supported by a strong history of overseeing technology-based applications, will help guide the board in efforts to provide a quality education for all of Wingate Oaks' students.

Ms. Cheryl Wallin, RN, MSN, NE-BC, Nursing Director, Florida Department of Health, Children's Medical Services will provide leadership and medical understanding of the unique cognitive and physical disabilities that impact many of the students currently attending Wingate Oaks. Her direct knowledge of children with special healthcare needs combined with her extensive supervisory experience in the field of nursing will help create a strong and viable Founding Board. Ms. Wallin offers Wingate Oaks a level of expertise that ranges from brain and spinal cord injuries to the cost of healthcare services. Such an addition to the leadership team will be highly desirable in providing comprehensive oversight of medical services at the school.

| Full resumes and/or bios for all five Founding Board Members are provided in **Appendix [H](#)**.

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

In addressing the issue of disputes between parents and the school, the Governing Board will make every effort to recruit a Principal that is an experienced school leader with knowledge of Florida School Law and IDEA requirements. The reason for this experience and knowledge relates to the legal statutory presumption that children with disabilities will be educated in regular classrooms unless evidence exists to support a child-centered rationale for doing otherwise (Senate Committee



Report on P.L. 105-17, p.26; Mead, 1998; Huefner, 2005). In so much as students who currently attend Wingate Oaks or would potentially attend would have already been diagnosed with severe cognitive/physical disabilities, the issue of appropriate setting should already be addressed. Therefore, the choice of a typical classroom setting has been eliminated in favor of “public or private institutions or other care facilities,” “special classes, separate schooling, or other removal” (20 U.S.C. §1412(a)(5); 34 C.F.R. §300.115).

Determining both the elements of an individual child’s appropriate education and the environment in which it will be delivered is an IEP Team function. Accordingly, parents must have input in any placement decision made (20 U.S.C. §1414(e)). As a practical matter then, the Least Restrictive Environment (LRE) becomes whatever setting school officials and parents agree should be used to implement the IEP designed for the child. However, should parents and the IEP Team fail to agree, the parent(s) may choose to use the complaint procedures available under IDEA to challenge the placement and/or services.

Free and Appropriate Public Education (FAPE) issues aside, Wingate Oaks will labor to resolve all other disputes as quickly and with the upmost sensitivity as possible. Should it be necessary, some conflicts may have to be handled in the following manner:

- It is first preferred that the parent and/or student and staff member resolve all differences through a conference. Such conference will be held within five school days of the grievance. The participating staff member will relay the outcome of this conference to the Principal in writing with signatures obtained from the other participants.
- If the issue persists or was never fully resolved, the principal will meet with the staff member and parent to offer mediation in an attempt to reach a consensus.
- Assuming a consensus could not be reached the parent can decide to contact the school's Conflict Resolution Designee – one the Wingate Oaks counselors specifically trained in dispute resolution.
- The parent/guardian or student, after exhausting all other school remedies, may appeal the grievance to the Governing Board. The parent/guardian or student shall make a request in writing to the Governing Board Secretary requesting a Governing Board hearing. The Governing Board chairperson may call the Governing Board to an Executive Session meeting if it is determined to be appropriate in light of statutory mandates. The Governing Board shall render a final decision on the matter by majority vote within thirty days.

The purpose of the School’s conflict resolution plan is to resolve every dispute with the common goal of doing what is best for the students. The School understands that without the communication and support from parents/guardians, fulfilling our goal will not be possible.



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:

- I. Name of the partner organization.
- J. Name of the contact person at the partner organization and that person's full contact information.
- K. A description of the nature and purpose of the school's partnership with the organization.
- L. An explanation of how the partner organization will be involved in the governance of the school.

N/A

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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.

The management structure of Wingate Oaks is depicted in the organizational chart found in *Section 9B*. As such, the Principal is the chief administrator and supervisor of the school and is the Board's representative in day-to-day operations including, but not necessarily limited to:

- Oversight of all school-based activities associated with instruction – serves as the instructional leader of the school
- Implementation of educational policy aligned to the mission of the school
- Accountable for all school-based logistical and managerial operations
- Answerable as the primary liaison between the Governing Board and the school site

All other employees of the school report directly or indirectly to the Principal. The role of the Educational Service Provider will be to advise the Principal in those areas of management (including HR, legal and fiscal issues) that will impact the regular operation of the School. Key job descriptions, including that of the Principal, are included as **Appendix I**. Additional positions, inclusive of abbreviated duties, designed to support the efforts of the Principal in delivering a sound educational program consistent with the mission of Wingate Oaks are as follows:

Assistant Principal/LEA Designee:

- Subordinate to the Principal and assists in the oversight of day-to-day logistical and managerial operations in absence of the Principal
- Assists in oversight of the educational and instructional processes
- Has Exceptional Student Education certification
- Provides direct supervision of students
- Liaison with District ESE and Student Services Departments on matters of student placement, IEP services and related issues
- Monitors compliance with federal, state and District rules and regulations concerning IDEA and Exceptional Student Support
- Updates and maintains ESE student records in compliance with federal, state and District regulations
- Coordinator of the Comprehensive Problem Solving Team and related processes
- Assists the Principal with supervision of instructional personnel
- Meets with students and parents as part of the school's dispute resolution process
- Oversees the school-based guidance services
- Administrates student course schedules
- Supervises national, state and district test administration
- Meets with and advises students/parents on an ongoing basis



- Responsible for initial student intake procedures (HLS) and assessments per state and district requirements for ESOL students
- Schedules additional ESOL assessment procedures with District for appropriate placement purposes
- Conferences with ESOL parents
- Monitors compliance with all state and District regulations pursuant to the META Consent Decree
- Updates and maintains ESOL student records in compliance with regulations
- Aligns ESOL student support services in accordance with each student's ELLSEP
- Serves on the school's ELL Committee
- Serves as a liaison between the school and District's ESOL Department

Speech-Language Pathologist:

- Use standardized screening tests and other methods to identify students with potential speech and language disorders.
- Develop an efficient referral procedure to respond to requests for services by teachers, parents and others.
- Select, administer and analyze diagnostic assessments to identify students with speech and language disorders.
- Comply with the State and District procedures to determine students eligible for speech and language therapy services.
- Participate in multidisciplinary teams and conferences for the benefit of students.
- Use diagnostic information as well as other educationally relevant information to
- Develop an Individual Education Plan (IEP) and recommend speech and language therapy services.
- Provide an array of speech and language therapy services to students based on their individual needs
- Continuously evaluate the progress of students receiving speech and language therapy services.

Nurse:

- Demonstrate knowledge of nursing theory by sharing information with peers, students, family, staff, other professionals and the community to assist change.
 - Consult with school administration to establish, review, and revise procedures for a comprehensive school health program, which is in compliance with federal, state and local statutes and regulations.
 - Communicate student health needs to other school personnel.
 - Establish follow up mechanism for referral of identified students.
 - Complete written reports to provide continuity and accountability of the program.
 - Use data collected about the health and educational status of the student to determine a
-



nursing diagnosis.

- Coordinate efforts with those of other providers and school personnel to decrease duplication of care.
- Identify relationship between health status and the student's ability to learn.
- Develop a nursing care plan with specific goals and interventions, delineating school nursing actions unique to student needs.
- Intervene as guided by the nursing care plan to implement nursing actions that promote, maintain, or restore health, prevent illness, and affect rehabilitation.
- Assess student response to nursing actions in order to revise the database, nursing diagnoses, and nursing care plan, and to determine progress made toward goal achievement.
- Document diagnoses, plans, interventions, and results on the student health record
- Participate as a team member.
- Act as advocate for the student and family when appropriate.
- Include the student in team conference whenever possible and appropriate.
- Assist student, families and groups to achieve optimal levels of wellness through health education.

Job Coach:

- Develop a thorough knowledge of jobs in which students will be placed by physically performing all tasks, which will be required of students at job site.
- Provide on-site assistance to students by demonstrating the necessary work skills and, as needed, by helping the student to complete the task.
- Maintain on-going contact with student's on-the-job supervisor for as long as needed to ensure the student's successful performance in the position.
- Collect and record performance data for each student under the direction of the on-the-job training (OJT) teacher and principal.
- Provide input to the OJT teacher with regard to the student's performance on the job.
- Monitor student attendance and punctuality.
- Implement behavior management procedures as prescribed by the OJT teacher or other school support staff in order to ensure successful participation in the workplace.
- Assist student in learning strategies for obtaining transportation to and from the work site.
- Work the same schedule as the student (holidays, week-ends, nights, etc.) to the extent necessary to ensure the student's success on the job.
- Communicate with employers, fellow employees, parents, teachers, and agency personnel to facilitate long-term employment for students.

Behavior Technician:

- Certified in Crisis Management
 - Collect data within the school environment.
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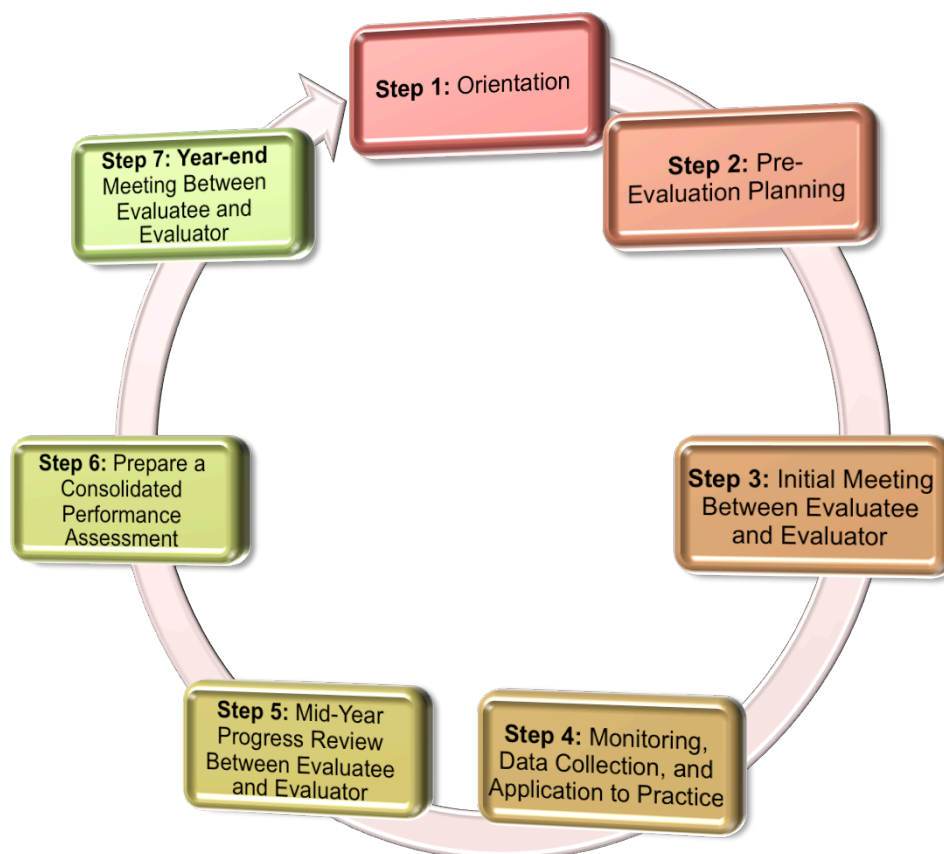
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- Assist in data-gathering for Functional Behavior Assessments.
 - Assist in the development and implementation of behavioral programs, including behavioral support plans and behavioral intervention plans.
 - Assist in training staff in techniques needed to implement behavioral systems.
 - Use approved techniques while assisting in shaping and teaching appropriate behavior to student.
 - Monitor/supervise a student or small group of assigned students in need of specific behavioral intervention.

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

The Founding Board's expectation is to employ a Principal with previous experience in that role and the abilities and professional knowledge to relate to the target population of Wingate Oaks. The Board will advertise the position and seek a candidate that possesses, as a minimum, current DOE certification in Educational Leadership that is appropriate for the position. In addition to certification, the individual will be otherwise qualified by possessing experience in academic and exceptional student education, school finance, school operations, including maintenance, contract administration, and general oversight of a similar educational institution's day-to-day operations, program planning, implementation, and evaluation. The individual must also be able to pass security and background screenings in compliance with F. S. 1002.33 (12) (3.) g. 4, which states: —Before employing instructional personnel or school administrators in any position that requires direct contact with students, a charter school shall conduct employment history checks of the employee's previous employers, screen the instructional personnel or school administrators through use of the educator screening tools described in s. 1001.10(5), and document the findings. If unable to contact a previous employer, the charter school must document efforts to contact the employer.

Input will be solicited from current faculty members; parents, ESP and school advisory committee members and representatives from these groups will have an opportunity to participate in the screening process. Finalists will be interviewed by the Board in a public meeting and the individual chosen by a majority vote of the Founding Board.

Responsibilities of the Principal are delineated in the job description for this position found in **Appendix I**. The Principal's performance in fulfilling these responsibilities is evaluated annually by the Governing Board. Such an evaluation is consistent with that developed by the State of Florida for school administrators and will cover the four domains of student achievement, instructional leadership, organizational leadership and professional and ethical behavior. It will also be supplemented with Deliberate Practice, where leader and the evaluator identify 1 to 4 specific and measurable priority learning goals related to teaching, learning, or school leadership practices that impact student learning growth. One or two targets are recommended. Embedded in this evaluation is a series of steps designed to allow continuous feedback to the Board relating to key elements of the overall evaluation.



Upon satisfactory evaluation, the duration of the Principal's contract will be determined at the discretion of the Board. In the case of unsatisfactory evaluation, the Board shall determine whether to reappoint the Principal with a corrective, remedial plan, or to terminate and seek other qualified candidates. Governing Board policy will reflect that the Principal's continued employment is dependent upon satisfactory job performance.

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.

The following table provides the Wingate Oaks staffing plan for a five-year period beginning with the 2015-16 school year. These projections are of a general nature and based upon the needs of students currently enrolled at Wingate Oaks. Actual staffing needs will vary due individual student requirements driven by the IEP process.


Wingate Oaks Five-Year Staffing Projections

	2015-16	2016-17	2017-18	2018-19	2019-20
Projected Grades K- Adult Enrollment	87	102	128	145	168
Teachers: Core					
ESE Teachers	8	9	11	12	14
Teachers: Elective					
Art*	1	1	1	1	1
Music*	-	-	1	1	1
PE/Health*	1	1	1	1	1
Instructional Support					
Speech/Language Specialists	1	2	3	3	4
Job Coaches	1	1	2	3	3
Behavior Specialists	1	2	3	3	3
Behavior Technicians	3	4	5	6	6
Substitute Teachers	1	1	1	2	2
Instructional Assistants	16	18	22	24	28
Administration					
Principal	1	1	1	1	1
Assistant Principal/LEA Designee	1	1	1	1	1
Medical/Therapeutic					
Nurses	1	2	2	2	3
Other Therapists - contracted	-	-	-	-	-
Administrative Support					
Office Manager/Bookkeeper	1	1	1	1	1
Security					
Security Specialist	1	2	2	2	2
Clerical					
Receptionist/Registrar	1	1	1	1	1
General Clerk	1	1	2	2	2
Custodial					
Maintenance Staff	2	2	3	3	3
Food Services					
Cooks	2	2	2	2	2

* Certification requirements for most elective courses designated for Exceptional Student Education may be met through the various K-12 ESE certifications (Section 4: Florida Course Code Directory and Personnel Assignments 2014-15).

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

Consistent with F. S. 1002.33, current teachers can choose to remain at the conversion charter school. In the case of Wingate Oaks, 15 of the 16 (94%) of eligible teachers will remain at the school creating, what is hoped to be, a smooth transition.

For the purposes of hiring additional staff, Wingate Oaks will use a variety of recruitment approaches that have proven effective for other charter schools. Teachers will be recruited from the Sponsor's job fairs and other venues available through the District Offices of Human Resources and Instructional Staffing. Other recruitment options include, but are not limited to open advertisement through printed and electronic advertising venues on a local, state, and national level. Job openings will also be posted on the Wingate Oaks website and through Education Week publications. Searches for teachers requiring unusual or low-supply/high demand certifications, inquiries and



advertisements will be communicated with colleges and universities, both in and out of state. For this purpose, Wingate Oaks will seek to establish collaborative ties with placement offices at major teacher education colleges and universities throughout the state.

Selection of staff will be a committee function. The process begins with screening candidates for proper certification, desirable levels of education, experience, or other qualifications deemed to be essential for the position. In particular, Wingate Oaks will seek teachers who bring multiple areas of certification to the school in order to broaden opportunities for course expansion and internal professional learning communities (PLCs). This process is accomplished by an initial review by school administration and designees, supported by Board involvement. It includes pre-vetting by website searches and contact with references. Following this review, interviews with a hiring committee will be scheduled. A committee consisting of administrator(s), administrative support staff, and peers (as available) interview candidates utilizing the Targeted Selection method. The pool of candidates is narrowed to the individual(s) deemed to be best suited for the position. Successful candidates undergo a second interview conducted by the Principal and at least one Board member. The recommendation is then reviewed and ratified by the Governing Board (or a designated subset of the Board established for this purpose) and a tentative salary offer is calculated in consultation with the ESP, and approved by the Principal. The salary is offered to the candidate contingent upon meeting pending employment requirements and the certification, background check, and fingerprinting process with the School Board of Broward County. Final vetting, additional reference verification, and drug testing also occur after the Principal's clearance for hiring. If all employment requirements are successfully met, a formal offer of employment is made to the candidate.

Due to the highly collaborative nature required of Wingate Oaks staff, new faculty members immediately become part of a Professional Learning Community (PLC) designed to promote teacher efficacy and personal growth. Staff development begins almost immediately after hiring. Employees will be encouraged to begin complying with professional certification requirements as soon as possible and to participate in as many of the Sponsor's staff development activities as their schedules allow. Each teacher will create and maintain a portfolio of their professional development activities and selected classroom work. Wingate Oaks teachers will be given a 196-day contract to allow additional days of intense pre-school Professional Development. Teachers will be compensated for a seven-and one-half-hour workday, which includes planning time. Other employees will be compensated for days of service and hours that are appropriate and commensurate for assigned duties. Teachers hired in positions that are traditionally hard to fill, may receive a supplement based upon a successful annual evaluation. Staff members may also paid supplements for completing advanced degrees relating to their certification and job responsibilities.

As appropriate, teachers will be required to possess or attain and maintain Reading Endorsement as a requirement for employment and will be paid a supplement for each component completed. Wingate Oaks' Board and administration are aware the unique nature of the school's target population. Consequently, appropriate staff development will be aggressively pursued for handpicked teachers in an all-out effort to prepare students for leading satisfied and productive lives.

The Sponsor's Data Warehouse will be used to analyze a variety of student data from disparate sources and compile usable information that can inform instruction and offer discrete data on



teacher effectiveness. Such data and that obtained from CWTs will be used to provide constructive feedback to Wingate Oaks faculty as part of the PLC process to impact teaching and learning. Formal teacher evaluations will align with the Florida Student Success Act (SB 736) and incorporate a four-point scale identifying teachers as *Highly Effective, Effective, Needs Improvement or Unsatisfactory*. At least half of the educator's evaluation will be based on student learning gains, which are specific to the identified student needs taken from individual IEPs or ILPs. Included in the learning gains segment of the evaluation will be such items as FCAT (or subsequent State assessment) scores, End of Course (EOC) tests, credits earned and other measures of academic growth. All teachers new to the School will be evaluated at a minimum of twice per year, while veteran teachers with an established pattern of successful evaluations will be formally evaluated at least once per year. All faculty members will be subject to an unlimited number of CWTs from administration and trained support staff.

In terms of evaluation, the Founding Board of Wingate Oaks is cognizant of the Student Success Act, which requires districts to incorporate student learning growth and instructional practices in performance evaluation systems for instructional personnel (F.S. 1012.34). District adopted evaluation systems must include the following components:

- Student learning growth
- Instructional practices
- Professional and job responsibilities

The evaluation system (i.e., combined components) must differentiate among four levels of performance. At least 50 percent of the evaluation must be based on data and indicators of student learning growth as assessed annually by statewide (e.g., Florida Comprehensive Assessment Test® 2.0 [FCAT 2.0] or Florida Standard Assessment; End of Course [EOC] exams) or district assessments. The remaining portion of the evaluation must include instructional practices based on the Florida Educator Accomplished Practices (FEAPs) and the district's instructional practice framework (e.g., Marzano, Danielson), and for instructional personnel who are not classroom teachers; evaluation criteria may include specific job expectations related to student support.

To assist in this process, Wingate Oaks will utilize Florida's Evaluation Model for Specialized Exceptional Student Education Professionals (EMSESEP). Because the Student Success Act allows for special evaluation procedures and criteria for selected teaching fields, the instructional practices component of the EMSESEP was modified for specialized exceptional student education (ESE) professionals (i.e., behavioral specialists, occupational therapists [OT's], physical therapists [PT's], speech-language pathologists [SLP's] and staffing specialists) to:

- Align with current research-based best practices and professional standards, as applicable
- Meet the intent of the Student Success Act
- Reflect the functions, practices and responsibilities that positively impact student achievement, behavior and health.

The EMSESEP is an integrated evaluation system that establishes practice standards for select ESE professionals by focusing on evidence/research-based best practices that are linked to student achievement and behavior. The model provides districts with a state-approved evaluation framework



to adopt or adapt at the district's discretion in order to address the district's instructional framework and needs, or use as a guide to enhance its own performance evaluation system for specialized ESE professionals.

While the EMSESEP does not address the student learning growth component, as noted in section F.S. 1012.34 for instructional personnel who are not classroom teachers, the student learning growth portion of the evaluation must include growth data on statewide assessments for students assigned to the instructional personnel over the course of at least three years or, it may include a combination of student learning growth data and other measurable student outcomes that are specific to the assigned position. For non-classroom instructional personnel, such as specialized exceptional education personnel, the law states that the student performance portion of the evaluation may be based on a combination of student learning growth data (at least 30 percent when three or more years of student growth data are available) and other measureable student outcomes (e.g., behavioral measures, language skill development, motor skill development) specific to the position or assignment (up to 20 percent). In adopting criteria for measuring the student learning growth, districts may consider making 20 percent of the evaluation reflect the measurable student outcomes that are directly related to the specialized exceptional education assignment.

A complete copy of this evaluation model may be obtained from the Florida Department of Education at <http://www.fldoe.org/profdev/fsmes.asp>.

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Section 11: Education Service Providers

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

A. Describe the services to be provided by the ESP.

The ESP's services will be provided by the Broward Children's Center, Inc. (BCC) and include assistance with staffing recommendations and human resource coordination and oversight, therapeutic support, educational enhancements, research and data updating, sponsor relations and reporting, program marketing, bookkeeping, budgeting, and financial forecasting, provided to the Governing Board and School Principal for its oversight and approval.

BCC is a Florida Non-Profit Corporation that has been in existence since 1971 with the purpose of promoting the health and happiness of those with disabilities. For more than 43 years, Broward Children's Center has never underestimated the ability of young people to overcome challenges and heal, learn, and flourish.

The private, nonprofit provides an array of medical, educational, and daily living services designed to maximize the independence of those with special health care needs. The Center offers a network of care for individuals at all stages of development, from the most technologically dependent and medically fragile to those with mild developmental delays. From premature infants to young adults, BCC is focused on developing and delivering the very best care necessary to ensure each individual is given every opportunity to thrive and succeed. Moreover, the center is presently involved in both Pre-K and adult transition programs, bringing a strong understanding of both entry and exit educational strategies to the comprehensive educational process at Wingate Oaks. As a result, the Center, through the Governing Board of the school is well suited to provide leadership and direction culminating in a quality education for the target population.

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).

| See Appendix [J](#).

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.

The Broward Children's Center has a long and successful history of providing a range of services for students who have attended special day school programs throughout the District. BCC has contracted with the School Board of Broward County for the past 23 years to provide instructional services for preschools children with disabilities living in the community and K-12 students residing



in the skilled nursing facility. Two preschools are located in the city of Pompano Beach and another one in Dania Beach with a combined enrollment of approximately 140 children. There are two K-12 classes at the pediatric skilled nursing facility in Pompano Beach servicing approximately 24 students. Additionally BCC has been successfully providing school based nursing services to children with special health care needs through the School Board of Broward County for more than 14 years.

Few, if any, for profit or non-profit ESPs have the depth of knowledge and ability to oversee such a specialized charter school. In particular, not one ESP providing services in Broward County has singularly addressed moderately to severely disabled students as its sole focal point.

The continued success of this non-profit organization to deliver educational and medical support services to students and families clearly aligns with the school's mission of ensuring that the special academic, behavioral, social and health care needs of the school's children and young adults will be met in order to achieve the highest quality of life possible. The ESP's Board of Directors represents distinguished and successful community members who have the District's most fragile student population at heart. They support and acknowledge the quality and experience of BCC's management hierarchy to foster the appropriate and most comprehensive services possible.

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.

The ESP will provide general accounting services including bookkeeping, purchasing support, payables, asset management, budget preparation, cash flow analysis, and preparation of interim financial statements and assistance with the work of the School's independent certified auditor. All financials will be provided to the Governing Board for its oversight and approval. To this end, the Governing Board of the school will review and monitor the financial statements of the School at a minimum of once per quarter during regularly scheduled Board Meetings. Additional controls include, but are not limited to the following:

- Only one operating and one local site bank account will be maintained by the School (others may be maintained by the Board Treasurer as approved by a majority vote of the Board).
- All funds will be deposited to the bank account on a daily basis intact, whenever practical. At a minimum, no receipts will go longer than two days without being deposited.
- Printed, pre-numbered receipts will be issued for all cash received whenever possible.
- All disbursements will be made by check (except for minor petty cash disbursements). Printed, pre-numbered checks will be used and voided checks will be maintained to complete the number sequence.
- Disbursements of a minor nature will be accommodated by the use of a petty cash fund.
- The Principal/Director, or the designee, will authorize all expenditures prior to any commitment being made regarding any School funds.
- Two of three signing officers will be required on all checks (Principal, Board Treasurer and Registrar or Finance Director).
- No checks will be pre-signed.



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- All invoices will be reviewed and initialed for approval before a check is issued.
 - School finance records, including files for receipts, invoices, bank statements and cancelled checks will be kept up-to-date and fully accessible at all times.

The School will utilize all of the accepted state codification of accounts pursuant to the Financial and Program Cost Accounting and Reporting for Florida Schools in all transactions pertaining to its operations. Internal accounting procedures for the School pertaining to receivables and disbursements are as follows: For receivables, all cash payments will be logged, coded by source and deposited daily. Daily deposits will be reconciled to cash receipts logs. Disbursements will be made only to approved vendors and must be appropriately authorized. Disbursement voucher packages are prepared at the School site and authorized by the School Principal. Disbursement vouchers are submitted to the ESP with appropriate supporting documentation to substantiate the nature, account classification, business purpose and amount. Disbursement vouchers are reviewed and approved by the Principal and the ESP. All checks over a pre-approved threshold, as established by the Board, will require dual signatures. Certain checks & checks over a certain amount will require board chair signature and/or approval. Authorized signatures on checks are limited to the Chair of the Governing Board, the School Principal or designee, and a representative of the ESP, as approved by the Governing Board.

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.

First and foremost, no employee or relative of the ESP may serve on the Governing Board of Wingate Oaks Charter School. Specific oversight and reporting procedures along with other terms of the relationship will be delineated in the contractual agreement between the school and the ESP. The Governing Board will conduct periodic and annual evaluations of the performance of the school in the following categories for which the ESP is required to provide data to the Governing Board on a periodic basis. This will be required for the Governing Board’s own edification and to comply with all State and District statutes, rules and policies. The areas include:

- Financial performance, including variance to budget;
- Staff hiring, performance and turnover data;
- Marketing and Enrollment data;
- Special Services (therapy, nursing, nutrition) and
- General School Operations

Failure to perform its obligations under the management agreement by the ESP is grounds for termination by the school.

F. Provide a summary of the ESP’s history, including its educational philosophy and background and experience of senior management.



Marjorie Evans, founder and current CEO, established Broward Children's Center, Inc. (BCC) in 1971. Through collaboration with many organizations and agencies, BCC has grown to become a national leader in services for infants, children and young adults with special health care needs. As a nonprofit organization BCC offers a range of health, wellness, education, recreation, therapy, community living, and advocacy services. During more than four decades BCC has grown from a single facility to operating 12 buildings where thousands of children and their families have benefited from BCC's wide range of programs.

Broward Children's Center, Inc. employs a leadership team of diverse, dedicated professionals with decades of experience, which allows this non-profit to provide the highest level of care to the children and young adults they serve. The company's professionals provide field leadership, training, consulting services, and expertise fully recognized by local and national accreditation bodies. Key corporate officers embody the experience and expertise capable of providing appropriate guidance and oversight to this charter school program in leadership, fiscal solvency, school operations, staffing and planning.

- **Marjorie Evans, MS, Chief Executive Officer**
 - In 1970 Marge worked tirelessly to successfully secure funding from Broward County and the then U.S. Department of Health Education and Welfare to provide childcare for children with disabilities. Her efforts and strong fiscal leadership have led to the development of an agency that employs more than 400 members of our community and provides services to 1,200 children and families each year, many of whom are among the most medically fragile and at-risk children in the nation. A frequent visitor to Tallahassee, Marge has appeared before the Florida Legislature, was a member of the state's Early Intervention Task Force and works with Florida Tax Watch to develop cost-effective care for children. She has worked with the Florida Department of Children and Families and Vocational Rehabilitation to create opportunities for medically complex children and young adults. She often confers with Broward County's two public hospital districts and also helped develop state regulations for pediatric nursing homes.
- **Jacqui Mogavero, MBA, Operations Officer**
 - Her 19 years of service to BCC has given Ms. Mogavero the experience needed to effectively supervise all of the operations related to the preschool programs, respite care, social services, therapy services, transportation department and contractual agreements with Broward County Public Schools, Children's Services Council, and the cities of Pompano Beach, Fort Lauderdale, Hollywood and Dania Beach.
- **LaShawn McCray, MSN, ARNP, NP-C, Medical Operations Officer**
 - Ms. McCray is a Family Nurse Practitioner who specializes in children and young adults with complex medical needs. Her 20+ years of professional experience includes pediatric and neonatal critical care. As the Medical Operations Officer for BCC she provides administrative and medical supervision for all medical programs which include: Children's Comprehensive Care Center (skilled nursing facility), Coastal Kids Home Care (home health agency), BCC Group homes, Center for Innovative Technology (diaphragmatic pacing facility) and BCC Prescribed Pediatric



Extended Care Center (PPEC). At all of these facilities Ms. McCray supervises the development of care plans for all residents which balances their medical needs while developing and promoting growth in education and community participation.

- **Elizabeth Pham, Controller**

- Elizabeth Pham started with BCC in 1995 after seven years of prior experience in general accounting activities, budget preparation and financial reporting. Ms. Pham received a B.S. Degree in Accounting from the University of Saigon and another B.S. Degree from Florida Atlantic University in Finance. During her 19 years as the Controller for BCC Ms. Pham has worked closely with the CEO and Board of Directors to not only develop annual budgets but also a fiscally sound long-range financial plan for the organization. The long-range financial plan successfully guided the organization through difficult financial situations faced by many not for profit agencies when state funding was decreasing and costs for services increased. Ms. Pham leads an accounting, budget, payroll, and billing team responsible for all department funding and agency investments.

Not only is BCC well staffed and capable of supporting the entire charter school program, but also its overarching educational and rehabilitative philosophy embraces the core components of what Wingate Oaks is envisioned to be. In the delivery of comprehensive support services, the Center's overriding goal remains the provision of the highest quality of life possible to the infants, children and young adults we serve. Their programs, like those proposed for Wingate, are designed to be family-friendly to meet the medical, educational, social, psychological and recreational needs of individuals. These services are delivered in a nurturing and accessible environment. To accomplish this, the Center employs a team of highly trained specialists in the care and education of those with physical or cognitive challenges.

Children's Comprehensive Care Center

- Richard Markhoff, MGA, NHA, Administrator
- Marie Luly, RN, MBA, Director of Nursing
- Debbie Thompson, Social Worker
- Michael Carifio, Ph.D, Psychologist
- Denise Wronowski, MBA, Community Liaison

Therapy Services

- Laura Reyes, OTR/L, Therapy Department Manager
- Katie Stoneback, CTRS, Recreational Therapist

Educational Programs

- Edith Moore, Director of North Preschools
- Denise Rusnak, M.Ed., Director of Program Development
- Patty Hammett, MSW, Social Worker
- Evelyne Ng, Exceptional Student Education Specialist at Preschool South



- Victoria Sanquini, Exceptional Student Education Specialist at Preschool North

Respite Services & Medical Home

- Melissa McQuilkin, MSW, Director & Social Services Program Administrator
- Susan Katz, Assistant Director

Home Health

- Juliet Duncan, RN, Director of Nursing
- Maxine Fletcher, Staffing Coordinator

Development

- Faye Wright-Simpson, Director of Development
- Melissa Lane, Development & Corporate Relations Manager
- Jordan Blanchett, MBA, Development Specialist

Human Resources

- Kristy Konopka, PHR, MSHRM, Human Resource Manager
- Diannette Rivera, MSHRM, Human Resource Specialist

Facilities and Transportation

- Elvis Tiburcio, Director of Facilities
- Irving Cruz, Transportation

Risk Management and Quality Improvement

- Margaret Brummerloh, Risk Manager
- Lisa Shafer, LPN, Quality Improvement Nurse

Warehouse and Purchasing

- Bonitto Clarke, Director of Purchasing
- Carlos Cruz, Senior Purchasing Coordinator

G. Provide a list of other schools with which the ESP has contracts, including contact information and student and financial performance data of such schools.

This will be the first time that BCC has contracted as an ESP for a charter school. However, due to the nature of this particular conversion charter and the corresponding set of similar services that have been provided to the children and families of Broward County, BCC is well positioned to take on this role of charter management. Further, BCC has contracted with the School Board of Broward County for the past 23 years to provide instructional services for preschools children with disabilities living in the community and K-12 students residing in the skilled nursing facility. Two preschools are located in the city of Pompano Beach and another one in Dania Beach with a combined enrollment



of approximately 140 children. There are two K-12 classes at the pediatric skilled nursing facility in Pompano Beach servicing approximately 24 students. Additionally BCC has been successfully providing school based nursing services to children with special health care needs through the School Board of Broward County for more than 14 years.

An independent financial audit of BCC's financial statements is conducted annually in accordance with the auditing standards contained in the Government Auditing Standards issued by the Comptroller General of the United States. The audit report completed September 24, 2013 disclosed no instances of noncompliance or other matters required to be reported under Government Auditing Standards.

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Section 12: Human Resources and Employment

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

Wingate Oaks Charter School will be a public, not-for-profit employer, and will participate in the Florida Retirement System (FRS) for those teachers and staff currently under FRS. Teacher salaries will be comparable to those outlined in the teacher salary schedule implemented by the Sponsoring school district. Salaries for Instructional positions will initially be based on years of teaching experience and levels of education. Full time, salaried employees will be entitled to Health Insurance. For employees insurance and benefits selection, the Governing Board's ESP will be responsible for providing human resource services to Wingate Oaks. Further, for all new employees, not part of the conversion, the ESP will also provide retirement options. In keeping with SB 736, Wingate Oaks will develop a performance salary schedule for instructional personnel and school administrators hired on or after July 1, 2014. The performance pay plan developed will comply with, and be kept concurrent with, Federal and State statutes.

Many of the personnel functions and needs at Wingate Oaks will differ from those of traditional District schools. This is especially true of non-instructional positions. The budget and workload of charter schools usually do not justify multiple positions within a department, but require the same individual to perform tasks that would be accomplished by several employees from a range of capability, experience, sophistication, and pay levels in District operations. Such conditions mandate hiring a person that is fully experienced and qualified at all levels of the job, or capable of rapid adaptation and the learning of new skills. The qualities and skills deemed necessary for many of the Wingate Oaks' non-instructional employees are available only from the private industry sector. Hiring competent personnel frequently necessitates paying salaries, which are considerably higher than comparable salaries at a traditional school location. For this reason, a competitive, but affordable, Non-Instructional Staff Salary Schedule will be developed. More commensurate with private sector wages than District bargaining unit wage scales, this schedule will present a range of hourly rates used to negotiate salaries of all non-instructional staff.

Administrators will initially consist of the Principal and Assistant Principal. Additional support staff may be hired as enrollment and school complexity dictates need for them. These individuals will hold Florida Department of Education certifications, or the appropriate credentials for their respective positions. The principal will be hired on a 246-day calendar and each assistant on a 216-day calendar. Compensation for these Administrators is consistent with District salaries for similar positions, highest level of degrees, school complexity, and years of experience. All of these administrators will be school employees.

All support, instructional and non-instructional staff will not be subject to collective bargaining and will be so indicated in each contract. All staff will be hired on an annual contract with extensions recommended following an annual evaluation. All new hires will fall under a three-month probationary period. Each employee will sign an employment agreement that outlines expectations of the position, monetary and non-monetary compensation and terms of employment.



Instructional personnel will be hired on a 196-day calendar with support staff and non-instructional staff on calendars of varying lengths commensurate with their job expectations.

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.

The faculty and staff members currently employed by Wingate Oaks that will be a part of the conversion process possess the personal characteristics, knowledge base and belief in the educational and curriculum design described in this proposal, as well as an ability and motivation to work as part of a team with parental involvement. The School will look for additional personnel who bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

Employees are expected to observe high standards of job performance and professional conduct [as prescribed by the State Board Rules below. A draft Policies and Procedures Manual for school personnel has been included in Appendix K. All personnel manuals and handbooks will be completed and approved by the Governing Board by March 2015.](#) When performance or conduct does not meet standards, Wingate Oaks, through its administrative staff, will follow Board adopted procedures to appropriately remedy the situation. Depending on the nature of situation, school administration may endeavor, if it deems appropriate, to provide the employee a reasonable opportunity to correct the problem. If, however, a corrective opportunity is given and the school determines that the employee has failed to make the correction, he or she will be subject to further discipline, including termination.

[Per State Board Rule 6A-10.080 Code of Ethics of the Education Profession in Florida:](#)

- [1. The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.](#)
- [2. The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.](#)
- [3. Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.](#)

[Further, according to State Board Rule 6A-10.081 Principles of Professional Conduct for the Education Profession in Florida:](#)

- [1. The following disciplinary rule shall constitute the Principles of Professional Conduct for the Education Profession in Florida.](#)



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2. Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.
 3. Obligation to the student requires that the individual:
 - a. Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.
 - b. Shall not unreasonably restrain a student from independent action in pursuit of learning.
 - c. Shall not unreasonably deny a student access to diverse points of view.
 - d. Shall not intentionally suppress or distort subject matter relevant to a student's academic program.
 - e. Shall not intentionally expose a student to unnecessary embarrassment or disparagement.
 - f. Shall not intentionally violate or deny a student's legal rights.
 - g. Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.
 - h. Shall not exploit a relationship with a student for personal gain or advantage.
 - i. Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.
 4. Obligation to the public requires that the individual:
 - a. Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.
 - b. Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.
 - c. Shall not use institutional privileges for personal gain or advantage.
 - d. Shall accept no gratuity, gift, or favor that might influence professional judgment.
 - e. Shall offer no gratuity, gift, or favor to obtain special advantages.
 5. Obligation to the profession of education requires that the individual:
 - a. Shall maintain honesty in all professional dealings.
 - b. Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.
 - c. Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.
 - d. Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive, offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.
 - e. Shall not make malicious or intentionally false statements about a colleague.
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- f. [Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.](#)
 - g. [Shall not misrepresent one's own professional qualifications.](#)
 - h. [Shall not submit fraudulent information on any document in connection with professional activities.](#)
 - i. [Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.](#)
 - j. [Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.](#)
 - k. [Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.](#)
 - l. [Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.](#)
 - m. [Shall self-report within forty-eight \(48\) hours to appropriate authorities \(as determined by district\) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendere for any criminal offense other than a minor traffic violation within forty-eight \(48\) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585\(4\)\(c\) and 943.059\(4\)\(c\), Florida Statutes.](#)
 - n. [Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795\(1\), Florida Statutes.](#)
 - o. [Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 1012.795\(1\), Florida Statutes.](#)
 - p. [Shall comply with the conditions of an order of the Education Practices Commission.](#)
 - q. [Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.](#)

Under the No Child Left Behind Act (NCLB) of 2001, all teachers must be “highly qualified” to teach at Wingate Oaks. The definition of a highly qualified teacher includes meeting at least the following three criteria:

1. Having a bachelor’s degree
2. Having State credentials or certificate
3. Demonstrated core academic subject matter competence



The rules set forth below are not exhaustive and are intended to provide illustrations and fair notice of what is expected from employees. These will form the underpinnings of a more comprehensive set of policies and guidelines to be developed by the Governing Board, with assistance of the ESP, in order to address any situation of unacceptable conduct and performance. Such policies and guidelines will be in place prior to the hiring of any staff, with the exception of school administration to be wholly involved with the process.

Employees should be aware that conduct not specifically listed below, but which adversely affects or is otherwise detrimental to the interests of the school, to students, or to other employees, may also result in disciplinary action.

Certification of Instructional Staff

Teachers employed by or under contract to Wingate Oaks shall, at minimum, be Florida certified teachers per Chapter 1012 of Florida Statutes. The school may contract select skilled non-certified personnel to provide instructional services in their individual fields of specialty. Such employees may be used to assist instructional staff members as paraprofessionals in the same manner as defined in the Statute and as provided by the FLDOE's Rule for Charter School governing boards. Substitute teachers cannot provide instructional services for longer than 30 student attendance days for a regular identified position. Wingate Oaks will disclose qualifications of teachers to parents in compliance with F.S. 1002.33 (12) (f).

Ninety-Day Probation Period

All employees will be hired on a 90-day provisional contract and may be terminated at any time in accordance with the School's termination provisions.

Voluntary Termination

The School will consider an employee to have voluntarily terminated or abandoned his or her employment if an employee does any of the following:

- Elects to resign from the school.
- Fails to return from an approved leave of absence on the date specified by the school.
- Fails to return to work without notice to the school for three (3) consecutive days.

Involuntary Termination

The School expressly reserves the right to discharge employees for cause, but without being in violation of the laws of the State of Florida and the United States of America. The School assures thorough, consistent, and even-handed termination procedures. Terminated employees will receive all earned pay to the next regular pay period. An employee may be terminated involuntarily for any reason not prohibited by law, including a leave of absence in excess of 180 days, poor performance, misconduct, or other violations of the school's rules of conduct for employees. Involuntary termination, other than for an administrative reason or abandonment of employment, will result in forfeiture of all earned and accrued compensation, other than payment required by law.

Job Performance

Employees may be disciplined/discharged for poor job performance, including but not limited to,



the following:

- Below-average work quality or quantity
- Poor attitude or lack of cooperation
- Excess absenteeism, tardiness, or abuse of break or lunch privileges
- Failure to follow instructions or procedures
- Failure to follow established safety/security procedures

Misconduct

Employees may be disciplined or discharged for misconduct, including but not limited to the following:

- Insubordination
- Dishonesty
- Theft
- Discourtesy (to students, parents, peers, supervisors, etc.)
- Misusing or destroying school property or the property of another
- Disclosing or using confidential or proprietary information without authorization
- Falsifying or altering school records, including the application for employment
- Interfering with the work performance of others
- Harassing other employees or students
- Being under the influence of, manufacturing, dispensing, distributing, using, or possessing alcohol or illegal or controlled substances on school property or while conducting school business or supervising students.
- Possessing a firearm or other dangerous weapon on school property or while conducting school business
- Conduct which raises a threat to the safety and well being of the school, its employees, students, or property, including being charged or convicted of a crime that indicates unfitness for the job
- Failing to report to the school, within five days, any charge or conviction under any criminal, drug, state or felony arrests

The school may proceed directly to a written reprimand or to termination for misconduct or performance deficiency, without resort to prior disciplinary steps, when the school deems such action is appropriate. If an employee is recommended for dismissal by the principal of the school, the principal will propose such dismissal at a meeting of the Board of the school. The employee shall have the right to contest the dismissal at the board meeting and present testimony or evidence in connection with the dismissal action. Additionally, school employees will be required to adhere to The Code of Ethics of the Education Professional in Florida as defined in State Board of Education Rule 6B – 1.001, FAC.

Professional Development

In setting high expectations for both students and teachers, Wingate Oaks will be committed to



maintaining the level of high quality instructors by implementing a comprehensive professional development plan. The school will support the professional development needs of all professional staff by subsidizing college classes, facilitating the attainment of continuing education credits, and offering specific trainings, which complement the instructional focus of the School.

Professional development will be offered throughout the school year in a variety of forms. Select teachers will attend local, state and national conferences and serve as trainer to the remainder of the staff upon return to the School. Appropriate and relevant school wide training will occur on teacher planning days as well as on early release dates. All staff will participate in school-initiated and other relevant and necessary workshops for professional development, and a member of the administrative team will coordinate, assist and monitor the staff development process. The Education Service Provider may also prepare staff develop meetings in which the school may elect to participate. In-house workshops and meetings will be held monthly by administrators and may occur as often as biweekly through PLC leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs.

In addition to school wide professional development opportunities, faculty members will each complete an Individual Professional Development Plan (IPDP) as a means to document and identify areas for personal targeted professional growth, including the identification of strategies for obtaining specified goals, its' compatibility to ensuring the professional development exercise will serve to benefit the student, and a timeframe in which the staff development exercise should occur. The Principal, or his/her designee will approve all IPDPs and at such time the principal may elect to recommend additional professional development that should occur within a given timeframe. Each faculty member will create an individual portfolio documenting all professional development and citing examples of its integration within their respective classroom.

The principal or the assistant principal, together with the teacher, will commit to the IPDP, including the allocation of necessary resources for plan implementation, and observation of new/struggling teachers by veteran/mentor teachers/staff to implement support strategies.

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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.

A comprehensive advertising and promotional plan will include the use of print, broadcast, and online media to disseminate information about the school's educational program and open enrollment period. The promotional plan to be followed in publicizing Wingate Oaks Charter School will be designed to reach all Broward County communities and all racial/ethnic groups of both genders within them. Through its ESP, Wingate will seek to collaborate with local social and medical service providers to make them aware of the opportunities available at Wingate Oaks for our special population. Up to the point that Wingate Oaks becomes an approved conversion charter, there has not been any other choice for parents in search of an alternative to the District's special day school programs. As such, should a parent request such an alternative, the District must make parents aware that this charter opportunity exists.

By publicizing the availability of the school throughout Broward County, the school's demographic composition should generally mirror that of similar public school ESE options. The school will provide copies of its promotional materials in English, Spanish and Creole and announcements to local community organizations to make sure that target families (e.g. single-parent families, low socio-economic households, etc.) are aware of the school and their eligibility to apply for enrollment.

Recruitment efforts for Wingate Oaks transition program will target students (ages 18-21) with a desire to receive a career oriented education within a flexible, student-centered learning environment. As a result, students will have a goal of readiness for both post-secondary education and the workplace. Students receiving FAPE services within traditional high school programs will be offered an alternative setting with a focus on career preparation. These options will be shared with public, charter and private school counselors as another means to target potential students.

Student selection will be open to all eligible students who meet the criteria of the Individuals with Disabilities Act, English for Speakers of Other Languages, Title II of the Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973. Wingate Oaks will follow Federal and State requirements regarding diversity and desegregation. Pupils will be considered for admission without regard to ethnicity, national origin, or gender. Wingate Oaks will conduct general information meetings that will be open to the public and announced through public service announcements. Wingate Oaks will post flyers in local public facilities such as clinics, community centers, churches and other locations of public access, in order to reach students and/or parents in order to inform them of the educational opportunity available for their special needs children. Recruitment bulk mailings will also be a consideration in areas where households with significant numbers of students are identified. Wingate Oaks may also prepare a public service announcement for broadcast on popular local radio and a press release for dissemination to all the major print media in the county so that the general public can be made aware of the enrollment period and location of the school.



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.

Pupils will be considered for admission without regard to ethnicity, national origin, or gender. Due to the diverse racial and ethnic mix of Broward County, the school expects to generally achieve diversity reflective of the community it serves. The promotional plan to be followed in publicizing the school will be designed to reach all local communities and, accordingly, all racial/ethnic groups within it. The present ethnic makeup of the school is 35% White; 44% Black, 15% Hispanic and 6% Other. The Florida Department of Education's October 2012, PK-12 total ESE Student Membership Report for Broward County indicated enrollment figures of 25% White; 39% Black, 29% Hispanic and 7% Other. These figures are generally consistent with the District as a whole, after taking into account the IEP requirements for this type of school. In particular, when comparing special day school programs across the District (see chart below), they are relatively similar in ethnic diversity.

Ethnic Diversity in Similar Day School Programs

Center	White	Black	Hispanic	Other
District ESE	25%	39%	29%	7%
Wingate Oaks	35%	44%	15%	6%
Whispering Pines	35%	38%	24%	3%
The Quest	26%	30%	40%	4%
Bright Horizons	35%	39%	19%	6%

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.

Wingate Oaks will not discriminate on the basis of race, religion, or national or ethnic origin, or exceptionality in the admission of students. Staff at the School will accommodate the needs of students enrolled at the school to ensure a positive learning experience. The School will be open to any student in grades K through young adult in Broward County and any student covered in an inter-district agreement with the Sponsor who completes an application and meets admission criteria. Wingate Oaks will have a random lottery for qualified applicants if the number of applications exceeds the capacity of a program, class, grade level, or building. An open admissions policy will be implemented wherein Wingate Oaks will be open to any student residing in the County. If the number of applicants exceeds capacity, applicants will be admitted on a first-come, first served basis using the time stamp on the accepted application as proof of when the application was accepted.

For those applications received after capacity has been filled, students will be assigned a waiting list number and will be admitted through a lottery system when student seats become available or capacity increases. This will ensure that all applicants will have an equal opportunity for selection.



Florida's charter school legislation, F.S.1002.33 (10)(e), provides that the school may give enrollment preference to certain student populations. Said student populations include:

1. Students who are siblings of a student enrolled in the charter school.
2. Students who are the children of a member of the Board of Directors of the charter school.
3. Students who are the children of an employee of the charter school.
4. Students who are the children of an employee of the business partner of a charter school in the workplace or a resident of the municipality in which such charter school is located.
5. Students who are the children of an active duty member of any branch of the United States Armed Forces.

Recruitment and enrollment is a year-round effort and students will be accepted at any time during the school year that does not present an obstacle to student performance or success. No student is enrolled for the next school year prior to March first of the preceding year. That is considered the cut-off date for enrollment subject to lottery selection. Programs attracting more eligible applicants than the program can accommodate will use the lottery process to determine which applicants are accepted into the program. If the quota of students is not filled by March first, eligible students will be enrolled and new applicants accepted on a first-come, first-served basis in the order in which applications are received until the quota is met. All students will be notified of their acceptance status periodically throughout the year in which they apply.

The enrollment process begins with the completion and submission of a Wingate Oaks application to the school. Applications are valid only if signed by the parent or guardian (unless a student is considered emancipated), and only students meeting eligibility requirements are considered for enrollment (e.g. students with disabilities having a *Special Day School* placement identified on the Individualized Education Plan (IEP)). Students who will attend the Wingate Oaks Conversion Charter have been properly evaluated and found eligible as an exceptional student in the manner prescribed by rules of the State Board of Education per F.S.1003.57. Postcards will be mailed to inform applicants that the application has been received. After applications are received, the screening process will be conducted according to governing policies and procedures to determine eligibility status. Appropriate screens will be printed from TERMS (as available) to make sure that potential students meet entrance qualifications and to develop baseline information that will be used for scheduling and counseling at later dates.

After an initial screening, applicants will be invited in with their parent(s)/guardian(s) for a pre-admittance interview with the school AP and/or other designated staff member. At this meeting, prospective students and their parents/guardians will be informed of all applicable requirements and expectations. Staff will also address any and all questions posed on behalf of the student in order to clarify any issue or concern up front. Once the review process is complete, the student may be offered acceptance to Wingate Oaks, acceptance with a contingency, or acceptance pending – should required information not be readily available. In those circumstances where Wingate Oaks cannot accommodate a student for a specific reason(s), the student and parent/guardian will be informed in writing.

After the March first deadline, letters of acceptance, contingency, pending or denial will be sent to



all applicants. A lottery will be held for those career programs in which applicants have exceeded enrollment quotas, should that be necessary.

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.

N/A

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

Broward Children's Center (BCC), the proposed Educational Service Provider for Wingate Oaks Charter, has a Special Needs Advocacy program, which will be used to encourage parental involvement in their child's education. The purpose of the advocacy program is to educate and empower parents so they are making the best decisions for their child. Choosing to send their son or daughter to a Charter School will be something new for the parents of child with a significant cognitive disability since Wingate Oaks Charter will be the first school to target this population. The Special Needs Advocacy Program recognizes parents know best what their child needs and therefore gives them the skills necessary to find the right services and programs to meet those needs.

In order to ensure substantial parent and community involvement, Board members will meet with local stakeholders to explain the program and recruit representatives, including parents to serve on a School Advisory Council (SAC). The SAC, with parent participation, will be formed during the first semester of the school's operation. The purposes of the SAC will be to:

- Provide a venue for feedback among all partners and give a voice to the community.
- Agree upon community-related goals for the school programs.
- Make constructive recommendations for school improvement.
- Establish relationships with members of the broader community and recognize their value.
- Provide information to the community about the purpose, vision, and mission of Wingate Oaks

Parents will have a number of other opportunities for involvement in their students' education. Parents will be invited to attend a pre-admittance/orientation session with their students during which opportunities, expectations, and requirements of the program will be clearly explained. This will set the stage for expected student progress and achievement. The initial meeting will be followed by other meetings/conferences during the school year to keep parents informed and involved. This will be supplemented by mailings to homes, newsletters and phone calls and Email from teaching staff, therapists and school administration. Parents will be encouraged to visit the school and to participate in school functions and events throughout the year, including school sponsored workshops, parent nights, and student award ceremonies.



Community members and local business owners, who represent workforce opportunities for Wingate's transition program, will be invited to take an active role in supporting the program's curriculum and focus. Such representation provides current work force skills, demands and requirements necessary to appropriately prepare students to enter a particular career upon graduation.

School administrators, therapists, and other support staff will be responsible for establishing partnerships with community agencies that provide social and intervention services to students and families. The goal of these partnerships will be to provide a broader set of services that will help the student and family handle circumstances that interfere with learning and academic success.

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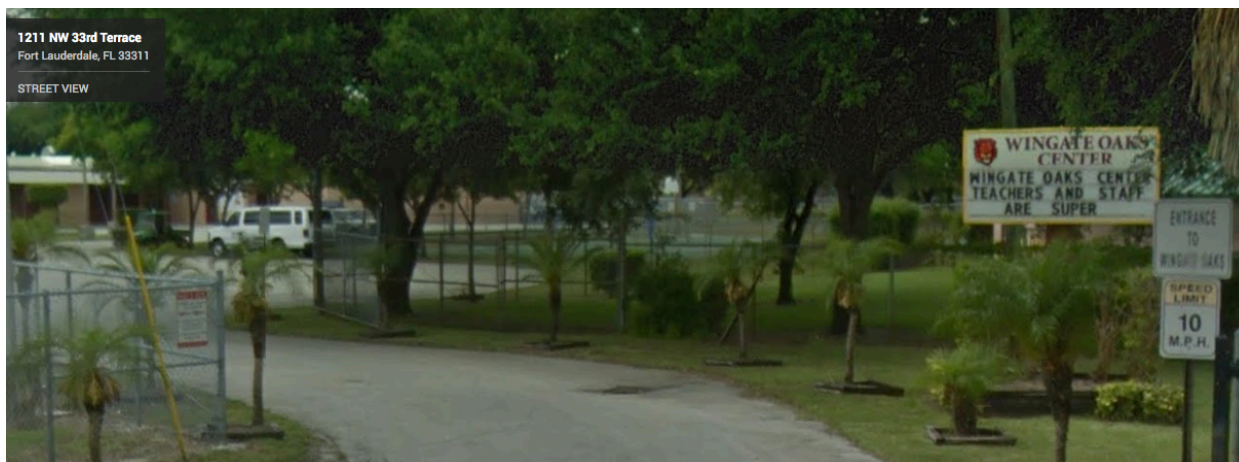
III. BUSINESS PLAN

Section 14: Facilities

If the site is acquired:

A. Describe the proposed facility, including location, size and layout of space.

As a conversion charter, Wingate Oaks Charter School will retain use of the facilities and equipment currently utilized by the Wingate Oaks Center located at 1211 NW 33rd Terrace, Fort Lauderdale 33311. The facility will continue to be owned and maintained by the School Board of Broward County, Florida. Pursuant to F. S. 1002.33 (18)(e), “for an existing public school converting to charter status, no rental or leasing fee for the existing facility or for the property normally inventoried to the conversion school may be charged by the district school board to the parents and teachers organizing the charter school. The charter school shall agree to reasonable maintenance provisions in order to maintain the facility in a manner similar to district school board standards. The Public Education Capital Outlay maintenance funds or any other maintenance funds generated by the facility operated as a conversion school shall remain with the conversion school.”



The total capacity of the facility of 285 is available in the October 2013 Florida Inventory of School Houses (FISH) report. The location has sufficient space and layout to accommodate the target population with room for growth as projected in *Section 2B*. As an existing school location, the facility has met all facility requirements stipulated under F.S. 1002.33 (18)(a). Further, Wingate Oaks Charter School, Inc. will comply with all required safety and fire inspections as required by the Sponsor or local government.



B. Describe the actions that will be taken to ensure the facility is in compliance with applicable laws, regulations and policies and is ready for the school's opening.

Wingate Charter will maintain the facility based on the agreement developed through negotiations with the District. The facility is in compliance with the State Uniform Building Code for Public Facilities Construction adopted pursuant to Section 235.26, Florida Statutes, or with applicable state minimum building codes pursuant to Chapter 553, Florida Statutes, as adopted by the authority in whose jurisdiction the facility is located.

C. Describe how the facility will meet the school's capacity needs for students to be served.

The identified facility is designed specifically to educate students with disabilities and meets all requirements for health and safety identified by the Florida State Charter Legislation and local, state and federal guidelines.

D. Explain the anticipated costs for the facility, including renovation, rent, utilities and maintenance. Identify, if applicable, any funding sources (other than state and local funding) that will be applied to facilities-related costs.

- *The financial plan for the proposed school should align with the facilities-related costs described.*

Regular maintenance and custodial upkeep will be provided by Wingate staff per descriptions included in *Section 10C* and the in the proposed budget. All planned construction; renovation and/or repair projects will be performed by the Sponsor to be delineated in a facilities agreement.

E. Describe the back-up facilities plan.

- *What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?*

Since Wingate Oaks is an existing, operational school, the facility will follow the agreed upon conversion; therefore, an alternative plan for a facility is not applicable.

If the site is not acquired:

A. Explain the school's facility needs, including desired location, size, and layout of space.

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.*

C. Explain the strategy and schedule that will be employed to secure an adequate facility.



- D. Describe the back-up facilities plan.**
- E. Describe the plan and methods the school will employ to comply with Florida's constitutional class size requirements.**

N/A

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