

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Championship Academy of Distinction Middle School

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

Championship Academy of Distinction Middle School

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: Melissa Bustamante

TITLE/RELATIONSHIP TO NONPROFIT: Board President

MAILING ADDRESS: 1100 Hillcrest Drive Hollywood, FL 33021

PRIMARY TELEPHONE: 954 274-3986 **ALTERNATE TELEPHONE:** ()

E-MAIL ADDRESS: meli0707@msn.com

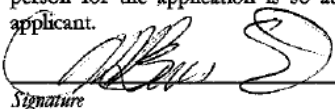
NAME OF EDUCATION SERVICE PROVIDER (if any): Charter School Management Solutions, LLC.

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

Projected School Opening: August 22, 2016

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	6-8	220	220
Second Year	6-8	264	264
Third Year	6-8	308	308
Fourth Year	6-8	352	352
Fifth Year	6-8	374	374

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


Signature

Melissa Bustamante
Printed Name

President
Title

7/28/2015
Date

Championship Academy of Distinction at Hollywood Middle School



2016
Charter Application

Table of Contents

EDUCATIONAL PLAN	4
MISSION, GUIDING PRINCIPLES AND PURPOSE	5
TARGET POPULATION AND STUDENT BODY.....	18
EDUCATIONAL PROGRAM DESIGN	28
CURRICULUM PLAN	46
STUDENT PERFORMANCE, ASSESSMENT AND EVALUATION	84
EXCEPTIONAL STUDENTS	97
ENGLISH LANGUAGE LEARNERS	110
SCHOOL CLIMATE AND DISCIPLINE	118
ORGANIZATIONAL PLAN	124
GOVERNANCE.....	125
MANAGEMENT	135
EDUCATION SERVICE PROVIDERS	141
HUMAN RESOURCES AND EMPLOYMENT	146
STUDENT RECRUITMENT AND ENROLLMENT	149
BUSINESS PLAN	156
FACILITIES	157
TRANSPORTATION SERVICE	159
FOOD SERVICE	161
BUDGET	163
FINANCIAL MANAGEMENT AND OVERSIGHT.....	169
ACTION PLAN	172
ADDENDUM - GOVERNANCE/MANAGEMENT INFORMATION	174
STATEMENT OF ASSURANCES.....	176
REFERENCES.....	177
APPENDICES.....	179
APPLICANT HISTORY WORKSHEETS.....	353

Part 1



Educational Plan



Championship Academy of Distinction at Hollywood Middle School Part 1 – Educational Plan Section 1

Mission, Guiding Principles and Purpose

(A) Provide the mission statement for the proposed charter school

The mission of the CHAMPIONSHIP ACADEMY OF DISTINCTION at HOLLYWOOD MIDDLE SCHOOL (CADMS) is to provide students with an enriched, holistic, and nurturing experience, focused on character and leadership development through academic programs that foster teamwork, discipline, and citizenship while in pursuit of academic distinction.

We believe this mission statement encompasses the best of what Championship Academy of Distinction at Hollywood Middle School will have to offer, and focuses in on the three components that we believe will be essential to building the overall culture of the school.

Academic Distinction

From day one, regardless of whether the students are sixth grade or eighth grader, our students will enter Championship Academy of Distinction at Hollywood Middle School with the understanding that they are headed to college. Our academic program is designed to accelerate the learning of our students and prepare them for rigorous high school and college coursework. As you will read later in this

application, our academic program will hold students accountable for academic success and structures are built in for assisting those students who may be struggling. The use of the new Florida Standards and the Next Generation Sunshine State Standards will not only be used as the core program focus but also looked at as a minimum set of academic expectations. We will expect our students to rise above the academic standards put in place by the FSA/NGSSS.



Leadership Development

The culture at Championship Academy of Distinction at Hollywood Middle School will be that student achievement is everyone's responsibility, from each of the teacher's on staff, to the administration, to the volunteers, and to the students themselves. All of the stakeholders will be empowered to take a role

within the leadership of the school, whether it is through the school's board of directors, accountability committee, staff teams, or students helping to form academic clubs and groups that focus on student achievements. Additionally through the six-pronged approach to our instructional design, students will be taught specific leadership skills that they will need to be successful in their future lives, whether it is in leading a team or a corporation.

Character and Social Skills



The student population that Championship Academy of Distinction Middle School intends to serve is located in the 33021 zip code. We are confident that with our college focused and holistic aim, we will help students succeed. Students in these areas may feel defeated. Some of the students may have attended schools that are "failing," may come from families struggling to survive, and thus may not be able to dedicate the time and resources necessary to focusing on educational priorities. In addition to the academic needs of our students, character education and

social skills development will be an important focus of Championship Academy of Distinction Middle School.

Providing students with an educational environment that encompasses the whole child from Kindergarten through college. While this application is only for grades 6-8, we will be receiving students from Championship Academy of Distinction at Hollywood Elementary school and it is our intention to apply for a high school next year which combined with our elementary school, will provide a complete K-12 education to our students. In fact, research indicates that a long investment in individual children is essential for first-generation college students, who we intend to focus our recruiting efforts on. In his 2004 analysis of research Tym found that the following components are essential to a successful college preparatory program:

- Set high standards for program staff and students.
- Provide personalized attention to each student.
- Provide adult role models.
- Facilitate peer support.
- Integrate the program within K-12 schools.
- Provide strategically timed interventions.
- Make long-term investments in students.
- Provide students with a bridge between school and society.
- Provide scholarship assistance.
- Design evaluations that attribute results to intervention

(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.

Championship Academy of Distinction Middle School will meet high standards of student achievement while providing parents with the flexibility to choose among diverse educational opportunities within the state's public school system. This will be accomplished by offering parents and students a choice in

tailoring their academic success through the expertise of faculty and staff, implementation of effective instructional methodologies and curriculum, continual academic growth and development, and establishment of a safe environment conducive to teaching and learning.

A highly qualified staff and administration will work with students, parents, and the community to ensure that each student masters all core academic standards and receives a rigorous education in the core content areas of Reading/Writing/Language Arts, Mathematics, Social Studies and Science. Enrichment subjects and opportunities will be offered such as Art, Music, Physical Education, Foreign Language, Information Literacy as well as Band and Vocal Music.

Championship Academy of Distinction Middle School's mission will become a reality and meet high standards of academic achievement for all students by:

- Providing students with motivated, highly qualified teachers and administrators
- Empowering faculty to collaborate in constructing thematic curriculum maps to ensure equity and flexibility in meeting students' educational needs while addressing benchmarks and process skills
- Developing and/or utilizing standards-based curricula aligned with the benchmarks of the new Florida Standards for reading, English Language Arts and math and the Next Generation Sunshine State Standards for all other curricular areas
- Developing and utilizing instructional focus calendars as mandated by each individual class's learning needs based on data, allowing for tutorials and enrichment
- Promoting the use of technology and highly effective research-based instructional strategies
- Integrating a program of character development that will allow students to develop the skills necessary to meet the mission of Championship Academy of Distinction Middle School
- Student progress will be regularly monitored by implementing a variety of assessment tools and strategies
- Communicating and involving parents and the community in the decision making process of the school
- Encouraging parent input and shared decision making by all stakeholders within the school community
- Providing teachers with effective and meaningful professional development on various instructional methodologies, curriculum, assessment, and classroom management

CADMS will promote a culture of high-expectations for student achievement through start-of-art academic program that is based on the following pillars:

- Successful integration of rigorous college prep curriculum into all aspects of the educational processes administratively, pedagogically and scholastically;
- Data Driven-Student Led Center to support 21st Century Learning and success achieving the Florida Standards based on rigorous curriculum and proven research based teaching strategies;
- Integration of Character Education in a supportive environment that implements norms and acceptance into the culture of the community.

Championship Academy of Distinction Middle School will serve students of all abilities including English Language Learners (ELL) and Exceptional Student Education (ESE) students. The Academy will develop excellent curriculum, implement effective character and wellness programs and hire highly qualified teachers and administrators. The Academy's approach to learning will position and facilitate students to succeed academically and will enable them to enter and graduate from an institution of higher education.

Enhanced academic success and financial efficiency by aligning responsibility and accountability.

Responsibility and accountability for enhanced academic success and financial efficiency will be aligned with job descriptions of staff members. The academic success and financial efficiency of the Academy will be analyzed and reported through receiving at least a C or better within the first 2 years and which meets the standards set forth in the state's accountability system. Academic success and financial efficiency will also be evident in our various operating reviews, financial reports and audits. To achieve this, budgeting processes and procedures that provides for students' and teachers' needs, yet includes continuous oversight of financial operations with checks and balances combined with clear delineation for roles and responsibilities will be implemented. An independent audit will be conducted at the end of each fiscal year and will provide assurances that fiscal accountability and financial efficiency has been met and is aligned with promoting enhanced academic success.

Faculty and administration will use student data to impact everyday practices at the school to continually refine systems and improve instruction. The instructional approach is based on FCIM practices that have been shown to result in high performance. This combination of practices coupled with aggressive support and monitoring by staff, will make CADMS capable of achieving high student performance.

- Develop of an implementation timeline
- Alignment of Standards, curriculum, and assessment
- Disaggregation of student data
- Development, implementation, and monitoring of an Instructional Focus calendar
- Instructional Focus on The Florida Standards
- On-going assessment to monitor the teaching learning process
- Scheduled communication and collaboration (focus groups) with all stakeholders
- Development of Annual Improvement Plan

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.

Championship Academy of Distinction Middle School will provide communication to members of the school community that are integral to the academic success of students. Teachers, parents, and students will be provided information on the results of assessments and documentation of student learning will be an integral aspect of the school's academic operations.

The process of gathering and analyzing data will be used to improve student achievement through the verification and specification of specific learning problems and successes. Data based decision making will also be used to make instructional decisions and curricular changes at Championship Academy of Distinction Middle School. Formal and informal assessments will be conducted through a variety of observations, testing and record reviews. Screening, progress monitoring and diagnostic assessments will be used to inform instruction. Disaggregated data will be used in the Academy's continuous improvement process through documentation and use as a planning tool for teaching and learning.

The School recognizes the importance of engaging parents in their child's educational experience, and that keeping them informed of their child's academic progress is a key component in achieving excellence. Through effective and consistent parental communication, the School will provide parents with information on their child's reading level and learning gains made throughout the school year. The School will ensure that parents are fully informed of the learning gains made by their children during the course of a year, and whether students are making at least a year's worth of learning progress each year. The School will

accomplish this task through following actions

- Continually providing parents with information about the types of assessments that will be given, the areas to be assessed and the criteria that must be met by students information will be disseminated through letters, emails, and parent meetings;
- Communicating with parents by providing mid-quarter progress reports, quarterly report cards, open houses, parent conferences and workshops, a monthly newsletter, and written and oral communication regarding their child's progress;
- Notifying parents with school, district and state reports of Annual Measurable Objectives (AMOs) based on results of student achievement on state-mandated tests;
- Administering ongoing progress monitoring assessments to measure academic progress, thereby identifying students who are not mastering skills and making learning gains; informing parents of the results of these ongoing assessments;
- Meeting and involving parents in the development of the Individual Education Plans (IEP) for students receiving services and keeping them abreast of their child's progress;
- Encouraging and involving parents in the development of the English Language Learner (ELL) Plans for students receiving services and keeping them abreast of their child's progress;
- Parent representation will be on educational committees, such as the School Advisory Committee, in order to obtain parent feedback and suggestions on school improvement issues;
- Administering a semi and annual parent survey to gauge whether parents perceive they are receiving sufficient information on their children's academic progress

The School is committed to providing parents with sufficient information through several mediums and will make every effort to encourage parental involvement. Research demonstrates that enhanced learning occurs when a school encourages parents to stimulate their children's intellectual development. Parental "investment" in a student's education is crucial to student success, as well as to the advancement of the School's mission and vision. Parents will receive and sign a parent handbook that outlines the responsibilities they have for their child's learning and behavior at school and at home. Parental involvement will also be encouraged through Parent Teacher Student Association (PTSA) and other such school commitments. Home-based volunteer projects will be available to parents who are unable to volunteer on-site due to work or family constraints. The chart below organizes how the school will convey the student's gains and the several means and opportunities to reach all parents effectively and efficiently:

Communication with Parents about Reading

Parents will receive information regarding student reading achievement and assessment results. A variety of methods will be used to communicate this important information throughout the year. Progress reports, report cards, parent teacher conferences, on-line grade postings in the Student Information System (SIS), work portfolios, curriculum nights and other events are examples of the communication strategies and opportunities that will be provided to parents regarding individual student reading levels and learning gains based on the reading assessments scheduled throughout the year.

Communication with Parents about Learning Gains

A variety of assessments will be used to ensure that students gain at least a year's worth of learning for every year spent in the charter school. Teachers and administration will continually assess and monitor academic growth and learning gains individually to provide timely feedback to parents concerning academic performance and to empower students. Report Cards will be standards-based and notification of ongoing success of Championship Academy of Distinction Middle School will be available for parent review on the school's website. Parents will also receive mid quarter reports each quarter and ongoing assessments will be sent home and available to view through a secure Student Information System.

Championship Academy of Distinction Middle School will be using RenWeb student information system. This IS has been selected due to its ability to allow parents to check homework assignments, confirm that homework was handed in, access discipline and attendance records and view final grades as they exist in the teacher's grade-book. Parents will also be able to track their child's performance on state standards, register to receive alert notifications, and review daily comments from teachers. Championship Academy of Distinction Middle School is committed to the continuous academic growth of students and effectiveness of the school's educational program.

Communication with parents will also be supported through weekly communication with families. Individual parent-teacher conferences will be held as needed to promote academic improvement and success. Student-led conferences will be held twice each year to inform parents of academic progress.

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

Improve student learning and academic achievement.

The Schools' philosophy is supported and founded in the learning and development of the whole child through academic opportunity. The School will establish real-world connections through the Schools' mission and interactions with local organizations, civic institutions, colleges and universities. The School will provide a rigorous and challenging curriculum that sets high expectations for students by meeting their needs and supporting their dreams and goals by fostering student led centers using the following guidelines and pedagogy:

- Instruction focused on the mastery of The Florida Standards
- Learning Plans developed and carried out for students performing below grade level
- Progress Monitoring Plans with ongoing assessments with individualized goals
- Differentiates instruction tailored through data analysis
- Continually evaluating curriculum against student data and learning gains, as well as learning deficiencies
- College and career readiness based on Florida Standards

Annual Accountability Reports will keep the School a self-monitoring center that evaluates and continually improve curriculum design, instruction, resource allocation, and fiscal accountability. The School Improvement Plan (SIP) will continually evolve and will constantly improve the way students' needs are being met. Increase learning opportunities for all students, with a special emphasis on low-performing students and will constantly improve the way students' needs are being met.

Championship Academy of Distinction Middle School will improve student learning and academic achievement through a well-designed academic program aligned with state standards. Championship

Academy of Distinction Middle School will work with parents, the community, and the School District to implement highly effective teaching practices that address the needs of individual learners. Teachers and administrators will continually assess and monitor academic growth to empower students and provide timely feedback concerning academic performance. Teachers and administrators will work in both subject matter and grade level teams to analyze whole group data, address overall trends and review the instructional focus. Teachers will collaboratively dis-aggregate data, determine the direction that needs to be taken with instruction using curriculum maps as a guide, and inform parents as to academic progress. Instructional tools; such as textbooks, educational media, and instructional technology, will be selected by experienced educators that have an investment in students' performance and achievement. Selection will be determined based on specific alignment with educational benchmarks and state standards as applicable to the school's mission.

All levels of learners will be addressed and Championship Academy of Distinction Middle School will provide a variety of instructional practices including:

- Project-based learning and problem-solving to engage and enhance critical thinking
- Inquiry-based strategies to promote curiosity, creativity, and encourage student ownership of knowledge
- Technology based instruction that will serve as a direct instructional tool and as a means of presenting and communicating information and data in a dynamic fashion
- Differentiated instruction and other high impact strategies to elicit in-depth understanding
- Promoting cooperative learning and teamwork to help develop leadership and social skills in all students
- Physical fitness and wellness instruction will be integrated throughout the curriculum to support the premise that a healthy body will promote better learning
- Authentic assessments that can accurately measure the level of knowledge acquisition
- Providing adequate time for feedback to students in order to provide opportunity for self-improvement, growth, and remediation and/or enrichment of areas of deficiency or high interest

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

Championship Academy of Distinction Middle School will increase learning opportunities for all students, while emphasizing specific approaches for low-performing students in reading. Reading instruction will be delivered through a comprehensive researched-based literacy model. A highly focused instructional approach will be designed to complement the MAFS, LAFS and Florida's Next Generation Sunshine State Standards (NGSSS) and will ensure that all students' learning needs are met. Students performing at all instructional levels will benefit from rigorous, project-based learning activities. English Language Learners will be able to thrive in classrooms where peer interaction and conversation will enable them to acquire English at an accelerated pace. This approach will complement the key elements of Championship Academy of Distinction Middle School's plan to support all learners and improve the achievement of low-performing students in reading.

The School recognizes that students will arrive with a wide variety of backgrounds and abilities. Therefore, the School will offer different levels of support in order to successfully address the specific need of each student with the following:

- Support programs will include after school assistance, tutoring, small group, and targeted interventions
- Response to Intervention framework designed to identify students who may be struggling and to provide early interventions.
- Florida Standards will be at the center of instruction, specifically with a strong emphasis on

reading across the curriculum.

- All teachers will be provided professional development on how to effectively teach reading and ELA across the curriculum and Math Standards
- Differentiated levels of instruction and special accommodations for struggling readers, Exceptional Education students, and English Language Learners

All teachers at CADMS will be provided professional development on how to effectively teach reading and ELA skills across the curriculum. Additionally, the curriculum utilized by the school provides differentiated levels of instruction and special accommodations for struggling readers, Exceptional Education students, and English Language Learners. These accommodations will be described further later in the application. Additionally the following elements will be provided in order to increase learning opportunities for all students:

Instruction will be differentiated to provide targeted support with the goal of increasing independence. Teachers will meet with students in whole group, small groups and individually to explicitly model strategies and skills, provide practice and review opportunities with necessary support, and then monitor independent application. Teachers will be supported in designing lessons that increase the intensity of instruction and accelerate learning. They will provide many opportunities for re-teaching, review, and practice, and focus carefully on the most essential learning needs of students. High-quality core classroom reading instruction will focus on grade-specific LAFS and NGSSS and essential reading components including oral language, phonemic awareness, phonics, fluency, vocabulary and comprehension.

Systematic assessment of all students will occur continuously throughout the year, including screening, progress monitoring, diagnosing, and outcome measuring that will provide data for individual learning plans and help guide instruction.

Student progress will be monitored using diagnostic tools including Florida Assessments for Instruction in Reading (FAIR-FS), i-Ready Diagnostic assessments, phonics surveys, and core curriculum assessments. Interim assessments, such as i-Ready, a computer-based adaptive assessment, will be administered at intervals throughout the school year and will help measure the effectiveness of instruction.

Age-appropriate prevention and intervention will be emphasized during the early primary grades, targeting areas of oral language, phonemic awareness, fluency and phonics that will lay the foundation for reading achievement. We believe that without these interventions, many children who come to school poorly prepared or who have cognitive or English-language weaknesses will lag far behind their peers.

Early intervention is preferable to extended remediation; therefore Championship Academy of Distinction Middle School will use data and screening assessment instruments to determine the baseline academic level of each student. These assessments will be administered to each student within the first thirty (30) days of school.

Time on task will increase for our striving and struggling readers in every classroom. In addition to the daily 120-minute block of reading/language arts instruction with the classroom teacher, identified students will receive additional focused instruction each day and/or remediation and reinforcement. Student needs will be met through an immersion in literacy best practices and targeted skill instruction. Middle grade students who score level 1 or 2 on FSA will take an intensive reading course in addition to the required language arts class. Additionally, elementary students needing remediation of identified deficits will receive increased time in reading and language arts both during the school and in after school tutoring.

Research-Based materials targeting specific student needs will be used with low-performing students. Examples of effective materials include but are not limited to instructional software, intervention task cards focusing on the six components of reading, Literacy Activities for small group tutorials, and core

curriculum reading lessons and activities designed for below level readers. We will ensure that classroom teachers carefully select these materials and that the reading specialists engage learners, target identified needs, and provide a degree of challenge without frustration.

Professional development for teachers, teacher assistants, and volunteers working with students will be provided to ensure that explicit, systematic instruction is consistent for all students, and that there is a school culture that emphasizes that student achievement and creating a strong literacy environment is everyone's responsibility. This support will include demonstration lessons, workshops, and modeling of strategies to help make processes visible for struggling readers.

A Home-school connection will be promoted through individualized learning plans and frequent communication regarding student achievement. Parents will also have access to the electronic grade-book in the student information system that will assist them in monitoring student progress from home.

Encourage the use of innovative learning methods.

Championship Academy of Distinction Middle School's educational philosophy, its core values and beliefs, are focused on student's intellectual, social and leadership development using innovative learning methods. These values and beliefs have been aligned to innovative instructional strategies and college preparatory skills that have proven to raise student learning and achievement at all levels.

The use of innovative learning methods is a vital part of providing an educational program that truly meets the needs of all children. All learners possess areas of strength and areas of weakness and therefore, they express and receive knowledge in many ways. Effective teachers understand the need to differentiate instruction for all students in order for learning to occur. Understanding a student's area of intelligence, learning style, and/or learning preference is one way teachers can positively impact a student's ability to learn. In order to succeed its mission and vision and improve student achievement, the School will embrace the following practices:

- Mission Driven: CADMS is determined to get and keep students on track for higher education by creating a safe learning environment and a strong school culture with school leaders, teachers, parents and students all relentlessly focused on ensuring student success.
- Teachers Teach for Mastery: Teachers are not simply imparting a rigorous curriculum; they will expect to teach for in-depth understanding. As needed, students will be given remediation, acceleration and more time on task to learn and master key academic standards
- Value of Professional Learning: The Principal will serve as an instructional leader and teachers will collaborate and become actively engaged in on-going professional development throughout the year.

The School will also encourage and provide a work friendly environment where teachers feel comfortable sharing and implementing the latest research-based practices. The role of the teacher is to observe what their students are doing, figure out why they are doing it that way, and to give them the right kind and amount of information and feedback so they may solidify their learning and perform what they have been taught. Students must be able to make sense of what is taught if they are going to apply their learning in other situations. Team planning and weekly grade level meetings, faculty meetings, and professional development on site will hold teachers accountable; provide opportunities to share their observations with administrative support, and to collaborate with each other.

Learning a complex skill mandates that a person properly demonstrate the skill, with attention to the many

variations that implementing the skill may require. In addition, acquiring a complex skill demands extensive practice during which time one learns the skill at a level, which may be replicated with little conscious thought. There are many research-based instructional strategies which may be used in the classroom to positively impact learning. Effective teachers who utilize multiple instructional strategies provide their students an educational environment that focuses on innovative learning

Additionally, teachers at Championship Academy of Distinction Middle School will be expected to “break the mold” in terms of innovative teaching techniques. All students learn differently and teachers will be required to adapt their teaching styles to fit the learning needs of their students. Other innovations to be incorporated in the program include but are not limited to:

Use of Curriculum Maps

The standards-based curriculum used at Championship Academy of Distinction Middle School will ensure horizontal alignment and equity, where teachers will review standards and individual benchmarks to formulate their curriculum map for each subject area (Kallick & Colosimo, 2008) and/or utilize county-approved curriculum maps. The map constitutes the general route to acquiring the necessary knowledge to determine mastery for the course while assessing and meeting individual benchmarks. To determine direction, teachers will pre-assess their students and monitor their progress toward their academic goals by teaming to create an instructional focus for the course. Equity will be achieved in that all students, regardless of their academic level will be guaranteed the same content in preparation for standardized state tests. Flexibility will be maintained by teachers, allowing them the ability to address individual learner's needs as they select from a diversity of instructional techniques that will also take them to their final destination of mastery, but provide for enrichment, all while adhering to the school's mission. Utilizing curriculum maps and instructional focus calendars adheres to the continuous improvement model and generates vibrant and productive learning communities of professionals (Jacobs, 2006).

Project-Based Learning and Inquiry-Based Instruction

Research has shown that one of the largest impacts on student achievements in science and math is dependent on the teacher's pedagogical style. Project-based learning and Inquiry-based instruction have been proven to improve students' learning aptitudes by providing hands-on activities that require cognitive thinking skills to solve problems (Boss, 2008). Learning theories such as Bloom's Taxonomy, Webb's Depth of Thought, and Gardner's Multiple Intelligences will be addressed for effective student learning. Through professional development and Individual Professional Development Plans (IPDPs), teachers at Championship Academy of Distinction Middle School will gain expertise with innovative learning methods to improve student achievement and promote the skills necessary for lifelong learning. Using data to drive instruction and analysis to determine effectiveness of instructional delivery will foster continuous school improvement.

Horizontally and Vertically Aligned Instructional Teams

CADMS will use professional development throughout the school year to allow for common planning and teaching teams, both within grade levels and subject areas. Through professional development activities planned within the school calendar, teachers will have opportunities to reflect on best practices, discuss new research findings, review educational journals, and examine student work. A leadership team will be in place to ensure that horizontal and vertical planning is effective. Such a culture makes it safe for teachers to share universal goals, confront what is and is not working, and transform their own thinking and practice. This vertical and horizontal collaboration among teachers will impact curricular decisions, and adjustments to curriculum will be made when deemed necessary.

Teachers Developing Curriculum

Teachers will play an integral role in the development of core curriculum, maintaining, and exceeding the highest expectations in alignment with The Florida Standards State Standards/NGSSS. Curriculum

development will reflect how best to present a core body of knowledge. Teacher participation in curriculum development will also serve to increase their “buy-in” to the pedagogical process.

Changing Teacher Practices

The School will encourage teachers to be facilitators and providers of opportunities for learning, NOT merely providers of information. Using the differentiated instructional strategies described above, teachers will tailor their instruction and adjust the curriculum to students’ needs rather than expecting students to modify themselves to fit the curriculum.

Require the measurement of learning outcomes.

Measurement of learning outcomes is an essential step in determining student achievement and overall school progress toward meeting its mission. Assessment as the process of collecting data for the purposes of specifying and verifying problems, and making instructional decisions about students will be utilized at the school. There are three types of assessments that are typically used to inform instruction: screening, progress monitoring, and diagnostic measures. Assessment may be formal or informal and will be conducted through a variety of methods: record reviews, interviews, observations, and testing.

Development of instructional focus calendars will hone instruction on particular benchmarks. Utilization of a variety of assessment techniques will give a clearer picture of mastery of a particular benchmark, or whether review, reinforcement or remediation is necessary. Pre/and post testing per unit of instruction will provide educators with a clear view as to the path their learners are on, and at what pace they are acquiring mastery. Breaking each unit into smaller segments for assessment will allow for timely feedback and constant student/educator reflection. As teachers implement differentiated instruction, it will be necessary to use varied techniques of assessment, including (but not limited to) rubrics, mini- benchmark assessment tests, computer-generated exams and tutorials, authentic and performance assessments, and state standardized tests. Regular classroom assessments ensure that the student is progressing.

As the continuous improvement model is implemented, Championship Academy of Distinction Middle School will disaggregate available data for review. This information will be documented and used as a planning tool for teaching and learning.

The School will utilize student performance data from the previous year to develop an Annual Improvement Plan that outlines specific goals and strategies to improve student-learning outcomes CADMS will participate in all applicable components of the Florida Accountability System as required by Florida Statute and student performance will be monitored throughout the school year. Monitoring will be through the administration of interim assessments that measure learning gains from one assessment to the next. Additionally, the instructional curriculum that will be used at CADMS, coupled with Project Based Learning (PBL) strategies and Inquiry-Based Instruction (IBI), will provide school staff with a clear picture of the individual abilities of each student enrolled at CADMS.

In accordance with a focus data driven instruction and 21st century skills, the School has selected curricular materials, which are infused with a variety of assessment tools that will provide teachers with detailed information on students’ strengths and weaknesses. This allows teachers to target instruction in specific areas and provide individual students with small group or one-to-one instruction. The use of Project Based Learning allows for customized and authentic assessments geared towards specific cross-curricular standards through the use of rubrics. The school will also establish Professional Learning Communities, which will consistently meet to analyze and interpret student performance data.

(D) Describe how the charter school will fulfill the optional purposes of charter school found in found in Section 1002.33(2)(b), F.S.

In accordance with the law, Championship Academy of Distinction Middle School shall fulfill the following purposes:

Create innovative measurement tools.

CADMS is committed to implementing the most effective, measurable and innovative educational practices for measuring student achievement, learning gains and mastery of the Florida Standards and Next Generation Sunshine State Standards. The School will use monitoring tools (PMP, District, previous State scores, etc.) and diagnostic and instruction software such as i-Ready for reading and math. This online program combines an adaptive assessment with instant reporting, and engaging differentiated instruction customized for each student's unique needs. This instrument will be used to provide data disaggregation of the reading and math content areas to generate a full assessment of each student. The faculty will continue within their learning communities to create data-driven instruction where the students set individual goals to each Florida Standard and will track and document their progress to instill ownership and accountability within the student. The use of Professional Learning Communities within the School accomplishes and increases accountability for quality and effectiveness, as well as sharing new measurement tools and creating cohesiveness within the educational program. With access to targeted achievement data, educators can inform instruction, and plan their curriculum to meet requirements and maximize student achievement. i-Ready uses precise, formative data to personalize instruction and learning. With data at their fingertips, educators can adapt student learning plans as the student progresses--ensuring personalized learning throughout the student's academic experience.

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

CADMS plans to be a high-quality educational institution preparing all students for college and the 21st century by implementing a rigorous curriculum and creating healthy lifestyles within its student population. The school will be a model for new and innovative educational practices that maximize the use of technology in the classroom while meeting the specific needs of each student. By housing the middle and elementary on the same campus, there is no need for students to transition from one school to another. This arrangement also allows the middle and elementary school level instructors to collaborate, ensuring continuity that will contribute to building the college readiness skills throughout the middle school level.

Expand the capacity of the public school system.

The School will be housed in a facility that currently hosts a K-5 charter school that meets the state requirements for charter school facilities per Section 1002.33, Florida Statutes, therefore greatly expanding the capacity of the public school system without incurring any extra cost to the taxpayers of the County or the State of Florida. The innovative educational program at CADMS is designed to appeal to parents and students looking for a tailored K-8 school experience.

Mitigate the educational impact created by the development of new residential dwelling units.

The School will be housed in a facility that currently hosts an existing K-5 charter school. The facility meets the state requirements for charter school facilities per Section 1002.33, Florida Statutes, therefore greatly expanding the capacity of the public school system without incurring any extra costs to the taxpayers of the County or the State of Florida. The innovative educational program at CADMS is designed to appeal to parents and students looking for a tailored K-8 school experience.

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

CADMS is committed to establishing a developing and shared culture, among the teachers and staff, of continuous learning and professional growth. The Founding Board members of this application currently consist of administrators, teachers, and curriculum specialists in order to provide the opportunity to expand and encourage ownership and provide the opportunity to be stakeholders within CADMS. The School will engage teachers in professional growth activities that will provide them with opportunities to participate in the development of the school's programs and development. As well as enhance, their professional knowledge and skills. The Administration will provide opportunities and guidance for teachers in engaging in Professional Learning Communities. The middle school allows for vertical collaboration and planning among teachers in order to ensure continuity of the curriculum and provide teachers the opportunity to use student data to ensure that students academically prepared for the next grade level and high school. Teachers and school leaders will collaborate to identify students' needs and determine areas for improvement. Through a spirit of cooperation and collaboration, teachers will share best practices with each other and work together for the benefit of their students. This creates a positive, nurturing, work-friendly environment where teachers will feel free to share ideas, incorporate creative teaching strategies, and make suggestions and recommendations to the Principal regarding the educational program at the School. The camaraderie and continuous improvement practices will become standard operating procedure and teachers will welcome coaching, training, and feedback, rather than feel threatened by it, because they have ownership over the process and its outcomes.



**Championship Academy of
Distinction at Hollywood
Middle School
Part 1 – Educational Plan
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 School will serve children in grades 6-8 who would qualify to attend a traditional public school. The mission of the CHAMPIONSHIP ACADEMY OF DISTINCTION at HOLLYWOOD MIDDLE SCHOOL (CADMS) is to provide students with an enriched, holistic, and nurturing experience, focused on character and leadership development through academic programs that foster teamwork, discipline, and citizenship while in pursuit of academic distinction.

The school will not discriminate on the basis of race, gender, religion, national or ethnic origin, sexual orientation, or exceptionality in the admission of students at all grade levels, in accordance and full compliance with federal and state laws anti-discrimination laws, and in accordance with Florida Statute. All students are entitled to a “Free and Appropriate Public Education” in accordance to federal and state law. The School will provide at full capacity up to 374 student stations for students in sixth through eighth grade.

The school does not have a specific type of student that will be targeted for enrollment, other than those who believe they would benefit from a high quality, student centered, project based curriculum. CADMS anticipates having at student population similar to that of the Elementary Campus and understands that enrollments will be open to all students but believe that the 5th grade students from the Elementary School will matriculate into the Middle School. The analysis of data from the existing schools shows that the School should expect a diverse population serving all needs of every student.

Beyond the expectation that all of our students are seeking educational choice options, we are not targeting a specific population of students. Enrollment is open to any student residing in the Broward County School District. We believe we will attract those who desire a high quality, student centered, project based curriculum. The School’s population selection process will consist of/conform to the following:

- The School will be open to any age/grade appropriate student residing within the school district.
- Enrollment preferences that are allowed for by law may be granted, as described in Section 13.

- In compliance with Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities in Education Act and the Americans with Disabilities Act, all students regardless of their disability will have equal access to the School. In accordance with state law, all necessary accommodations that do not impose “undue hardship” will be taken by the School to include students with disabilities.
- Students served in ESE or ESOL programs will have equal opportunity of being selected for enrollment.
- Students may withdraw from the School at any time and enroll in another public school in accordance with district policy.
- The School will enroll any eligible student who submits a timely application, unless the number of applications exceeds the capacity of the program, class grade level or building, in which case a random lottery will be used to select students from the available applicants.

A parent survey was conducted at the current Championship Academy of Distinction Elementary School and results showed that the number one concern and request from parents was to expand the Elementary program and create a Middle School at the current CADCS facility. The determination of our potential location was made by analyzing the school, real estate and census data within Broward County to try to find an appropriate location to target. Our goal was to find an area with a dense enough population to support a school population the size of CADMS with opportunity for expansion in the same facility. It was determined that we could be competitive with schools in the area where families might be looking for alternative educational options. After analyzing numerous data sources, and in order to address the parents’ desires, the target population and location we are currently using for the elementary school will allow for development of our Middle School within the current CADCS campus.

This school target area is a neighborhood in zip code 33021 located in Hollywood, Florida with a population of 18,902 people and a typical age distribution. Although, Hollywood Hills is predominantly Caucasian and people generally speak English at home, the surrounding schools serve a diverse population.

(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.

It is the intention of CADMS to begin as a fully functioning 6-8 middle school and to focus heavily on student retention in order to avoid enrolling large numbers of students in grades 7 and 8. As such, beyond our initial implementation year, we intend that students will matriculate to the next grade level without adding additional sections. For example, in 7th grade, we anticipate starting with three sections or 66 students. This cohort of 66 students would then move into 8th grade the following year, again with only three sections. We will not add four sections of 8th grade until the third year, when the younger students moving up can fill the fourth section. The exception to this will be that we will bring one additional section of students into 6th grade for Year 2 and Year 4. As students are transitioning to middle school, we believe we can accommodate one section of new students each of these years until we reach capacity.

The following chart explains this process and our anticipated enrollment at each grade level for the first five years. It also illustrates the ideal capacity we anticipate reaching and maintaining with the grade 6-8 total enrollment when we are at full capacity.

Five-Year Enrollment Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
6th Grade	4 Sections 88 Students	5 Sections 110 Students	5 Sections 110 Students	6 Sections 132 Students	6 Sections 132 Students
7th Grade	3 Sections 66 Students	4 Sections 88 Students	5 Sections 110 Students	5 Sections 110 Students	6 Sections 132 Students
8th Grade	3 Sections 66 Students	3 Sections 66 Students	4 Sections 88 Students	5 Sections 110 Students	5 Sections 110 Students
Total Possible Enrollment	10 Sections 220 Students	12 Sections 264 Students	14 Sections 308 Students	16 Sections 352 Students	17 Sections 374 Students

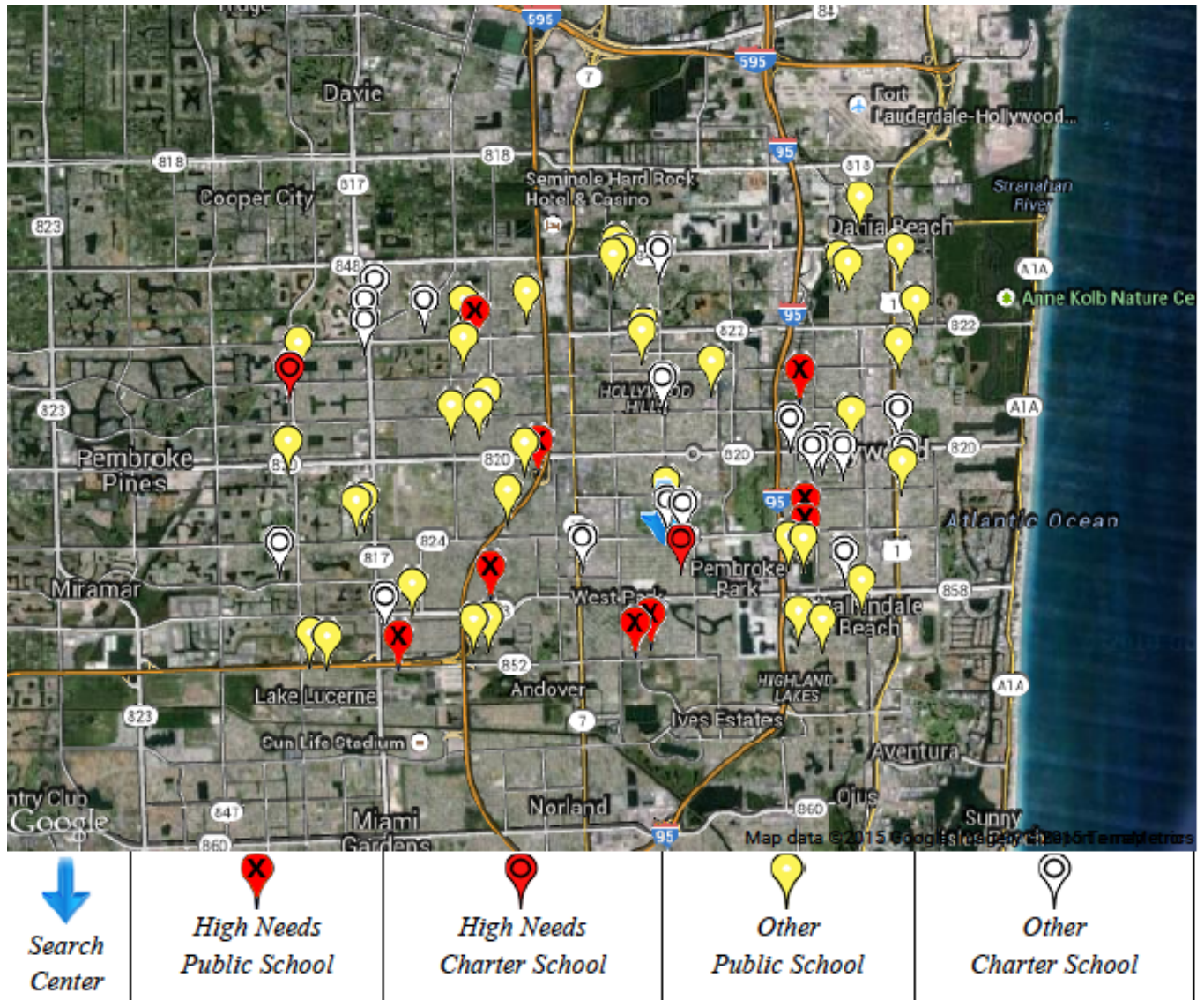
(C) Provide a description of how the student population projections were developed.

The School's origination has come from a combination of the local community seeking school choice options for their children and the wants and needs of the parents of Championship Academy of Distinction at Hollywood (Elementary) students. A school-wide parental survey identified their number one desire to create a Middle School on the site of Championship Academy of Distinction at Hollywood (Elementary). This would allow their children to continue their Championship Academy of Distinction education, a direct result of their ability to take advantage of school choice options. As such we believe we will serve a very diverse population similar to CAD (Elementary).

To better understand the potential student population, we conducted a performance/demographic analysis of all the schools residing within a 5-mile radius of all Broward District Schools within the Championship Academy of Distinction Middle School's proposed facility address at 1100 Hillcrest Drive Hollywood, FL 33021.

Using that address as the base, we found a total of 70 public schools; of which 13 schools were identified on the high needs schools list within the 5-mile radius. The thirteen schools consist of 11 Elementary, 1 Middle and 1 Combination Elementary and Secondary Schools. Additionally, there are a total of 57 other schools within the 5 mile radius, consisting of 26 Elementary, 11 Middle, 12 Senior High and 8 Combination Elementary and Secondary Schools. The map below identifies the location of these schools:

Championship Academy of Distinction Middle School-Target Market Area



The tables below discuss the school performance and demographic data for these schools within the geographic area (5-mile radius) of where we will be starting Academy of Distinction Middle School.

High Needs Broward Schools within 5 Miles

School	Type	FRL Rate	Minority Rate	Title 1	Enrollment	2014 Grade	2013 Grade	2012 Grade	2011 Grade	2010 Grade	Charter
Henry McNeal Turner Learning Academy	Elementary	73%	97%	Yes	78	D					Yes
Lake Forest Elementary School	Elementary	92%	96%	Yes	813	F	D	C	B	C	NO
Watkins Elementary School	Elementary	93%	99%	Yes	706	F	D	C	C	A	No
West Hollywood Elementary School	Elementary	91%	89%	Yes	618	D	C	B	A	C	No
Colbert Elementary School	Elementary	91%	94%	Yes	673	D	D	C	C	C	No
Sunshine Elementary Charter School	Elementary	91%	89%	Yes	291	D	C	0	D	0	Yes
Miramar Elementary School	Elementary	87%	94%	Yes	821	D	C	B	A	A	No
Oakridge Elementary School	Elementary	87%	88%	Yes	549	D	D	C	C	A	No
Somerset Academy of Hollywood	Elementary	75%	86%	Yes	57	F					Yes
Driftwood Elementary School	Elementary	79%	87%	Yes	577	D	C	B	A	A	No
Fairway Elementary School	Elementary	88%	98%	Yes	776	D	C	C	C	C	No
McNichol Middle School	Middle / Jr. High	88%	95%	Yes	884	C	D	C	C	C	No
Broward Charter School of Science and Technology	Combination Elementary and Secondary	56%	100%	Yes	130	F	F				Yes

Other Public Schools within 5 Miles

School	Type	FRL Rate	Minority Rate	Title 1	# Enroll	2014 Grade	2013 Grade	2012 Grade	2011 Grade	2010 Grade	Charter
Championship Academy of Distinction at Hollywood	ELE	70%	80%	Yes	388	C	C	B	A	C	Yes
Orange Brook Elementary School	ELE	87%	86%	Yes	745	C	B	A	A	A	No
Somerset Academy East Preparatory	ELE	78%	96%	Yes	292	A	A	A	A	C	Yes
Bridge Prep Academy of Hollywood Hills	ELE	0%	62%	Yes	247						Yes
Hollywood Hills Elementary School	ELE	46%	62%	Yes	778	A	A	A	A	A	No
Pembroke Pines Elementary School	ELE	78%	83%	Yes	558	C	C	B	B	A	No
Sheridan Hills Elementary School	ELE	72%	72%	Yes	572	C	B	A	A	A	No
Alpha International Academy	ELE	47%	94%	Yes	93						Yes
South Broward Montessori Charter School	ELE	0%	81%	Yes	93						Yes
Hallandale Elementary School	ELE	91%	91%	Yes	1,087	B	C	B	A	B	No
Hollywood Park Elementary School	ELE	86%	87%	Yes	525	C	B	A	A	A	No
Annabel C. Perry Elementary	ELE	90%	98%	Yes	800	C	B	A	A	A	No
Boulevard Heights Elementary	ELE	77%	89%	Yes	732	C	C	B	A	A	No
Hollywood Central Elementary	ELE	67%	62%	Yes	546	C	C	B	B	A	No
Hollywood Academy of Arts and Science	ELE	50%	57%	Yes	1,037	A	B	A	A	A	Yes
New Life Charter Academy	ELE	0%	80%	Yes	50						Yes
Stirling Elementary School	ELE	72%	73%	Yes	625	C	B	A	A	B	No
Sheridan Park Elementary School	ELE	73%	79%	Yes	662	C	B	A	A	A	No
Sunshine Elementary School	ELE	87%	95%	Yes	613	C	C	C	B	B	No
Broward Children's Center South	ELE	0%	82%	Yes	61						No

Bethune Mary M Elementary School	ELE	96%	93%	Yes	703	C	C	B	C	B	No
Dania Elementary School	ELE	79%	77%	Yes	529	B	C	B	A	A	No
Charter School of Excellence Davie 2	ELE	64%	65%	Yes	A		C	C			Yes
Charter School of Excellence Davie	ELE	60	87%	Yes	219	C	C	B	A	B	Yes
Collins Elementary School	ELE	91%	89%	Yes	316	A	B	A	A	B	No
Pasadena Lakes Elementary School	ELE	69%	78%	Yes	568	C	C	B	A	A	No
Paragon Academy of Technology	Middle / Jr. High	84%	88%	Yes	125	C	B	A	A	B	Yes
Apollo Middle School	Middle / Jr. High	795	84%	Yes	1,232	A	B	A	A	A	No
Gulfstream Middle School	Middle / Jr. High	86%	88%	Yes	525	A	C	C	B	C	No
Henry D. Perry Middle School	Middle / Jr. High	86%	98%	YES	446	C	B	A	C	B	No
Hollywood Academy of Arts and Science Middle School	Middle / Jr. High	61%	62%	Yes	446	A	A	A	A	A	Yes
Somerset Academy Hollywood Middle School	Middle / Jr. High	59%	91%	Yes	11	A					Yes
Driftwood Middle School	Middle / Jr. High	75%	78%	Yes	1,496	A	A	A	A	A	No
Attucks Middle School	Middle / Jr. High	84%	85%	Yes	702	B	C	B	A	A	No
Olsen Middle School	Middle / Jr. High	79%	75%	Yes	782	B	C	B	B	A	No
Pines Middle School	Middle / Jr. High	71%	91%	Yes	1,297	C	B	A	A	A	No
Somerset Preparatory Charter Middle School	Middle / Jr. High	72%	99%	Yes	336	A	C	B	A		Yes
Avant Garde Academy of Broward	Senior High	0%	88%	Yes	88						Yes
Hallandale High School	Senior High	84%	93%	Yes	1,376	Pending	A	A	C	C	No
McArthur High School	Senior High	71%	85%	Yes	2,242	Pending	A	A	A	C	No
Sheridan Technical College	Senior High	35%	71%	Yes	194						No
Hollywood High School	Senior High	70%	73%	Yes	2,074	Pending	C	B	C	C	No
South Broward High School	Senior High	68%	72%	Yes	2,023	Pending	B	C	B	B	No
Dolphin Park High	Senior High	56%	96%	Yes	365						Yes
Broward Girls	Senior	100%	0%	Yes	0						No

Academy	High										
Broward Youth Treatment Center	Senior High	0%	71%	Yes		28					No
International School of Broward	Senior High	64%	73%	Yes	257	I	B	B	C	C	Yes
Miramar High School	Senior High	68%	98%	Yes	2,519	I	A	A	A	B	No
Somerset Academy Charter High School Miramar Campus	Senior High	77%	97%	Yes	281	Pending	B	A			Yes
Lanier-James Education Center	Combo ELE and SEC	68%	83%	Yes	84						No
Ben Gamla Charter School North Campus	Combo ELE and SEC	70%	42%	Yes	76	A	A	B	0		Yes
Ben Gamla Charter School	Combo ELE and SEC	47%	35%	Yes	594	B	A	A	A	A	Yes
Hallandale Adult / Community Center	Combo ELE and SEC	71%	89%	Yes	758						No
Beachside Montessori Village	Combo ELE and SEC	28%	37%	Yes	772	A	A	A	A		No
The Quest Center	Combo ELE and SEC	53%	75%	Yes	124						No
Whispering Pines School	Combo ELE and SEC	56%	67%	Yes	218						No
Championship Academy of Distinction at Davie	Combo ELE and SEC	63%	87%	Yes	611	A	C	C			Yes

Elementary Enrollment within 5 Miles

	Pre-K	Kind	1st	2nd	3rd	4th	5th	Totals
High Needs	383	890	1,040	955	970	907	903	6,048
Other Schools	628	2,310	2,470	2,432	2,322	2,176	2,003	14,341
Totals	1,011	3,200	3,510	3,387	3,292	3,083	2,906	20,389
Dist. Retention Rate		1%	2%	1%	7%	2%	2%	2%
High Needs % Total	38%	28%	30%	28%	30%	30%	31%	30%

Middle and High School Enrollment within 5 Miles

	6th	7th	8th	9th	10th	11th	12th	Totals
High Needs	279	323	323	0	0	0	0	925
Other Schools	2,817	2,718	2,989	3,021	3,049	2,778	3,251	20,623
Totals	3,096	3,041	3,312	3,021	3,049	2,778	3,251	20,623
Dist. Retention Rate	1%	2%	3%	1%	1%	1%	7%	2%
High Needs % Total	9%	11%	10%	0%	0%	0%	0%	4%

Total Broward Enrollment within 5-Mile Radius

	Elementary	Middle	High School	Total
High Needs	6,048	925	0	6,973
Other Schools	14,341	8,524	12,099	34,964
Total	20,389	9,449	12,099	41,937
High Needs % Total	30%	10%	0%	17%

Other Data

	High Needs Schools	Other Schools	Total Area
White	440 6%	6,691 19%	7,131 17%
African American	4,121 59%	14,012 40%	18,133 43%
Hispanic/Latino	2,073 30%	12,329 35%	14,402 34%
Asian	99 1%	885 3%	984 2%
Native Hawaiian/ Pacific Islander	14 0%	74 0%	88 0%
American Indian / Alaska Native	50 1%	136 0%	186 0%
Multiracial	165 2%	837 2%	1,002 2%
Male	3,658 52%	18,413 53%	22,071 53%
Female	3,315 48%	16,551 47%	19,866 47%
Free/Reduced Lunch	6,231 89%	25,068 72%	31,299 75%
ESOL Students	1,053 15%	4,296 12%	5,349 13%

In addition to the school data, we also analyzed the 2010 census data for a radius within 5 miles of 1100 Hillcrest Drive Hollywood, FL 33021.

Population Demographics

Age	Number
Under 5 Years	28,939
5 – 9 Years	27,266
10 – 14 Years	28,029
15 – 17 Years	17,980
18 – 19 Years	11,299

Race	Percentage
White	57%
Black / African American	33%
American Indian / Alaska Native	0%
Asian	2%
Native Hawaiian / Other Pacific Islander	0%
Other Race	4%
Two or More Races	3%
Hispanic or Latino (Any Race)	30%

Based on the demographic and academic performance data presented above for the School's targeted area, we believe the educational model presented within this application will be both widely accepted by the community and successfully sustainable over time.



**Championship Academy of
Distinction at Hollywood
Middle School
Part 1 – Educational Plan
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.

The school will follow the calendar of the Broward County Public Schools by offering a minimum of 180 instructional days per year. We are exploring the possibility of adding an additional two weeks to the end of the school year to increase the length of the year to 190 school days, this will depend on the final budget and numbers. This decision will be made after the facilities costs are known and prior to the enrollment period so that parents are aware of the schedule. The current budget is based on 180 days, however, should the facilities costs be lower than expected, and/or additional support be available to support the additional operating costs, we will move to 190 days and will align with the start and end dates of the district. The additional 10 days added into the school calendar will support the mission of providing the academic, wellness and leadership skills that students need in order to be successful in an institution of higher education. The days will be spent providing enrichment work for students who have successfully mastered all of the required competencies of their grade level. Additionally the extra time will be used to provide supplemental and remediation support to the students who have not yet mastered the required competencies of a particular subject. Research is clear regarding extending time to learn for educationally disadvantaged students. The additional time at the end of the year reduces the amount of academic loss that may occur during the summer break and we believe that, if fiscally viable, extending the length of the school year will further support having all students reach the goal of college entrance and graduation.

CADMS will provide instruction for no less than 900 hours per 180-day school year, as required by Florida Statutes. Our number of instructional minutes for students will well exceed the state limits, and we anticipate having approximately 360 of instructional minutes per day (excluding lunch, passing and homeroom/announcement times for 180 days totaling 64,800 minutes. CADMS’s school hours for the Middle School Grades are Monday through Friday 8:00 a.m. – 3:30 p.m.

The hours of instruction will be aligned with State of Florida’s requirements regarding the number of minutes required for instruction in each subject area. Championship Academy of Distinction Middle School’s course offerings will reflect FLDOE course coding and the School’s instructional day will accommodate a minimum of 360 minutes. The number of instructional days per year will beat least 180 as per Florida

Statute. Upon creation of the Master Schedule, the School will clearly delineate the daily schedule for students and their families. The teacher's day will consist of at least 480 minutes. CADMS will be implementing a block schedule. The schedule will consist of 4 periods/blocks each consisting of 90 minutes. The length of the middle school student day will be a minimum of 360 minutes and is exclusive of lunch and passing periods. Following is a draft of the daily schedule for the middle school:

Sample Middle School Student Schedule

A - Day Middle School Block Schedule

1st Period 8:20-9:50	Reading 6a	Technology 6b	Math 7a	Art 8a
2nd Period 9:55-11:25	Technology 6a	Reading 6b	Global Studies 7a	Math 8a
3rd Period 11:30-1:00	Math 6a	Global Studies 6b	Reading 7a	Technology 8a
Lunch 1:05-1:35	Lunch	Lunch	Lunch	Lunch
4th Period 1:45-3:15	Art 6a	Math 6b	Technology 7a	Reading 8a
3:15-3:30	Dismissal	Dismissal	Dismissal	Dismissal

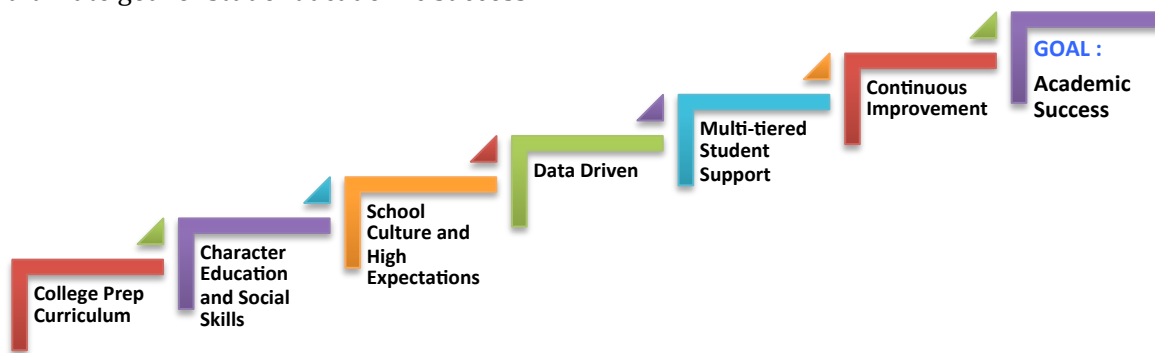
B - Day Middle School Block Schedule

1st Period 8:20-9:50	Language Arts 8a	Social Studies 7a	Science 6b	PE 6a
2nd Period 9:55-11:25	Social Studies 8a	Language Arts 7a	Music 6b	Science 6a
3rd Period 11:30-1:00	Science 8a	Music 7a	Language Arts 6b	Social Studies 6a
Lunch 1:05-1:35	Lunch	Lunch	Lunch	Lunch
4th Period 1:40-3:15	Physical Ed 8a	Science 7a	Social Studies 6b	Language 6a
3:15-3:30	Dismissal	Dismissal	Dismissal	Dismissal

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

At Championship Academy of Distinction Middle School, our educational mission and philosophy are reflected through six (6) key components of our educational program. Our instruction is based on the mission of preparing all students to attend an institution of higher education and having all students graduate from an institution of higher education. To support this mission we have rigorous standards for our students and provide high-quality curriculum and ongoing professional development. Championship Academy of Distinction Middle School teachers will continuously analyze student data to drive daily instruction and long-term planning. We ensure that every student succeeds through our careful planning and implementation of best practices.

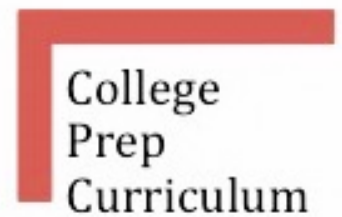
The following six (6) essential interconnected components will drive our educational program and lead to the ultimate goal of student academic success:



Curriculum and Instruction for Rigorous College Preparation

At Championship Academy of Distinction Middle School, our instruction hinges on one audacious goal—outstanding student achievement. To support this goal, we set rigorous standards and high expectations for our students and provide high-quality curriculum and ongoing professional development. Our teachers regularly analyze student data to drive our daily instruction and long-term planning. We ensure that every student achieves success.

At Championship Academy of Distinction Middle School, state standards are the floor, not the ceiling. From this base, we work to build our rigorous standards and curricula, mapped against the English Language Arts and Math Florida Standards, (LAFS, MAFS) and the Next Generation Sunshine State Standards (NGSSS) and vertically aligned to advanced college-readiness standards. The Championship Academy of Distinction Middle School staff (teachers, principals, coaches and a curriculum team) will work together so teachers have a deep reserve of best practices and high-quality curriculum resources at their fingertips. The following strategies will be used to ensure that all curriculum and instruction is designed as rigorous and college preparatory:



- A. Standards-based Instruction:** Teachers at Championship Academy of Distinction Middle School will deliver high quality standards based instruction by implementing the curriculum through the following key tenets:

- ***Bite-sized, measurable, standards-aligned classroom objectives:*** Every class has a bite-sized, measurable and standards-aligned daily objective. Using multiple forms of assessments, teachers track their students' mastery of the objective and progress toward the ambitious academic goals.

- ***Modeled and guided practice:*** Teachers introduce the objective by clearly modeling a process to attack the day's lesson objective. The teacher then leads the class into a guided practice of the skill, in which students model their own answers and thought processes, the goal of which is to ensure that every student is set up for sustained, successful independent practice.
- ***Independent practice:*** Students spend the bulk of the lesson in a sustained, successful independent practice, with several "at bats" to practice the new skill and/or knowledge on their own. In other words, students do the "heavy lifting" of the task at hand, getting several opportunities to use their newly acquired academic knowledge and skills until they get it right.
- ***Intensive literacy and math instruction:*** Literacy and numeracy are the basis for success in K- 12 and college education. Double blocks of reading/language arts and math will be implemented in order to remediate and enrich students in these critical areas. We are aware that a large percent of the newly enrolled student population may arrive at Championship Academy of Distinction Middle School with significant learning deficits that necessitate the need to provide an increased amount of time in reading/language arts and math. The increased time will be provided during the academic day with additional time provided during afterschool student support programs.

B. Interdisciplinary curriculum mapping: Curriculum mapping will be used to determine the best methodology to assure mastery for each course of study and to find the most effective and efficient means for assessing acquired knowledge and skills. Curriculum mapping is a collection of information about each teacher's curriculum based on the school calendar. This information identifies the core content, process, and assessment used in the curriculum for each subject area. This process will help to improve communication within the school about the curriculum and what content and skills every teacher is covering. Teachers will work in curriculum teams to develop maps for each subject and grade level that include integrated connections. Curriculum maps will not only help the administration stay informed about what is going on within the classroom, but also will inform parents and the community. Mapping improves instruction by clearly laying out the objectives and what is being taught at each grade level therefore eliminating unnecessary repetition. This allows for objectives to be met in a timely manner and reflects on the students' scores at testing time. Overall, curriculum mapping involves creating a collection of each individual teacher's lessons, and planning them out according to the school calendar and aligning them with the MAFS/LAFS/ NGSSS. Through this process, repetition of lessons among grade levels is eliminated because the teachers stay informed of the lessons students are learning in a particular grade. By making educators more aware of what their students have already learned and what they must still be taught, objectives can be met and assessed in a more efficient and effective manner.

C. Use of Technology: Instructional technology will be used as a tool in all classrooms to enhance and reinforce classroom instruction and for assessment. In addition to using technology for instruction, students will be provided specific instruction based on age appropriate standards and will achieve mastery on the use of specific technologies. Middle school students will be taught how to use technology to support research and to assist in developing solid creative thinking and writing skills. Project based, multi-disciplinary learning will be infused with technology skills and strategies. Additionally, the use of technology by administrative and instructional staff will assist in the ability of school personnel to analyze student data and to

continuously monitor academic, behavioral and social progress of all students. Championship Academy of Distinction Middle School will review, evaluate and select a robust Student Information System that aligns with the District's SIS and which will allow data to be seamlessly entered on a timely basis into the district's system, but more importantly will allow for detailed tracking and progress monitoring of students against their learning objectives.

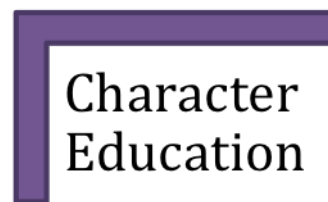
D. Differentiated Curriculum and Instruction: The Middle School's ultimate goal is to provide a learning environment that will maximize the potential for student success. Teachers will use differentiated instructional strategies that connect with individual student's learning needs. Teachers will manage instructional time to meet the standards while providing motivating, challenging, and meaningful experiences for students to receive and process information in ways that require differentiation of experience. These instructional practices will include:

- ***Direct Instruction (lecturing/modeling):*** this methodology will be used when teachers need to explain or demonstrate specific content and skills. Explicit, systematic instruction will be based on the new Florida Standards and the NGSSS. This instruction is structured and based on mastery of learning. Frequent curriculum-based assessments help place students in ability groups for further differentiated strategies and will allow us to identify students who require additional intervention.
- ***Scaffolding:*** Teachers will identify the current developmental skills of individual students based on assessments and provide support structures to help students move to the next level. As the year goes on, the student becomes more adept at skills and at directing his or her learning, and becomes more autonomous.
- ***Cooperative Learning:*** Teachers will guide small-group learning, to increase communication and team-building skills. It is based on grouping small teams of students heterogeneously according to interest, background, etc.
- ***Project Based Learning:*** One of the key elements of the educational philosophy of Championship Academy of Distinction Middle School will be the various projects and educational pursuits the students will engage with, while at the same time learning the essential components as outlined in the new English Language Arts and Math Florida Standards FSA/NGSSS. According to the Buck Institute for Education, rigorous and in-depth project based learning is organized around an open-ended driving question or challenges; creates a need to know essential content and skills; requires inquiry to learn and/or create something new and requires critical thinking, problem solving and various forms of communication. Additionally, it allows for student voice and choice; requires feedback and revision and typically results in some type of formal presentation of the work.
- ***Information Processing Strategies:*** Teaching students "how to" process information is a key factor in teaching students how to strategically organize, store, retrieve, and apply information presented. Such strategies will include memorization, KWL, reciprocal teaching, graphic organizing, scaffolding, or webbing.

Character Education and Social Skills

Character Education fosters school civility by structuring the student experience around certain key concepts and will be an integral part of the curriculum. Key concepts provide a "moral compass" for students, guiding them in their choice of behavior and attitudes. Dr. Philip Vincent of the Character Development group stated that, "Character education helps young people to know, love and do good." The five concepts outlined by Dr. Vincent will guide and help structure a meaningful character education program at Championship Academy of Distinction Middle School:

- **Rules and Procedures**— As Harry Wong reminds us, the problems in our schools are not the result of a lack of rules but of a lack of procedures.
- **Cooperative Learning** — It is not just a nicety: it is essential for both social and intellectual development. Well-designed cooperative learning activities give students the chance to develop vital skills for succeeding in real life.
- **Teaching For Thinking** — What are the thinking skills needed to master the curriculum and prepare for life? What guidelines can help students analyze ideas and determine the right thing to do.
- **Quality Literature** — If we want our students to develop character, we should include readings that reinforce moral lessons and structure quality discussions around these readings.
- **Service Learning** — Students must engage in service learning both inside and outside the school environment.



Championship Academy of Distinction Middle School will embody and embrace the philosophy that character education builds better people. Character education will be implemented in order to create a school that fosters ethical, responsible, and caring young people by modeling and teaching good character through emphasis on common values that we all share. A proactive effort by Championship Academy of Distinction Middle School to instill in our students important core, ethical values such as caring, honesty, fairness, responsibility, and respect for self and others. Students will be taught basic human values, including honesty, kindness, generosity, courage, freedom, equality, and respect. The goal is to encourage and support Championship Academy of Distinction Middle School students to become morally responsible, self-disciplined citizens. A deliberate effort will be made through the Championship Academy of Distinction Middle School character education program to develop good character based on core virtues that are "good for the individual and good for society." (Thomas Lickona)

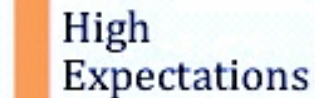
Character education will be integrated throughout every content area and across every grade level. Character Education will also be incorporated into the Middle School schedule as an exploratory course that each student will be required to take. A deliberate approach by all school personnel in conjunction with parents and community members will be developed to help children and youth become caring, principled, and responsible citizens. The school counselor and/or social worker will lead the implementation of the selected character education program. Staff will review and select the character education program that best meets the needs of all Championship Academy of Distinction Middle School

students.

School Culture and High Expectations for College Success

Above all, Championship Academy of Distinction Middle School has high expectations for all students. Teachers will insist on 100 percent student engagement. Students strive toward one fundamental, non-negotiable goal—entering and graduating from college. As our mission states, “Championship Academy of Distinction Middle School will provide students with the academic, leadership and social skills necessary to enable them to enter and graduate from an institution of higher education.”

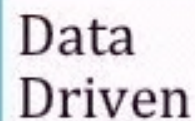
The educational tone in every classroom will exhibit an urgency and love for learning. Every Academy student will know from kindergarten on that they are on the road to college success. The values of respect, enthusiasm, leadership, achievement and hard work will be evident in all aspects of the school and classroom. Character education as described above will be incorporated both formally and informally in daily experiences.

A graphic with the words "High Expectations" in a blue serif font. To the left of the text is a thick orange L-shaped line that forms the top and left sides of a square frame.

A culture of high expectations is an essential element in any successful classroom and school. All Middle School staff will be held to the same level of high level of performance as students are and will be required to give 100 percent each day. The culture of high expectations will permeate the culture of Championship Academy of Distinction Middle School and will be evident throughout each classroom and office. College banners, positive quotes on the walls and boards will be a constant reminder to students that they are expected to achieve academic success each day and to behave as a responsible member of the school and their community.

Data-driven analysis and planning using Standards-aligned assessments

Championship Academy of Distinction Middle School curriculum is divided into five cycles, each of which culminates in an end-of-unit assessment where students demonstrate mastery of the standards they have learned throughout the year. A school-wide, day-long professional development day—known as a “Data Day”—follows each cycle, giving teachers the data-rich information they need to review and revise their unit plans, target their instruction and schedule interventions for struggling students. This data-driven lens on instruction gives teachers the unique flexibility to cater the curriculum for each individual student and anticipate challenges.

A graphic with the words "Data Driven" in a blue serif font. To the left of the text is a thick blue L-shaped line that forms the top and left sides of a square frame.

Championship Academy of Distinction Middle School assessment program informs instruction and promotes student learning of established standards, concepts, and skills as outlined in state standards, as expected on state and national assessments, and as required for college preparation, entrance and success.

Multiple assessment strategies will be used to: monitor student progress and achievement; make informed instructional decisions; evaluate student understanding; and communicate accurate and meaningful achievement information to parents and students. The student achievement data generated from assessments will be used to inform numerous strategic decisions and will be essential to the RtI process in order to improve student outcomes including, but not limited to, informing the scope and depth of required remediation, instituting additional measures for academic support such as tutoring, determining appropriate enrichment, and identifying areas of focus for Individualized Education Plans. Additionally, teachers will be able to pace instruction at a rate that is feasible and ambitious, enabling

students to close academic gaps and accelerate learning for college preparation. Our Accountability Plan is used to evaluate school progress annually and for the charter term. The Governing Board, through its Accountability Committee, reviews progress towards measures in the Plan, the Principal(s) are evaluated based on its measures, and for every assessment described below, the school has critical goals outlined in the Accountability Plan (please see Attachment A: School-Specific Goals), including goals of meeting the requirements of the Florida Accountability System, full compliance with both Florida requirements and No Child Left Behind requirements. In addition, Championship Academy of Distinction Middle School will adopt a comprehensive, centralized data management program (SIS), to efficiently manage data collection for multiple purposes and reporting for multiple audiences. The measures described below will be used to assess our work and inform our daily curriculum and instruction decision-making.

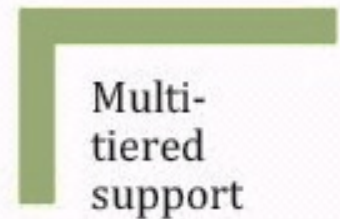
- A. *Absolute Measures*** – Championship Academy of Distinction Middle School will administer the FSA each year and each subject as required. Scores are used by the state to determine the performance level of the school and to assign an appropriate school grade. However, the use of the FSA and state accountability system will not be our only measures of school success, as we describe within the evaluation system below. Through the use of these varied assessments we will be able to evaluate the effectiveness of the educational program as described in our Charter Contract and our School Improvement Plan and to adjust aspects of our curriculum, instruction and staffing needs as appropriate.
- B. *Value Added Measures*** – Championship Academy of Distinction Middle School will administer a diagnostic test of basic skills in reading, writing, math, and science at the end of each school year, and, for all students new to the school, upon enrollment. We will demonstrate longitudinal growth for cohorts of students, identified and tracked over multiple years. Data secured from the value added measurements will demonstrate consistent student improvement by cohort and by average gains of multiple cohorts in national percentile points. Value added scores measure progress of individual students and same student cohorts over time. An example of possible Value Added Measurement tool to be used is the i-Ready. Each of these systems are nationally recognized, norm referenced assessments that provide important data regarding student abilities. They are described in more depth within the assessment section of this application, as is the process for determining which assessment will actually be utilized.
- C. *Comparative Measures*** - Using state assessment data in all subjects as required, Championship Academy of Distinction Middle School will compare our students' performance to that of students in Broward County Public Schools in demographically similar schools, charter schools and with the state. Results will indicate that students are academically competitive with their community, county, and state peers. All assessment data will be analyzed to understand the needs of individual students and to develop and modify curriculum and instructional methods as needed. Baseline data will help determine materials that need to be taught to incoming students and to outline professional development needs. The Governing Board, families, community members, students, and the sponsor will receive regular updates on all achievement data. The Championship Academy of Distinction Middle School's Annual Report will include results from and analysis of all data available.
- D. *Standards-Based Interim Assessments*** – Championship Academy of Distinction Middle School will administer standards- based, internal assessments in all core subjects, given at six-week intervals during the school year. Tests will be analyzed for individual results and grade level and cohort specific trends and will inform instructional decisions and student support implementation. Student mastery on interim assessments is formally reported to families through a Student Mastery Report.

- E. *Comprehensive Exams*** - At the start of each year, teachers of the six core subjects will design and administer pre-test comprehensive exams based on the new Florida Standards and the NGSSS and planned/developed backwards from college preparation at the senior level to the basic skill sets required by Kindergarteners. These exams will be grade appropriate with assessment instruments varying between grade and content. Results from these comprehensive pre-assessments will inform classroom instruction.
- F. *Teacher-created Assessments*** - These are used daily by the teachers (homework, classroom checks for understanding, quizzes), weekly (tests, essays, projects, reports), and cyclically (culminating projects) to gauge student understanding.

In addition another important component of our eighth grade program will be participation in the ACT Explore ® program which will help eighth grade students explore a broad range of options for their future career and educational paths. This system prepares students not only for their high school coursework but also for their post-high school choices as well. The ACT Explore® program will also tie-in well with the career exploration requirements for middle school students.

Multi-Tiered Student Support

Championship Academy of Distinction Middle School intends that all students will reach the high academic standards that have been set for them; in order to meet this goal we must provide a multi-tiered approach to student supports. Championship Academy of Distinction Middle School provides multiple opportunities for students to access specialized supports to meet their specific learning needs. Supports are available to all students, including but not limited to, students identified as ELL or those with special needs, and best serve our most at-risk students. Our challenging college preparatory curriculum and our approach to differentiated instruction is also highly supportive of our gifted students. Student supports include but are not limited to:



- a. *Flexible Ability Groupings*** - Students will be placed into flexible ability groups to facilitate the strongest development and mastery of skills in math and reading. Differentiated instruction geared to students' learning styles will allow for maximum development of skills. Students will never be placed into fixed academic tracks with lower expectations for some students. Rather, all students in the same grade and/or course will be responsible for mastery of the same concepts and will have the same internal and external assessments regardless of the group. All assessments and class assignments will be the same across groups; only instructional methods will be modified according to need and in alignment with the gender specific classrooms. Classes will provide the same content, but to support the learning needs of our students, content will be delivered in varying ratios of direct instruction to independent practice. Because groups will be flexible, students will be able to transfer to different groups at various points throughout the year. Internal assessments will be frequent and carefully monitored by the instructional staff and administration, allowing students who need to transfer to another group will be efficiently identified and swiftly moved. When appropriate, flexible ability grouping will help to facilitate the delivery of specialized instructional services to students with IEPs and gifted and talented students. Promotional expectations will be the same for all students and will follow state statute where required.
- b. *Extended School Day*** - Academic work begins at 8:00 am. The day concludes 3:30 pm. following the official end of the school day; students will have had the opportunity to access additional academic support and to participate in various co-curricular athletic activities

and/or enrichment opportunities. The after-school schedule allows additional academic support time for students with special learning needs and those who may lack a structured place to study outside of school. It also allows time for students to participate in meaningful enrichment activities.

- c. **Double Periods of Language Arts and Math** - We anticipate that a large number of students will enter with insufficient literacy and math skills. All students will have two periods or 180 minutes of Reading/Language Arts during each 2-day cycle. Students will be grouped according to skill level and will receive instruction based on academic need. One block will incorporate standards in reading, include guided reading practice and word study, and focus on the development of the five core reading skills: decoding, fluency, comprehension, phonemic awareness, and vocabulary. The second block will address standards in writing, include explicit instruction to support students' ability to write with precision, clarity and focus, and will develop writing skills through the use of multiple drafts and continuous revision. All students will have 90 minutes of math every other day. The Math Florida Standards (MAFS) will be explicitly taught throughout all math courses. All Language Arts and Math courses will align with the FLDOE and Broward School course coding system.
- d. **Daily Academic Support in Classrooms** - Classroom instruction in all core subjects will be standards- driven, fast-paced, and rigorous. While students have dedicated class time to practice the material being taught with the support of the teacher, more dedicated daily support time will be needed for many of our students. Students in need of additional support at the end of the day will be referred to Academic Support, a mandatory, non-punitive daily tutoring time, during which students in small groups and in one-on-one settings have the support of teachers and tutors in the core subjects. All other students remaining after school will have a quiet and structured environment in which to begin the completion of nightly homework assignments or participate in enrichment activities.
- e. **Year End Remediation/Enrichment** - Students will take year-end assessments three weeks prior to the end of the year. Following the assessments, students who have not earned a 70% in one or more core subject areas will begin intensive remediation in those subjects and will re-take the year-end assessment(s). In this way, we can address the needs of students facing academic challenges, while holding all students to high standards and minimizing the need for grade retention. During the same three weeks, all students who have earned a grade of 70% or higher in all core subject classes will begin work in Championship Academy of Distinction Middle School's year-end academic enrichment curriculum. Year-end academic enrichment will provide opportunities for gifted and talented students and students who have mastered all skill to participate in advanced project-based learning activities such as speech and debate, science fairs, and dramatic literature performance. In addition to the programs outlined above, we will ensure that all eligible students receive all necessary accommodations within the least restrictive environments.

Continuous Improvement - Ongoing Professional Development

At Championship Academy of Distinction Middle School we recognize that teachers are the essential key to unlocking student achievement. Championship Academy of Distinction Middle School is committed to the development of all staff at the school, including teachers, administrators, teacher assistants, and volunteers. Professional development will be focused on all aspects of the educational program and will serve to enforce the expectation that student achievement is everyone's responsibility. Specific and on-going training will occur in order to develop teacher expertise in innovative instructional methodologies and the



skills necessary for college success. As such, teachers have a network of content-area experts behind them for support. Every teacher at Championship Academy of Distinction Middle School—whether a 10-year veteran or recent college graduates—has an accountability partner with whom they work. Teachers will share ideas with other, spend time observing in classrooms for ideas and share feedback and observations. Each person’s partner will be assigned by the administration based on the strengths and areas of improvement and the Individual Professional Development Plan for each staff member. The partnerships could occur across the network, not just in a particular school through the use of online tools. The accountability partners will provide teachers with individualized attention to help them achieve their learning goals for each of their students. Our support is rooted in great modeling, lesson observation and feedback, collaboration and co-planning. Every teacher in the network will come together twice a year for a day of professional development. In addition, teachers participate in school-based sessions on a regularly scheduled basis with Data Days occurring on planned intervals throughout the year.

A curriculum and instruction leadership team will be established to assist in coordination and facilitation of the School’s professional development plan. The team will be comprised of teachers, administrators, curriculum coaches, ESE teacher, media specialist, reading and math specialists and lead teachers or department heads. The results of twice yearly staff needs assessments along with the needs identified in teachers’ Individual Professional Development Plans (IPDP) will inform the outline of the professional development plan. It is anticipated that the plan will address but not be limited to the following areas: differentiating instruction in single gender classrooms, standards based curriculum, college readiness skills for all students, targeted reading and math strategies, data based decision making and the use of technology to support instruction.

Championship Academy of Distinction Middle School staff members will be encouraged to participate in the Broward County Public Schools professional development offerings when available and applicable. Championship Academy of Distinction Middle School will follow the district’s Academic Calendar with regards to professional development days.

(C) Describe the research base for the educational program.

The educational model at Championship Academy of Distinction Middle School is based on well-documented research regarding effective curriculum, instructional methodology and high quality support systems for academic success. Outlined below is the research to support the essential steps in our educational program.

Curriculum and instruction for rigorous college preparation

Studies show that a strong college-bound culture, which ensures that high school is not viewed as the end game, is essential for success in the 21st Century workplace. A recent survey was conducted by Deloitte LLP and showed that 70% of high school students say they “definitely” will attend college, but only 27% feel their high school prepared them for college level courses. (Deloitte, 2009) Every aspect of Championship Academy of Distinction Middle School will point towards attending and succeeding in college. In the model of other successful public charter schools, reminders will be evident throughout the school. With college banners in the classrooms and halls, college graduation school names, college names for all staff listed outside of classrooms and college visits every year beginning in middle school; students will realize that college is an expected goal and that success in college is attainable with proper work ethic.

Research has shown that one of the greatest impacts on student achievement is the teacher’s pedagogical style. The instructional strategies to be incorporated into classrooms at Championship Academy of Distinction Middle School are demonstrated best practices, are research based and have been proven to be

effective when implemented in urban schools settings.

Intensive reading and math instruction is an essential element of the instructional day at Championship Academy of Distinction Middle School. Providing more time for reading and math instruction is essential to providing the skills needed for college success. Spending more time on the basics, particularly English, Reading and Math, represents a pathway to higher achievement overall. To excel in all subjects, students must know how to read, write and have the necessary mathematical skills. The following are examples of the strategies that will be implemented at Championship Academy of Distinction Middle School.

Curriculum Mapping

Curriculum mapping based on the new Florida Standards for Math and English Language Art (MAFS/LAFS), and the Next Generation Sunshine Standards (NGSSS) will enable teachers to create a path for acquiring knowledge necessary to determine mastery for each course, while assessing and meeting individual benchmarks. The curriculum maps will focus attention on the critical ideas and information essential to each content area and in each grade level. (Lenz, Adams, Bulgren, Pouliot, and Laroux, 2002).

Dr. Heidi Hayes Jacobs has researched curriculum mapping and its alignment with student success since 1990. Curriculum alignment is the process of assuring that all of the critical components in the curriculum are matched and articulated to crystallize the focus, thus providing optimum learning opportunities and equity for all students. Components include the following: standards; grade level expectation; concepts and content; activities and instructional strategies; assessments; and resources. The use of curriculum maps allows teachers to document the relationships between every component of the curriculum. It also fosters team cohesiveness and buy-in by all stakeholders within the school, allowing teacher guidance in their content and grade level areas, yet flexibility to address each individual learner's needs.

The curriculum maps being developed by Championship Academy of Distinction Middle School and in alignment with those developed by Broward County Public Schools will serve to foster communication among teachers, administrators, and parents; and align the curriculum both horizontally across classrooms at the same grade level and vertically across grade levels to ensure that all students have equal opportunity to master the academic content and the LAFS/MAFS/NGSSS.

Textbooks for each content area were reviewed and selected by a committee made up of administrators, teachers representing specific content areas, ESE teachers and ELL teachers. Textbooks were selected from the state-approved list as well as from research based resources that have a proven success rate in schools with educationally disadvantaged students. Textbooks have been researched, and aligned with fidelity to the LAFS/MAFS/NGSSS, as well as provide a strong match with the school's mission and educational plan. However, curriculum delivery will be based on the school's curriculum maps and supported by the texts, rather than the textbook series driving the curriculum. Additionally Championship Academy of Distinction Middle School has selected many of the same textbooks used by Broward County Public Schools. We believe this will assist any students if they transition from CADMS to Broward County Public Schools. CADMS will opt in to the Broward County Public Schools Comprehensive Reading Plan and in doing so will use the same reading materials used by the district.

Differentiated Curriculum and Instruction

Differentiated instruction is well grounded in research and is an understanding of how people learn. Instruction begins with an assessment of what students already know, and builds new concepts on their existing knowledge. Differentiation provides students with varied experiences to

engage with content. A differentiated classroom offers multiple ways for students to access content, to process and make sense of the concepts and skills, and to develop products that demonstrate their learning (Tomlinson, 2001). Technology supports classroom strategies by creating new routes to learning, addressing multiple learning needs, and providing forums for individualized access to content and expression. The following are key research findings on the use of differentiated classroom instruction:

- Intelligence is not a fixed quantity, but can be amplified through rich learning experiences. Vigorous learning actually changes the physiology of the brain (Caine & Caine, 1991).
- Students learn best when presented with moderate challenges—not so difficult that the learner feels threatened, and not so simple that the learner "coasts" through without having to think deeply or solve new problems (Bess, 1997; Czikszentmihalyi, Rathunde, & Whalen, 1993; Tomlinson, 1999).
- Struggling learners are seldom well served by homogeneous grouping (Oakes, 1985; Slavin, 1987, 1993). However, advanced learners can benefit from accelerated classes (Kulik & Kulik, 1991). In effective heterogeneous classrooms, the needs of all learners are specifically and systematically addressed (Tomlinson, 1999).
- Anchoring activities help teachers manage class time and by creating meaningful activities that student work on independently—at the beginning of class, when students are finished with assignments, or when waiting for help (Tomlinson, 2001).

In summary, Championship Academy of Distinction Middle School believes that the implementation of the following components, described above, of our educational program will contribute to our students achieving at high levels:

Character education and social skills

Character education is teaching kids about good traits that help them get along well in society. It is about the core values we all need to cooperate and keep our society running smoothly. Character education began many years ago because leaders realized that having people who respected other and were honest and fair was essential to our society successful growth. Character education is an important aspect of our schools today and teaching core character values is one of the U.S. Department of Education's six key goals.

Character education is a learning process that enables students and adults in a school community to understand, care about and act on core ethical values such as respect, justice, civic virtue and citizenship and responsibility for self and others. These core values for the foundation from which we form the attitudes and actions that are the hallmark of safe, healthy and informed communities that serve as the foundation of our society. – U.S. Dept. of Education, Character Education...Our Shared Responsibility.

The character education program at Championship Academy of Distinction Middle School is designed to focus on improving our school culture and to improve academic performance. Our school wide programs will focus on bullying prevention, kindness, tolerance and respect. We will have a strong emphasis on career and college awareness, study skills, goal setting, time management and propriety. A CADMS staff member or guidance counselor will serve as the Character Education Director and will assist students with a variety of concerns or issues. Monthly character traits will be highlighted and reinforced through assemblies, class discussions, one-on-one meetings with students, parent workshops and small group student sessions.

School culture and high expectations

Schools that produce amazing results do so in large part because they expect amazing results of both staff and students. Research shows that a strong culture of high expectations does not start with students;

rather it begins at the governing board level and with the school leader. The Governance Board and the School Board of Championship Academy of Distinction Middle School will set high expectations for the school leader and measure the leader's success based on those goals. The school leader will have extremely high expectations of work ethic, professional conduct and student performance for individual teachers. Teachers will have high expectations for individual students in the quality of work, behavior, punctuality of work, and academic performance. The standards for excellence will be clearly defined: teachers, families, and students will know what is expected and work toward a shared goal. High expectations for students and staff will be seen throughout the school environment and is further evidenced in the behavioral expectations outlined in Section 8 and the academic expectations and goals explained in Section 5.

Data-driven analysis and planning; standards-aligned assessments

While many in the education world criticize assessment, we know for certain that assessment is essential to ascertaining our students' academic needs and measuring our effectiveness in meeting those needs. Championship Academy of Distinction Middle School believes that this will be best accomplished by implementing a standards-based curriculum and a standards-aligned assessment system.

An effective standards-aligned assessment system promotes learning and provides meaningful information about student achievement. The system includes individual assessments that are themselves effective, cognitively complex, linked to LAFS/MAFS/NGSSS and reflects important content that is taught. The system of varied assessments accommodates diverse students and preferred methods of instruction.

Championship Academy of Distinction Middle School will use research and assessment data to improve curriculum and instructional strategies as needed. The school will implement the appropriate strategies and through the use of a wide scope of assessments including, diagnostic assessments, Benchmark Interim Assessments and District/State mandated assessments, the school will constantly monitor student progress. Championship Academy of Distinction Middle School will use the results for diagnostic, remedial and enrichment purposes. All aspects of assessment will be considered when evaluating student progress. We will look at learning gains, percent of students scoring 3 or higher, a decrease in the percent of students scoring level one, improvement in FSA scores, and improving scores on nationally recognized assessment tests. Student evaluation data will be carefully analyzed on a regular basis to determine individual student strengths and weaknesses. Teachers will use the wide range of data to determine the content and skills that students have mastered, specific learning needs or deficits. Teachers will be able to address individual student learning needs effectively by using assessments as the basis for designing learning activities appropriate to the learning style of the individual student. Teachers will use assessment data to make suggestions for family learning activities that address students' learning needs and help to improve student achievement. Assessment data will also be used to inform parents both of their child's progress and of the specific learning needs that they can help to address.

Data analysis will inform the continuous improvement process and subsequently classroom instruction at Championship Academy of Distinction Middle School. This process will align with the continuous improvement model supported by the Florida Department of Education (available on line at <http://www.flbsi.org/schoolimporve/cim.htm>).

New Leaders for New Schools (2009) reported on two (2) studies that provide evidence of the effectiveness of data-driven instruction and its impact on school-wide student performance. One study found that after implementation of a process that used common interim assessments together with grade-level team analysis of results and the development of common goals and lessons, one K-8 public school tripled its student performance and achievement over a two (2) year period. A second study reported that student achievement significantly improved at a charter school after the implementation of interim assessments, analysis, and intense, focused, face-to-face meetings that aligned instructional strategies in

response to the data analysis. In addition, the Center for Data-Driven Reform in Education (Slavin, et al, 2011) conducted research with fifty-nine (59) school districts in seven (7) states to answer two (2) research questions:

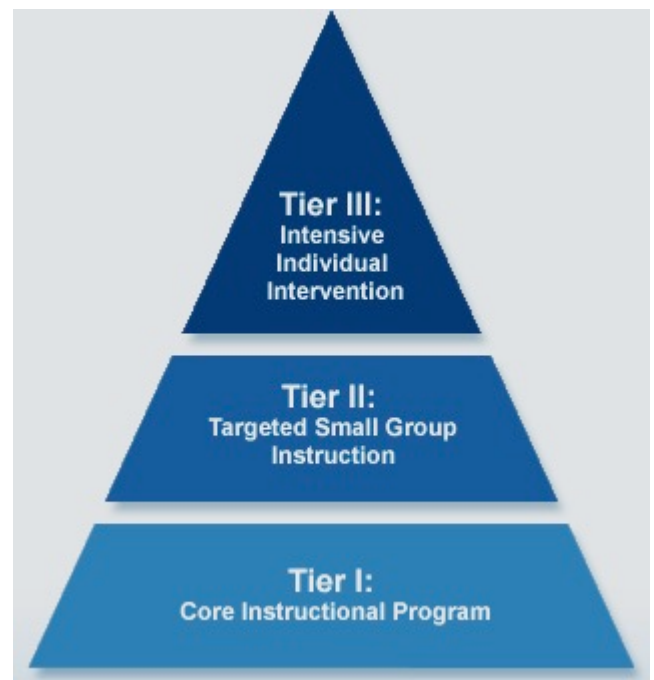
- Do districts that use the CDDRE (Raising the Bar) model of data analysis significantly improve student achievement?
- Do districts that use the CDDRE (Raising the Bar) model of data analysis and implement a research-proven solution significantly improve student achievement?

"What the findings imply is that helping school leaders understand student data is not enough. Schools must actually take action to change teaching and learning to produce gains in achievement."

These research findings support the proposed process at Championship Academy of Distinction Middle School for collecting and analyzing data, and using the results of the analysis to differentiate instruction to target specific student needs.

Multi-tiered system of support

Having been implemented throughout the state of Florida the Multi-tiered System of Supports and the Response to Intervention system represent a structured multi-tiered system of supports that Championship Academy of Distinction Middle School will rely heavily on to ensure that interventions are put in place to ensure student success. Response to Intervention (RtI) entered the public debate in 2001 through a presentation to the US Department of Education Office of Special Education's Learning Disabilities Summit; however the concept is supported by over 30-years of research in the area. To be implemented successfully, Championship Academy of Distinction will utilize the principles of RtI to assess students, and as a form of delivery and interventions to students that are designed to support student success. At the core of the multi-tiered approach is the focus on individual students and the outcomes of the instruction being provided to them. Through the use of a gap analysis and the specific focus on assessment data described above, students and groups of students who may be struggling with the current delivery model are easily identified, and gradually increasing levels of support can be provided to assist the students to succeed. (Griffiths, et. al, 2007). The RtI model breaks the levels of support down into three distinct tiers. The first Tier forms the majority of the students, and is inclusive of the general core instructional program. Most students (75-85%) are able to succeed at this level. The "interventions" which are provided at this level include the basic instructional strategies that teachers employ every day in the classroom. If the data analysis shows a student is not successful at this level, they may be moved up to a second tier of interventions which would include targeted small group instruction based on the individual needs of that student. For example, they may work with a specialist in a small group; receive small group tutoring, etc. Usually the frequency of progress monitoring is also increased, allowing the school personnel to closely monitor the success of the interventions being employed. Generally about 10 - 15% of the overall student population will be successful when provided these interventions. However, if a student is a member of the approximately 5-10% of a student population who are not able to succeed with the targeted small group interventions, they could move into a tier three level of support which would include the utilization of intensive individual interventions based on that individual student's needs, such as 1:1 tutoring.



On-going professional development

“The single greatest effect on student achievement is the effectiveness of the teacher,” Harry Wong (2007). I think most educational leaders can easily understand that while it is easy to purchase a program, recruiting and developing the human capital of the school is the most important thing we can do to invest in the success of our students. Professional development is essential for new and veteran teachers alike. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students and understanding their culture.

While there is a significant research base indicating best practices for professional development, often schools and districts still fall short of what is needed. Staff development efforts have been ineffective due to the short duration, low intellectual levels, poor focus, and little substantive research-based content. While the professional development plan is developed and implemented there is typically a lack of follow-through and the teachers do not see the need for the trainings being provided (Kent, 2004). This is why the professional development at Championship Academy of Distinction Middle School will be focused on the specific needs and issues at the school and those being experienced by the staff. The professional development committee will be responsible to ensure the program is relevant, and utilizes research based best practices in adult learning. Championship Academy of Distinction Middle School will also participate in the professional development offered to charter schools by the Broward County Public Schools.

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

The mission of Championship Academy of Distinction Middle School (CADMS) is to provide students with an enriched, holistic, and nurturing experience, focused on character and leadership development through academic programs that foster teamwork, discipline, and citizenship while in pursuit of academic distinction.

Alignment of the school's educational approach with the school mission is evident in the educational program design. Examples of this alignment include:

School Mission	Educational Approach
Rigorous Academic College Preparatory Program	● Curriculum aligned with the LAFS/MAFS/NGSSS ● Emphasis on core subjects of reading, mathematics, writing, science, and social studies ● Intensive reading and math instruction ● Remediation opportunities ● Enrichment activities ● Interdisciplinary units of instruction ● Critical thinking skills infused throughout the curriculum ● Differentiated instruction based on student’s needs ● Use of technology to support and reinforce the instructional program ● Project based learning experiences that are hands-on, authentic and foster teamwork, positive interdependence and the ability to generate many solutions to a problem, promoting critical thinking and problem solving skills.

Data analysis	• Use of multiple methods of assessment • Curriculum mapping • Data analysis by staff • Use of data in instructional decision making
School Culture and High Expectations	• Leadership development opportunities • College going culture • No excuses • Character education program • Service and community learning opportunities, student leadership initiatives
On-going Professional Development	• Collaborative teacher planning time to align with instructional focus • Instruction aligned with teaching standards and collaboration with the instructional team. • Frequent monitoring and adjusting of the teaching and learning process • Student performance data disaggregated and analyzed • Differentiated instruction in response to student needs highlighted through the data analysis • Learning supported with re-teaching of particular skills or enrichment for objectives that have been mastered
Character Education	• Implementing a set of interpersonal skills that provide the framework to build and execute ethical behavior and build community and good citizenship within and outside of the school.

The School will hire highly qualified teachers, support personnel and administrators. Standards-based and college preparatory curriculum and positive character development programs will be implemented with fidelity. The School's approach to learning will facilitate student success in and beyond the classroom and will prepare students for college success. The Championship Academy of Distinction Middle School philosophy and mission aligns to the LAFS/MAFS/NGSSS to create an innovative, effective and college preparatory culture with supportive work environments for students and staff.

(E) Explain how the services the school will provide to the target population will help them attain the Next Generation Sunshine State and Florida Standards

As required by Section 1002.33, F.S. Championship Academy of Distinction Middle School will deliver a comprehensive, researched based curriculum aligned to the LAFS/MAFS/NGSSS. A rigorous and challenging interdisciplinary approach, developed through the six-component approach described above, will weave together subject matter to make curricular connections apparent for students. Through the innovative and rigorous approaches we intend to use, we will encourage students to use inquiry-based techniques to enhance creativity, critical thinking, and reflection and the use of project-based learning will foster teamwork, positive interdependence, and the ability to generate many solutions to a single problem, again promoting out-of-the-box thinking. The curriculum framework of CADMS will use the LAFS/MAFS/NGSSS, as the foundation for what students will be expected to learn. As a professional learning community, Championship Academy of Distinction Middle School will evaluate and monitor student success on benchmarks and grade level expectations on the LAFS/MAFS/NGSSS through performance on frequent assessments.

The educational program will focus on implementing differentiated instruction for students with

interactive studies in both core and enrichment classes. As a student moves through the grade levels, there will be an added emphasis on leadership, and managerial and organizational skills. Championship Academy of Distinction Middle School will achieve its mission and help students attain the LAFS/MAFS/NGSSS because students will be taught how to take ownership of their learning. Since students will be taking a proactive approach toward their content areas, they will have heightened meta-cognition and highly developed critical thinking skills, along with motivation and confidence. Each student's educational performance will improve, as they understand that the "how" of learning is just as important as "what" they learn within their classrooms and community.

For students who are at risk of not achieving the LAFS/MAFS/ NGSSS, the school will have a well-developed plan for continuous interventions as described above, ranging from our three week interventions, Saturday school, extended school day, and the use of multi-tiered support systems and the RtI model.

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

Championship Academy of Distinction Middle School does not intend to replicate an existing school design.

(G) Provide the applicant's capacity to replicate an existing school design.

Championship Academy of Distinction Middle School does not intend to replicate an existing school design.



**Championship Academy of Distinction
at Hollywood
Middle School
Part 1 – Educational Plan
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 – Florida Standards.

Championship Academy of Distinction Middle School’s educational program is built upon the success of strong charter schools that have implemented a similar education approach and have demonstrated strong student achievement year after year. Schools that have embraced a standards driven educational program, draw from research proven curricula as appropriate and supplement these curricula with internally developed materials including frequent standards driven assessments, and have worked strategically to ensure that all curriculum and assessments are thoroughly aligned with state standards.

Curriculum Overview

Championship Academy of Distinction Middle School’s educational program is designed to ensure students’ core subject knowledge and skill mastery in all academic areas, thus preparing our students beginning in Kindergarten at the Championship Academy of Distinction Charter School, into the Championship Academy of Distinction Middle School and ultimately as they progress into the college of their choice.

Championship Academy of Distinction Middle School will implement instructional methodology and resources that have demonstrated success with similar populations of students. We will utilize various methods of instruction to deliver content and materials. The curriculum will be standards-driven, in that we will ensure that all students meet specific school, state and national standards required before matriculating into higher grades. We embrace standards because we believe that they provide a clear and useful framework by which to measure real student progress and hold teachers and school leadership accountable for student performance.

The Florida State Standards and the Next Generation Sunshine State Standards will serve as the basis for objective-based unit and lesson planning. A comprehensive scope and sequence along with pacing guides will be developed to align the Championship instructional program with Math and Language Arts Florida Standards, and the Next Generation Sunshine State Standards. The process for completing the development of a scope and sequence will include collaboration between the Championship Academy of Distinction Middle School leadership team and the Championship Academy of Distinction Curriculum Specialist and curriculum team. Teachers and leaders will work together in the spring and through the

professional development institute to align these plans to both the MAFS/LAFS/NGSSS and the school will use this curriculum and standard alignment as a basis for unit and lesson planning.

The fully aligned CADMS standards-based curriculum will be implemented using a variety of research based instructional strategies and curriculum materials. The standards-based planning and delivery model will ensure that students have met the specific school, state and national standards before matriculating into higher grades. A strong emphasis is placed on standards-based planning and delivery with the understanding that standards provide a clear and structured framework by which to measure real student progress and allows for teachers and school leadership to be held accountable for student performance.

All curriculum materials will meet the Florida Standards to equip students with the 21st century skills needed for college and career readiness. The i-Ready (Florida) framework will encompass math and language arts and will personalize learning for each individual learner. As a student moves through the material, data on his or her progress will be recorded. The student data obtained will prompt the program to adapt lessons according to the individual student's needs. Additionally, this student performance data will aid the classroom teacher to effectively differentiate instruction and assessment. This personalized learning environment includes a curriculum strategy that employs a holistic use of teacher-built project, or challenge-based learning strategies.

The administration and the curriculum team, made up of core subject area teachers, will develop comprehensive curriculum maps that will address the specific scope and sequences to be used in each course. In addition to the curriculum maps, the following items and procedures will be in place for the start of the 2016-2015 academic year:

- Performance-based curricular objectives in alignment with the Florida Standards;
- Curriculum pacing of standards - based on nine-week intervals, in content areas;
- A process to ensure continuous review of curriculum to ensure a year's worth of learning of standards within the Florida Standards;
- A process for creating an annual achievement plan as a quality assurance and continuous improvement tool to ensure that curriculum goals are being monitored, achieved, and accomplished;
- Use of assessment data to make instructional decisions and plan interventions;
- Ongoing professional development workshops to target learner-needs.

Academic Standards

To achieve the school's mission and to prepare our students to be successful in college and beyond, we will adopt the new Language Arts and Math Florida Standards and the Next Generation Sunshine State Standards as required. Appropriate rigorous academic curriculum and instruction, a strong character development program, highly disciplined school culture as well as high expectations for students and staff will create a learning environment for success allowing students to achieve the goal of college success. Teachers at Championship Academy of Distinction Middle School will utilize the resources on the CPALMS and the FLDOE websites to help align standards and identify the multitude of resources available for teacher, parent and student use.

Coursework, Curriculum and Textbook Overview

Coursework at Championship Academy of Distinction Middle School will provide for appropriate instruction based upon the state's curriculum frameworks, course descriptions, NGSSS/MAFS/LAFS prescribed by the Florida State Department of Education and Florida's System of School Improvement and Accountability goals and standards.

Students with disabilities are provided instruction in the general education curriculum to the extent they are able to participate and progress. Accommodations will be provided as specified in the student's Individual Education Plan (IEP) but course performance standards will not be changed. The accommodations may specify changes in instructional strategies that are required as a result of a student's disability.

Educational Program

As part of the academic model of Championship Academy of Distinction Middle School, all students will take the required core courses: Language Arts, Mathematics, Science, and Social Studies. Championship Academy of Distinction Middle School will provide appropriate instruction based upon the state curriculum frameworks, course descriptions, LAFS/MAFS/ NGSSS as prescribed by the Florida State Department of Education and Florida's System of School Improvement and Accountability goals and standards.

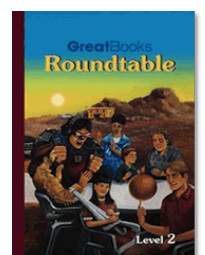
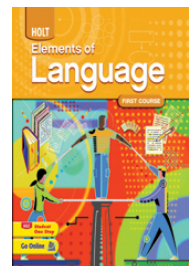
We will employ proven curricula in all of the core content areas, assess our students regularly using appropriate and standards based internal and external measures, and use this data to inform ongoing instruction and student supports. Championship Academy of Distinction Middle School teachers will work closely with all students to master all of the LAFS/MAFS/NGSSS, which are at the core of the Championship Academy of Distinction Middle School curriculum. Teachers do not simply "cover" material; rather they work toward real and measurable student mastery by consistently tracking and assessing student progress, making sure students are academically strong at their grade level, academically competitive with other students from other schools, and are academically prepared for high school and beyond.

English Language Arts Focus

The achievement gap has been described as a literacy gap; teachers will collaboratively develop the curriculum and instructional materials to meet standards and close the literacy gap. Language Arts curriculum will be developed with an intense focus on Literacy. The foundation of any strong academic program is reading. CADMS teachers will use the instructional resources outlined in the Broward County Comprehensive Reading/Literacy Plan to ensure students can learn the content and skills they need to meet the standards. We will "opt in" to the Broward County Reading/Literacy Plan and will implement this plan with fidelity following all aspects and requirements of the Broward County Comprehensive Reading/Literacy Plan. We will ensure students receive the additional required time focused on Reading, Language Arts, and Writing. This extra time is critical for all of our students to be fully ready for the rigorous, college-preparatory high school language arts classes that they will be enrolled in from grades nine to twelve in Championship Academy of Distinction's future High School.

For ongoing academic support, acceleration and final preparation for rigorous high school and college programs, Championship Academy of Distinction Middle School students will be enrolled in extended blocks of Reading/Language Arts through the time provided in our block schedule. The Language Arts courses will place an intensive emphasis on courses of Reading and Writing. Extended time will allow for remediation and added support for student success. Each middle school student needing remediation will receive additional reading and language arts instruction daily. Middle school students will receive 90 minutes every other day focusing on Reading, Writing and Language Arts.

Strong literacy is the goal of our English Language Arts (ELA) program. Matriculating eighth grade students must be prepared to excel in challenging high school courses, and their knowledge, abilities and skills must reflect intensive Language Arts study and training. Such ability is dependent on a strong Language Arts curriculum that begins in Kindergarten and carries into middle school and that ensures strong understanding of phonics, reading fluency and comprehension of fiction and non-fiction texts, and strong writing ability in a variety of genres. Championship Academy of Distinction will build on the foundation from the Elementary grades and will continue providing a strong research based curriculum in English and Language Arts. Textbook and resource materials such as *Elements of Language* and *Great Books* will be used in on-grade level courses.



English Language Arts Courses

Comprehensively, our ELA program and courses build a solid foundation in the six components

of strong reading as outlined by the Federal government: oral language, phonemic awareness, phonics, fluency, vocabulary, and comprehension. The use of vocabulary will be heavily influenced by the study of Latin roots and affixes (Armbruster, et al, 2001). Reading class will focus on fluency and comprehension of fiction and non-fiction texts. Students practice fluency through guided group work and individual reading of a variety of texts and genres. This includes systematic and explicit phonics instruction. Phonics is not typically focused on in later grades; however, we expect that a majority of students may have a weak literacy foundation, and will not have had exposure to, or mastery of, an in-depth phonics program which is a fundamental for future academic success. Students' reading progress will be closely monitored to ensure success in these critical and foundational skills. Regular teacher/student conferences help teachers to assess students' reading progress.

Writing class for middle school students will focus on: grammatical foundations, all steps of the writing process, writing essays in a variety of genres, and all elements of the research and research writing process. Both middle school classes will include a strong focus on vocabulary development. Championship Academy of Distinction Middle School's strong focus on writing development from year one ultimately supports our goal of achieving 90% proficiency in writing as measured by the FSA Writing Assessment.

Students will receive intensive training in English composition, including conventions of syntax and punctuation, and they will demonstrate competence in written assignments. Students will practice writing, with strong emphasis on proper sentence and paragraph and essay organization. Additionally Championship Academy of Distinction Middle School students will also learn to prepare memos, business letters, and newspaper reports. The writing of research papers essays that discuss and rely extensively on sources-will is required throughout the curriculum; students will learn how to identify appropriate sources, form a bibliography, organize the paper and acknowledge sources properly. Students will also have the opportunity to develop the techniques of creative writing and the composition of poetry in forms commonly found in English-language verse (such as ballad, blank verse, sonnet, free verse, heroic couplets).

Middle school students will develop the ability to prepare and deliver formal oral presentations and to participate in group discussions, using appropriate diction and tone. Students will demonstrate beginning and intermediate level word processing skills, including the ability to write and format essays on the computer with appropriate charts, tables, and graphs. The Championship Academy of Distinction ELA program builds students who are active, purposeful readers and clear, articulate writers as teachers introduce increasingly difficult texts and assignments.

Research indicates that the more reading materials students are exposed to, the easier it is for them to develop strong writing and comprehension skills. A diversity of texts will support the development of students' reading skills through many contexts. Both Reading and Writing courses will be aligned to the Florida English Language Arts standards by dividing the ELA standards appropriately into reading and writing.

The following descriptions outline the critical areas of each Language Arts course, provide the number of standards for the course and identify specific focus areas for each course:

M/J Language Arts I (#1001010) - FY2015 and beyond:

In Language Arts I there are 52 standards and the purpose of this course is to provide grade 6 students, using texts of appropriate complexity, an integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. Content for this course should include:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:

- text craft and structure
- elements of literature
- arguments and claims supported by textual evidence
- power and impact of language
- influence of history, culture, and setting on language
- personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources (short and longer research) using text based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
 - collaboration among peers

M/J Language Arts 1 Advanced (#1001020) - FY2015 and beyond:

The Language Arts 1 Advanced course with 52 standards is offered as an honors or advanced version of the Language Arts 1 course. The same standards apply and teachers are encouraged to provide extension and enrichment activities. Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

M/J Language Arts 2 (#1001040) - FY2015 and beyond:

The purpose of this course is to provide grade 7 students, using texts of high complexity, students integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. There are currently 53 standards listed for this course and content for this course should include:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text- based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

M/J Language Arts 2 Advanced (#1001050) - FY2015 and beyond:

The Language Arts 2 Advanced course is offered as an honors or advanced version of the Language Arts 1 course. The same standards apply and teachers are encouraged to provide extension and enrichment activities. Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning. This course has 53 standards that students are to meet.

M/J Language Arts 3 (#1001070) - FY2015 and beyond:

This 8th grade course has 51 standards. The purpose of the course is to provide grade 8 students, using texts of high complexity, integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness.

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
 - text craft and structure
 - elements of literature
 - arguments and claims supported by textual evidence
 - power and impact of language
 - influence of history, culture, and setting on language
 - personal critical and aesthetic response
- writing for varied purposes
 - developing and supporting argumentative claims
 - crafting coherent, supported informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text- based evidence and reasoning
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

M/J Language Arts 3 Advanced (#1001080) - FY2015 and beyond:

The Language Arts 2 Advanced course with 51 standards is offered as an honors or advanced version of the Language Arts 1 course. The same standards apply and teachers are encouraged to provide extension and enrichment activities. Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

Championship Academy of Distinction Middle School will require remedial courses for students who have not achieved the required levels for English Language Arts on the Florida Standards Assessment. The remedial courses will supplement the Language Arts courses and will replace one of the non-required elective courses in the student's schedule.

M/J Intensive Language Arts (#1000000) - FY2015 and beyond:

This course is suitable for students in grades 6-8. The course has 125 standards and the purpose of this course is to provide instruction that enables students to accelerate the development of reading and writing skills and to strengthen those skills so they are able to successfully read and write

middle grade level text independently. Instruction should emphasize reading comprehension, writing fluency, and vocabulary study through the use of a variety of literary and informational texts encompassing a broad range of text structures, genres, and levels of complexity. Texts used for instruction focus on a wide range of topics, including content-area information, in order to support students in meeting the knowledge demands of increasingly complex text. Students enrolled in the course will engage in interactive text-based discussion, question generation, and research opportunities. They will write in response to reading and cite evidence when answering text dependent questions orally and in writing. The course provides extensive opportunities for students to collaborate with their peers. Scaffolding is provided as necessary as students engage in reading and writing increasingly complex text and is removed as the reading and writing abilities of students improve over time.

It's important to note that students entering the upper grades who are not reading and writing on grade level have a variety of intervention needs. No single program or strategy can be successful in remediating the needs of all students. The intervention course should require that students increase the amount and complexity of text they read and write independently throughout the school year to ensure students have enough exposure to various text structures and academic vocabulary to develop skills necessary for college and career readiness. It is necessary to implement a combination of research-based programs and strategies that have been proven successful in accelerating the development of literacy skills in older readers.

M/J Intensive Reading (#1000010) - FY2015 and beyond:

This multi-grade course has been designed based on 83 standards. The middle school intensive reading and language arts courses have been designed for the teacher to select and teach only the appropriate standards corresponding to a student's grade and/or instructional level. The courses should not be used in place of grade level English language arts courses and are intended to provide intervention for students who have reading deficiencies.

This course includes, but is not limited to, the following:

- determining central ideas or themes of a text and analyzing their development as well as summarizing the key supporting details and ideas;
- interpreting words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzing how specific word choices shape meaning or tone;
- analyzing the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole;
- integrating and evaluating content presented in diverse formats and media, including visually and quantitatively, as well as in words;
- delineating and evaluating the argument and specific claims in a text, including the validity of the reasoning as well as the source, relevance and sufficiency of the evidence;
- analyzing how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take;
 - writing in response to reading, emulating authors' structures, word choices, styles, etc.

Championship Academy of Distinction Middle School will provide a comprehensive English Language Arts program as outlined by the FLDOE approved course offerings listed above. These courses will address the wide spectrum of student levels and with the intent to serve all academic levels and improve the achievement of all students in Reading and English Language Arts.

Math Focus

Informed by the new Math Florida Math Standards and in order to meet the academic needs of our students to reach the mission of Championship Academy of Distinction Middle School; a similar intense and strategic approach will be taken in the implementation of the mathematics curriculum. The design of the academic day and middle school schedule will also support the achievement of the Math Florida Standards.

Mathematics instruction at Championship Academy Middle School will emphasize mastery of concepts through practice over time in order to build a solid mathematics foundation for every child. Teachers will use various instructional resources to ensure students can learn the content and skills they need to meet the standards. Teachers will collaboratively develop their curricular materials and at times, teachers may use programs to supplement these materials. The Math middle school textbooks and resources will be Houghton Mifflin Harcourt's *Florida Go Math*. i-Ready and other research based math resources will be available for use by teachers to reinforce specific skill areas.



The math program at CADMS will focus on building a strong foundation in the mathematics computation and mathematics application for all students. We believe that all students must be expected to do advanced math work, and success on the advanced work is dependent upon a solid and comprehensive foundation that ensures strong numeracy and strong computational and analysis skills. Students will participate in 90 minutes of math every other day to include: Math Operations (Focusing on math computation) and Math Problem Solving (focusing on math application). We believe that the math courses at the middle grades level will give us an opportunity to provide remediation as well as provide advanced mathematics instruction to our students. We believe that this extended instruction for math will prepare our students for academic success in challenging math classes that they will be enrolled from grades six to eight and ultimately in high school. Extending time will allow us to efficiently and effectively provide remediation, and accelerate students into high-school level and ultimately college-level math.

The curriculum which aligns to state and national standards, accompanied by the instructional materials will reinforce strategies that students need for learning facts, working computation problems, and solving problems with an emphasis on application and problem solving.

Our focus on long-term math success requires that students will take a full-year of Algebra in eighth grade, preparing them to enroll and succeed in a Geometry class as ninth graders in a high school college preparatory program. Getting on the Geometry "track" in high school is a critical step towards students being able to take Calculus as seniors - a prerequisite for any student who may want to pursue the hard sciences or pre-medicine in college.

Curriculum delivery will be based on the standards aligned curriculum and unit/lesson plans and supported by the textbooks and resource materials. The standards-based planning and delivery model will drive our math program through alignment with the new Math Florida Standards (MAFS). Concepts such as number theory, algebraic thinking, and statistics will be taught using research based instructional strategies that have been proven effective with urban learners. Lessons will be organized to provide differentiated activities. Each lesson will contain one or more of the following types of activities:

- Readiness
- Enrichment
- Extra Practice, and
- English Language Learner Support (if applicable)

Readiness activities will be used to differentiate early in a lesson rather than attempting to "fix" students after a lesson has not gone well. Readiness activities are designed to avoid problems before they arise by preparing students to overcome predictable difficulties. Finally, while the curriculum can provide general

suggestions for modification, teachers must use their own professional judgment to monitor and adjust instructional strategies and pacing in order to meet individual students' needs.

Middle Grades Math Courses

For our students in grades 6-8, building upon mastery of previously acquired skills, students will continue to develop mastery of the core mathematical skills. Applying mathematics to solve problems, the heart of the middle school curriculum, will engage students in such areas as number theory, data investigations, probability, and algebraic thinking. The middle school mathematics curriculum will provide instruction and promote academic excellence in basic mathematic skills, geometry, algebra, problem solving, and mathematical reasoning. The skills covered will prepare student for the new Florida Standards Assessments and the EOC for students in Algebra I, as well as promote student success for the real world environment. Students may enroll in selected high school courses for the purposes of pursuing a more rigorous program of study in both Algebra I and Geometry; however, students are required to adhere to EOC requirements as stated by the FLDOE. If the School does not have enough students enrolled in a Geometry course to justify offering it as an additional class on the master schedule, students will have the option of completing this course through a virtual school option.

Basic skills for real-life problem solving such as paying bills, balancing a check book, and calculating monthly budgets will give middle school students a framework for success. From here, students will have access to higher-level math courses including pre-algebra, algebra, and geometry for high school credit. Advanced students will be challenged with an accelerated curriculum and given opportunities to explore higher-level instruction. Use of student work groups will enhance the instructional experience and teach key collaborative skills. Middle school students will be offered the following math courses:

- Math 1
- Math 1 Advanced
- Math 2
- Math 2 Advanced
- Math 3- Pre-algebra
- Algebra for HS credit
- Geometry for HS credit

At least one high school level mathematics course will be offered in middle school for which students may earn high school credit. To earn high school credit for an Algebra I course, a middle school student must pass the Algebra I end-of-course assessment to earn high school credit. For a geometry course, a middle school student must pass the geometry end-of-course assessment. For each year in which a student scores at Level 1 or Level 2 on FSA Mathematics, the student will receive remediation the following year, which may be a separate course or integrated into the student's required mathematics course.

The following descriptions outlines the critical areas of each mathematics course, gives the number of standards for the course and identifies specific focus areas for each course:

M/J Grade 6 Mathematics (#1205010) - FY2015 and beyond:

In Grade 6 there are currently 48 math standards and at CADMS instructional time will focus on the four critical areas of: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. Additionally:

1. Students use reasoning about multiplication and division to solve ratio and rate problems about quantities.
2. Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the

- procedures for dividing fractions make sense.
3. Students understand the use of variables in mathematical expressions.
 4. Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically.

M/J Grade 6 Mathematics Advanced (#1205020) - FY2015 and beyond

The Grade 6 Advanced Mathematics course includes 54 standards. It is recommended that instructional time be focused on six critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; (4) developing understanding of statistical thinking; (5) developing understanding of and applying proportional relationships; and (6) developing understanding of operations with rational numbers and working with expressions and linear equations.

Additionally:

1. Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates.
2. Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense.
3. Students understand the use of variables in mathematical expressions.
4. Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically.
5. Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems.
6. Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percent as different representations of rational numbers.

M/J Grade 7 Mathematics (#1205040) - FY2015 and beyond:

Grade 7 Mathematics has 41 course standards and indicates that instructional time should focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples.

Additionally:

1. Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems.
2. Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percent as different representations of rational numbers.
3. Students continue their work with area from Grade 6, solving problems involving area and circumference of a circle and surface area of three-dimensional objects.
4. Students build on their previous work with single data distributions to compare two data distributions and address questions about difference between populations.

M/J Grade 7 Mathematics Advanced (#1205050) - FY2015 and beyond:

In this Grade 7 Advanced Mathematics course with 61 standards, instructional time should focus on

five critical areas: (1) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; (2) drawing inferences about populations based on samples; (3) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (4) grasping the concept of a function and using functions to describe quantitative relationships; and (5) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

1. Students continue their work with area from Grade 6, solving problems involving area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationship between angles formed by intersecting lines.
2. Students build on their previous work with single data distributions to compare two data distributions and address questions about difference between populations.
3. Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems.
4. Students grasp the concept of a function as a rule that assigns to each input exactly one output.
5. Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilation, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems.

M/J Grade 8 Pre-Algebra (#1205070) - FY2015 and beyond

In Grade 8 Pre-Algebra has 47 standards and instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem.

1. Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions ($y/x = m$ or $y = mx$) as special linear equations ($y = mx + b$), understanding that the constant of proportionality (m) is the slope, and the graphs are lines through the origin.
2. Students grasp the concept of a function as a rule that assigns to each input exactly one output. They understand that functions describe situations where one quantity determines another.
3. Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilation, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems.

Algebra (#1200310) - FY2015 and beyond

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course, and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Unit 1 - Relationships Between Quantities and Reasoning with Equations: By the end of eighth grade students have learned to solve linear equations in one variable and have applied graphical and algebraic methods to analyze and solve systems of linear equations in two variables.

Unit 2 - Linear and Exponential Relationships: In earlier grades, students define, evaluate, and compare functions, and use them to model relationships between quantities. In this unit, students will learn function notation and develop the concepts of domain and range.

Unit 3 - Descriptive Statistics: This unit builds upon students prior experiences with data, providing students with more formal means of assessing how a model fits data. Students use regression techniques to describe and approximate linear relationships between quantities.

Unit 4 - Expressions and Equations: In this unit, students build on their knowledge from unit 2, where they extended the laws of exponents to rational exponents.

Unit 5 - Quadratic Functions and Modeling: In this unit, students consider quadratic functions, comparing the key characteristics of quadratic functions to those of linear and exponential functions.

M/J Grade Intensive Mathematics (#1204000) - FY2015 and beyond

For each year in which a student scores at Level 1 on the MAFS assessment, the student must receive remediation by completing an intensive mathematics course the following year or having the remediation integrated into the student's required mathematics course. This course should be tailored to meet the needs of the individual student. Appropriate benchmarks from the following set of standards should be identified to develop an appropriate curriculum.

Championship Academy of Distinction Middle School teachers will use the 107 standards in grades 6-8 to design the appropriate math remediation strategies for any student scoring at Level 1 on the Florida Standards Math Assessment.

Science Focus

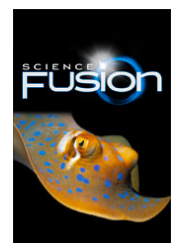
Science classes at Championship Academy of Distinction Middle School will be aligned with the NGSSS. Science classes will include hands on activities to help reinforce content. Championship Academy of Distinction Middle School's science program develops mastery of core vocabulary and conceptual knowledge, supplemented with application of scientific principles in laboratory settings. The National Science Teachers Association recommends building on a students' innate curiosity about the natural forces of the world, as they interpret scientific explanations, generate and evaluate scientific evidence and ask direct questions. With this in mind, CADMS believes that students should understand the nature and development of scientific knowledge and participate productively in scientific practice and discourse.

The science curriculum will prepare students to achieve the NGSSS/Florida Standards by incorporating an inquiry based approach to learning of the central science themes: matter and energy, force and motion, earth and space, life science, and the scientific method.

Teachers will be encouraged to engage students through the following ways:

- Quantitative and qualitative observations
- Investigation of thoughtful questions
- Design and conduct experiments and other types of investigations
- Collect and organize data
- Make logical predictions and offer reasonable explanations
- Explore possible conclusions
- Communicate their understanding

Along with the standards-driven science curriculum, we anticipate drawing from the Houghton Mifflin Harcourt Science program. *Science Fusion (Florida)* will be used as the



base text for the middle school science courses. The text will be enhanced with the hands-on and virtual science lab materials provided with the program. Research shows that "the best way for students to appreciate the scientific enterprise, learn important scientific concepts, and develop the ability to think critically is to actively construct ideas through their own inquiries, investigations, and analysis." (Shamansky, 1990) Science Fusion engages students in these processes as they explore the natural world and has had strong results with students in diverse, underserved communities. (Klentschy, 1999) It guides students through intensive reading and hands-on interaction with scientific ideas and concepts. To demonstrate the connection between the Science Fusion and the NGSSS, the alignment documents for this program are included as links within this application. Where there are gaps in the Science Fusion program, teachers will supplement the curriculum as appropriate. Science teachers will collaborate with Math and Language Arts teachers to reinforce and integrate literacy and math standards using content-specific materials and activities. Other standards that will be addressed in addition to science standards will include:

- Non-Fiction Text features
- Content area comprehension skills
- Study skills, such as research and note-taking - A variety of writing activities
- Problem Solving and Computation

Curiosity and questioning is the foundation of science explorations, while parents and teachers respond to a child's desire to know about the world around them. Championship Academy of Distinction Middle School will provide a curriculum that incorporates hands-on activities to produce actively involved learners while applying the scientific method. Students will gain science knowledge through gathering, assembling, observing, constructing, composing, manipulating, drawing, performing, examining, interviewing, testing hypotheses, and collecting of data about the environment around them. The NGSSS incorporate the National Science Standards and the FLDOE's Big Ideas grouped into four Bodies of Knowledge: Earth and Space Science, Life Science, Physical Science, and Nature of Science. The science curriculum will be designed to help students develop the capacity to:

- Explain concepts, principles, and theories fundamental to understanding the natural world in which we live
- Develop the ability to read, understand, and analyze current science articles, books, and presentations from both an analytical and ethical viewpoint
- Observe and describe events as they occur during scientific investigations and draw conclusions based on evidence and scientific studies, and communicate findings
- Design and implement scientific investigations
- Demonstrate the ability to integrate mathematical concepts and technology with scientific principles
- Understand the interrelationships between the branches of science, engineering, and mathematics, and its defining strands
- Participate in project-based scenarios and inquiry-based activities to facilitate critical thinking at all levels of instruction

Middle School Science Courses

At Championship Academy of Distinction Middle School our students in grades 6-8 will develop a more sophisticated proficiency of science skills and application through a three-year sequential integrated course of study. Championship Academy of Distinction Middle School students will study topics based on the Big Ideas presented in the NGSSS and aligned with the State Standards. Concepts will become more complex, while systematically utilizing scientific processes in all laboratory investigations. Understanding that observational biases can influence outcomes in science exploration, reliance on data and measurement will become forefront as concepts from mathematics are interwoven and connected throughout science instruction. Students will explore ethical and societal impacts of science with the

application to personal responsibility. Teachers will introduce significant events, discoveries, careers, and personalities as they relate to content presented through the science curriculum. Technology and support resources, including free on-line resources, will be used in instruction and made available to students. These resources may include, but are not limited to Time Magazine, National Geographic, and Discovery Channel on line.

The following outlines the critical areas of each middle school science course offered at CADMS; gives the number of standards for the course:

M/J Comprehensive Science 1 (#2002040) – FY2015 and beyond – 65 standards

M/J Comprehensive Science 1 Advanced (#2002050) – FY2015 and beyond – 75 standards

M/J Comprehensive Science 2 (#2002070) – FY2015 and beyond – 63 standards

M/J Comprehensive Science 2 Advanced (#2002080) – FY2015 and beyond – 74 standards

M/J Comprehensive Science 3 (#2002100) – FY2015 and beyond – 68 standards

M/J Comprehensive Science 3 Advanced (#2001100) – FY2015 and beyond – 79 standards

Biology I (#2000310) – FY2015 and beyond – 85 standards

The Comprehensive Science courses include Physical Sciences, Earth and Space, Nature of Science and Life Science. In order to earn high school credit for a Biology I course, a middle school student must pass the Biology I end-of-course assessment (EOC).

Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77; NSTA, 2007).

Social Studies Focus

Using NGSSS to guide instruction, social studies teachers will provide students with the concept, content, and skills they need to become knowledgeable and informed citizens in a diverse community and increasingly interdependent world. To meet the academic needs of our students, social studies teachers will not only follow the state standards to ensure student mastery of social studies content, but instruction will also be used to continue to enhance student mastery of reading. Social Studies teachers will collaborate closely with Language Arts teachers to reinforce literacy standards using content-specific materials and activities. Literacy standards that will also be addressed in Social Studies classes include:

- Non-Fiction Text features
- Content area comprehension skills
- Study skills, such as research and note-taking

A variety of writing activities will be incorporated into the Social Studies courses as well, allowing students additional practice with writing for the specific purposes, which are outlined

within the Social Studies standards.

The Social Studies Program at Championship Academy of Distinction Middle School will be standards based with strong cross-curricular integration. Using the NGSSS to guide instruction, social studies teachers will provide students with the concept, content, and skills they need to become knowledgeable and informed citizens in a diverse community in an increasingly interdependent world.

The curriculum will align with the recommendations of the National Council for Social Studies (Berson, Bennett, and Dobson, position paper, 2009) in that social studies instruction at Championship Academy of Distinction Middle School will allow students to utilize concepts from reading, literature, science, mathematics, the arts and technology to gain a global perspective. Themes across strands will require students to draw on related knowledge, ask questions, make comparisons, research history, document human behaviors and ultimately apply this information to their personal lives. Strands will consist of American history, geography, economics and civics and government delivered through themes of various cultures and environments. Instruction will also be provided in the topics as required by s. 1003.42, F.S.

The Championship Academy of Distinction Middle School Social Studies curriculum will align with the NCSS's position that Social Studies instructions should require "...learners to explain relationships with other people, to institutions, and to the environment, and equip them with knowledge and understanding of the past. It [will provide] them with skills for productive problem solving and decision making as well as for assessing issues and making thoughtful value judgments. Above all, it will integrate these skills and understandings into a framework for responsible citizen participation locally, nationally, and globally" (NCSS, 2009).

While we are still analyzing various textbooks series, the one we are most impressed with thus far is McGraw Hill – *Discovering our World Geography, Discovering our World and Building Citizenship*. The McGraw Hill series offers students multiple hands-on opportunities to actively engage with the curriculum and make the connections necessary to help students learn the content. To demonstrate specific alignment with the standards, the alignment documents are provided in a link within this application.

Students will be provided with opportunities to share information and study diverse cultures to create awareness while becoming informed citizens. Through a sustained and integrated infusion of character development, Championship Academy of Distinction Middle School students will explore a sense of community, integrity, and obligations to self and our world. Gender differences in learning will be specifically addressed in social studies classes.

Middle Grades Social Studies Courses

For our students in grades 6-8, a more in-depth study of the world continues through the middle school with an emphasis on how geography, economics, world history, civics, government, and American history influence events around the world. This will require integration of content through the study of cultures, the humanities, and literature to acquire a realization of how these events have affected individuals in their local communities and eventually their career paths.

There is a specific outline of study stipulated through statute for students in Florida middle schools. Middle school students are required to take three middle school or higher Social Studies courses. Beginning with students entering grade 6 in the 2012-2013 school year, one of these courses must be at least a one-



semester civics education course that 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. 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.

Sixth grade students will be assigned to explore world cultures, past and present, while interpreting these events and their relationship to global issues. Seventh Grade students are required to participate in a civics course, which focuses on the make-up and roles of the United States Government. Students will study the separation of the branches of government and how it operates. The seventh grade course will meet the requirements of 1008.22(3) (c) which requires an at least one-semester long civics education course. Additionally seventh graders will also have one semester of World Geography. Eighth graders will focus on American History from the early colonization to the industrial revolution understanding the political and economic system and the role they played in American History, along the infused career planning requirements as required by Florida statute.

Community service projects for middle school students will include service hours earned by volunteering in the community. These service hours might be earned by volunteering in a hospital, preschool, or local YMCA. Community service projects may be completed such as recognition of military personnel, or supporting non-profit agencies with facility maintenance such as gardening, painting, etc. A parent volunteer will coordinate projects and hours. Middle school students will be offered the following social studies courses:

- World History
- World History, Advanced
- Geography and Career Planning
- Geography and Career Planning, Advanced
- US History
- US History Advanced

Career and Education Planning

Students will complete one course in career and education planning in grade 7 or 8 that includes career exploration using Florida CHOICES or a comparable cost-effective program; including educational planning using the online student advising system known as Florida Academic Counseling and Tracking for Students at the Internet website FACTS.org; and results in the completion of a personalized academic and career plan. The required personalized academic and career plan will inform students of high school graduation requirements, high school assessment and college entrance test requirements, Florida Bright Futures Scholarship Program requirements, state university and Florida college admission requirements, and programs through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, dual enrollment, career academy opportunities, and courses that lead to national industry certification. In addition, students must demonstrate that they have met the National Education Technology Standards (NETS) in basic operations, social and ethical issues, productivity tools; communication tools, research tools and problem-solving tools as measured by competency based assessment or student portfolios.

Championship Academy of Distinction Middle School will hold a parent meeting to inform parents about the course curriculum and activities. Each student will complete an electronic personal education plan that will be signed by the student; the student's instructor, guidance counselor, or academic advisor; and the student's parent. The Department of Education's course frameworks and professional development materials will be used for the career exploration and education-planning course. The course may be implemented as a stand-alone course or integrated into another course or courses

Middle School Students Grades 6-8 Electives

Middle school students at Championship Academy of Distinction Middle School will receive instruction in English/language arts, reading, mathematics, science and social studies. Electives will be provided through instruction in health, physical education and special interest electives to include art, music, and global studies courses. These course offerings will be in accordance with state statutes and rules. Instruction will be focused on ensuring that all students demonstrate mastery of the NGSSS (F.S. 1003.41). All courses will be adjusted to accommodate student needs.

Students scoring at Level 1 and Level 2 on FSA Reading will lose the opportunity to select an elective course and will be required to enroll in an intensive reading course. Students scoring at Level 1 and Level 2 on FSA Math may also lose the opportunity to select an elective course and may be required to enroll into intensive mathematics course.

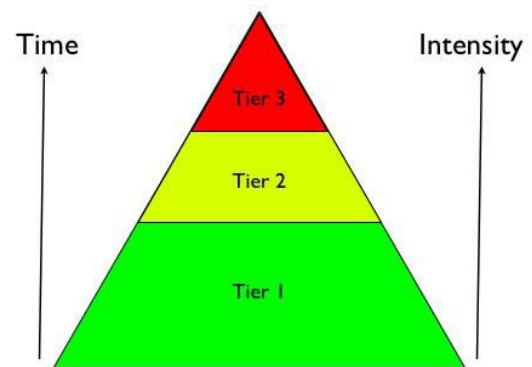
Multi-tiered Student Support (MTSS)/Response to Intervention (RtI)

In June of 2008, the Florida Department of Education released the Statewide Response to Instruction/Intervention (RtI) Implementation Plan with the intent that RtI would "promote school-wide practices that align with and accelerate our collective efforts to ensure the highest possible student achievement in both academic and behavioral pursuits." In addition, following the 2004 reauthorization of the federal "Individuals with Disabilities Education Act," Florida began requiring RtI to be used as the process for determining eligibility for students with learning disabilities on July 1, 2010. With that in mind, RtI became the framework that guides the delivery of the instruction in Florida.

Response to Intervention is a data based framework for instructional delivery that uses a multi-tiered approach to provide high-quality instruction and intervention matched to student needs and utilizes learning rates across time to inform important instructional decisions. RtI requires the effective use of data for the following purposes:

- Screening data identifies students who are already in need of or likely will need tier 2 interventions.
- Diagnostic data specifies core instructional focus and core differentiated instruction focus, and specifies tier 2 and tier 3 interventions focus.
- Progress monitoring measures rate of learning across time for groups or individuals and is used to maximize instruction and intervention outcomes. Progress monitoring helps determine adjustments to the level (tier) of support needed for students.

RtI follows the premise that all students need to progress at a rate that corresponds to at least one year's growth for every year of instruction. Therefore, an indicator of high-quality instruction would be equivalent to most of the students in a school progressing at that rate without need for additional intervention. In RtI this level of support is described as "Core Instruction" or tier 1, and includes the use of the traditional classroom based instructional strategies, such as the use of an instructional focus calendar or in class small-group differentiated instruction to meet the students' varied needs.



For those students who begin a school year already behind in key academic areas such as reading or language, and who require additional (supplemental) intervention to achieve "catch up growth," it is imperative to provide that support as early as possible, in order to help those students to eventually meet expectations. Therefore, tier 2 includes interventions that are research-based and usually delivered in

small groups, outside of core instruction, that provides additional time engaged in mastering specific skills. Successful tier 2 interventions should allow most students (approximately 70% of students receiving tier 2 support) to progress at a rate that allows for catch up growth.

For a small number of students, effective tier 1 and tier 2 supports are insufficient to allow them to catch up and meet expectations. For those students, intensive research-based, individualized intervention plans are developed, implemented, monitored, and revised as needed. Because there are many reasons why students might fail to respond to tier 2 interventions, the level of problem solving needed to determine the particular barrier to the child being successful may be rigorous and time intensive. For some children receiving these tier 3 interventions, the process of developing and monitoring an intervention might lead to a determination that they require special education. For all students that require tier 3 interventions, the RtI process of monitoring and revising intervention as needed, continues until it is no longer needed.

Progress Monitoring Plan

Each student must participate in the statewide assessment tests required by 1008.22 FS. A Progress Monitoring Plan (PMP) is a specific, detailed plan tailored to identify the individual assistance that will be given to remedy a student's individual diagnosed deficiencies. According to the A++ Plan, provisions have been set forth for the development of Progress Monitoring Plans (PMP) for students that fail to meet state and district performance levels, including scoring below Level 3 in FSA 2.0 Reading or Mathematics. The purpose of the PMP is to detail the current services provided to the student and the intensive, supplemental instructional and support services that will be provided to the student to meet the desired level of performance. A PMP must be developed for any student (including ESE and ESOL) who has been retained or identified as not meeting state or district expectations for proficiency in reading in kindergarten or for proficiency in reading, writing, mathematics, or science in grades 1-8. An ESE student's IEP may be used in place of the PMP. A PMP must be developed in consultation with the student's parent or legal guardian and must include the intensive remedial instruction that will be given in the area(s) of weakness.

A copy of the PMP will be given to the parent. Students at any grade level who have been identified as having a deficiency in reading must have an academic improvement plan that identifies the student's specific area of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary as well as desired levels of performance in these areas. The school will also provide for the frequent monitoring of the student's progress in meeting the desired levels of performance. Any student who exhibits a substantial deficiency in reading, based upon locally determined assessments or statewide assessments must be given intensive reading instruction immediately following the identification of the reading deficiency.

Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial instruction or supplemental instruction until expectations are met.

Core Interventions

Interventions are designed to assist students in strengthening their ability in areas of identified need. The classroom teacher examines the student's data, determines the student's areas of strength and areas for improvement, and designs a plan to assist the student in improving skills in reading, writing, math and science. When appropriate, the classroom teacher will coordinate intervention activities. Intervention classes utilize technology, peer tutors, classroom aides, and/or school volunteers to assist struggling students. Cooperative groups, one-to-one tutoring, and guided instruction are used to help strengthen student's area of weakness. Mastery of the Florida Standards in English Language Arts and the Math and the NGSSS benchmarks is continually monitored. Immediate feedback is provided and appropriate interventions applied for the individual student's success. Core interventions provide a learning support system that may include the following instructional and intervention strategies:

- **Cooperative Groups of Mixed Ability** - Classroom teachers place students in cooperative groups of mixed abilities to complete a daily activity.
- **Weekly Progress Reports** - Weekly progress reports for the student and the student's parents are provided.
- **Centers** - Centers within the classroom provide opportunities for small group/individual assistance and activities for struggling students as needed.
- **After School Study and Tutoring Time** - After school study time is required for struggling students to develop effective study habits.
- **Small Group Guided Instruction** - Identify groups of students (5 or less) who need additional assistance with a concept and work with them in a small group while the rest of the class is working on independent practice.

Curriculum Material

We will use standards-based, research-proven curricular materials to ensure student mastery of all State Standards. We will also adjust our curricula material to meet the needs of our students. All of these materials have been proven to produce exceptional results in urban and suburban schools, as well as meet or exceed the LAFS/MAFS/ NGSSS. We will be using the following materials and curricula for the core academic subjects. Each of these textbooks is on the state approved list of textbooks and are currently used by the Broward County Public Schools. Championship Academy of Distinction Middle School selected textbooks that best aligned with research on urban education, the college preparatory curriculum, and the new Florida Standards in ELA and Math and the Next Generation Sunshine State Standards (in specific content areas) as well as the materials used by Broward County Public Schools. The alignment of these textbooks to Florida Standards can be found at the website listed below each set subject area.

On grade level - Reading/Language Arts: **Junior Great Books** – The Great Books Foundation
<http://www.greatbooks.org/wp-content/uploads/2014/09/CCSSfinal.pdf>

Florida Elements of Language (middle school)-Holt McDougal/Houghton Mifflin Harcourt
<http://www.hmhco.com/educators/education-topics/by-topic/common-core/ela-standards>

Math: **Florida Go Math** – Houghton Mifflin Harcourt
<http://www.hmhco.com/educators/education-topics/by-topic/common-core/math-standards>

Science: **Florida Science Fusion**-Houghton Mifflin Harcourt
<http://www.hmhco.com/classroom/professional-and-school-resources/common-core>

Social Studies: **Discovering our Past Series** – McGraw Hill
https://www.mheonline.com/assets/pdf/program/dop_history_of_us_correlation_to_ccss.pdf

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

Curriculum maps based on the Florida Standards in Language Arts and Math along with the NGSSS in other content areas will be created and will constitute the route to acquiring the knowledge necessary and to determine how mastery will be demonstrated for each course, while assessing and meeting individual benchmarks. These maps will focus attention on the critical ideas and information essential to each content area (Lenz, Adams, Bulgren, Pouliot, and Laroux, 2002). Championship Academy of Distinction will use the curriculum alignment and development resources provided by the FLDOE along with the multitude of curriculum resources available through CPALMS.

Curriculum mapping is a procedure for collecting data about the actual curriculum in a school district using the school calendar as an organizer. Data are gathered in a format that will allow each teacher to present an overview of his or her students' actual learning experiences. The fundamental purpose of mapping is communication and articulation. The composite of each teacher's map in a building or district provides efficient access to a K-12 curriculum perspective both vertically and horizontally. Mapping is not presented as what ought to happen but what is happening during the course of a school year. Data offer an overview perspective rather than a daily classroom perspective. Curriculum mapping is an extremely useful tool for creating a "big picture" for curriculum decision making (Jacobs, 1997).

Dr. Heidi Hayes Jacobs has researched curriculum mapping and its alignment with student success since 1990. Curriculum alignment is the process of assuring that all of the critical components in the curriculum are matched and articulated to crystallize the focus, thus providing optimum learning opportunities and equity for all students.

Components of curriculum maps include the following: standards; grade level expectations; concepts and content; activities and instructional strategies; assessments; and resources. Thus, the use of curriculum maps allows teachers to document the relationships between every component of the curriculum. It also fosters team cohesiveness and buy-in by all stakeholders within the school community, allowing teachers guidance in their content area, yet flexibility to address each individual learner's needs.

The benefits of curriculum maps have been well (Derry School District, Education World, McGraw Hill). These benefits include:

- Organizing instruction into a clear timeline
- Identifying opportunities for integration across curriculum areas
- Identifying gaps and redundancies in instruction
- Matching instruction to assessment
- Communicating instructional plans to administrators, teachers, parents, and students

Curriculum maps at Championship Academy of Distinction Middle School will serve to foster communication among teachers, administrators, and parents; and align the curriculum both horizontally across classrooms at the same grade level and vertically across grade levels to ensure that all students have equal opportunity to master the academic content aligned to the LAFS/MAFS/NGSSS. Textbooks for each content area are reviewed and selected by a committee made up of administrators, teachers representing each content area, ESE teacher(s), and ELL certified teacher(s). Textbooks were selected from the state-approved list prior to the opening of school. All textbooks are aligned to the Florida Standards and the Next Generation Sunshine Standards. However, curriculum delivery will be based on the school's curriculum maps and supported by the texts, rather than the textbook series driving the curriculum.

(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.

Overview and Philosophy of the Reading Program

Championship Academy of Distinction Middle School will opt in to the Broward County Public Schools

Comprehensive Research-based Reading/Literacy Plan and will implement with fidelity the comprehensive research-based reading curriculum and all appropriate materials to support the program. Championship Academy of Distinction Middle School also agrees to be monitored by Broward County Public Schools for fidelity to the plan. Additionally a qualified reading coach will be hired to model lessons, analyze data, and provide professional development in research-based literacy will support all teachers. Instructional content in reading will be based on the six components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language, and the use of authentic literature and nonfiction texts. The framework for teaching reading and language arts will include the use of explicit instruction, whole group instruction, small group data-driven differentiated instruction, higher-order questioning strategies, and research-based literacy strategies. Championship Academy of Distinction Middle School will implement with fidelity the Broward County Public Schools' Comprehensive Reading/Literacy Plan and the School will work to have students demonstrate independence; build strong content knowledge; respond to varying demands of audience, task, purpose, and discipline; comprehend as well as critique; value evidence; use technology and digital media strategically and capably; and understand other perspectives and cultures as they become college and career ready.

Championship Academy of Distinction Middle School will opt in to and will implement with fidelity the Broward County Public Schools' Comprehensive Reading/Literacy Plan. CADMS will incorporate literacy instruction into ALL subject areas to extend and build discussion of text in order to deepen understanding. Content area informational text may be used to instruct and reinforce reading strategies. Science and Social Studies core curriculum will include leveled texts. Utilizing diagrams, big books, etc. from content area text and materials, the teacher can assist students in making connections. Using these texts, the teacher will focus reading skills, such as, reference and research and cause and effect during guided reading or whole group instruction. Middle School Reading Course Placement is annual for all students.

Writing is the natural extension of the reading process and will be incorporated across the curriculum in conjunction with the CRISS (Creating Independence through Student Owned) strategies. As students work through the strategies, they will write during activities to assess prior knowledge and predict; they will write during the guided reading exercise and produce writing in varied forms to respond to reading. Reading logs, graphic organizers, practice in composing short and extended responses, double entry reflective journals, dialogue journals, explanation and process entries, etc., are examples of the integration of writing into the instructional reading process. The Florida Research Process Model, FINDS, will be used for extensive writing and research to incorporate complex texts and instructional tasks across all content areas to supplement instruction using the core textbooks.

Championship Academy of Distinction Middle School will opt in and will implement the Broward County Comprehensive Reading/Literacy Plan (CRRP). The CRRP will implement these specifications of the plan with fidelity to ensure that the reading program provides reading success for all CADMS students. The Broward County Reading/Literacy Plan will be implemented and will provide an effective middle school reading program that will propel students to meet the Language Arts Florida Standards. The CRRP established a framework that supports high quality reading instruction and creates the opportunity for students to learn to read well. Championship Academy of Distinction Middle School will implement the Broward County CRRP completely thus ensuring a dynamic system that generates reading success for all students.

As required in the Broward County Comprehensive Reading/Literacy Plan, Championship Academy of Distinction Middle School will provide professional development to teachers who will implement the following instructional practices across all classrooms, above, at and below level reading proficiency. These practices reflect the shifts of rigor demanded for college and career readiness as reflected in the new Florida Standards and include:

- Use complex informational text for instruction at a ratio matching the Language Arts Florida Standards (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 text directly without preempting or replacing a text by translating its contents for students.
- Provide a gradual movement towards decreasing scaffolding and increasing independence as required for grade level proficiency towards college and career readiness.
- 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 instruction using the gradual release model that moves students towards independence with complex, grade level texts.

Reading is a critical component of the Florida education system and as such the law requires it to be a primary focus on the overall school curriculum. Championship Academy of Distinction Middle School will implement Broward County CRRP and will also refer to elements of Just Read, Florida! to assist in the process of developing students to become successful, independent readers and to assist them in meeting the new LAFS. The School, through the implementation of the Broward County CRRP, will develop and implement an intensive school-wide focus on literacy. The CRRP will provide important direction for implementing and integrating reading across curricular areas while aligning subject area standards. The School in implementing Broward County CRRP will meet the following specified requirements outlined in the Just Read Florida objectives:

- Leadership at the school level will guide and support the CRRP initiative. The School will assure that school administrators will be curriculum leaders and resources. A curriculum leadership team will be established to include school administration, curriculum coordinator, school ESE teacher, department head, and lead teacher or mentor teachers.
- The analysis of data drives all decision-making. Student data will be collected, organized and analyzed for review. The information from assorted assessments (screening, progress monitoring, and diagnostic) will be centrally located and reviewed by classroom teachers and curriculum

leadership team members on a regular basis (bi-weekly or monthly if needed) to identify needs of students.

- Professional Development is systemic and targeted at individual teacher needs as determined by analysis of student performance data. Professional Development will be coordinated through the decisions of the Curriculum/Literacy Leadership Team comprised of both teachers and administrators. The professional development plan will make provisions to target specific areas of need based on assessment data and reflect the goals in teachers' Individual Professional Development Plans (IPDP). Professional development will be differentiated and will intensify for teachers based on progress monitoring data. It will be up to the Curriculum/Literacy Leadership Team to organize Professional Development opportunities identified by teachers and student data results to support the delivery of the CRRP. The school will participate in district trainings when available and applicable.
- Measurable student achievement goals are established and clearly described. Student data from a variety of assessments will be monitored on a regular schedule and reviewed for ongoing progress in reading as well as writing, math, and science. Through this process, individual student scores, classroom progress, and school-wide progress and objectives will be reviewed and evaluated by the school stakeholders. The curriculum leadership team will organize data in a central location, via the school's selected Student Information System. The school will use the collected information to create a Continuous Improvement Plan and assist in planning Professional Development to train and support teachers in identifying effective classroom strategies in reading and instructional delivery strategies.

These four factors were used in evaluating and selecting materials and the textbook series. All school adopted materials and texts are aligned and correlated with the LAFS and with the research-based findings described in Just Read Florida and with the Broward County Comprehensive Research based Reading/Literacy Plan.

According to the guidelines of the CRRP, Reading will be taught across the curriculum. The goal of content area instruction is to teach the ideas, concepts, and principles of a specific subject. Content area textbooks are challenging in that they contain subject-specific vocabulary, dense information, and unfamiliar concepts. Students in content area classes must receive instruction in reading strategies in order to meet the unique requirements of the individual subject area. Students must learn to read and understand expository text and to gain information from pictures, maps, charts, diagrams, and other texts. Students must be able to:

- Understand the organization of their textbooks, including bold-faced type, icons, italics, etc.;
- Recognize organizational patterns in text;
- Understand how pictures and other graphic representations contain information that is important to understanding the text;
- Understand that reading is a process and utilize appropriate reading strategies before, during, and after reading;
- Know which reading strategies are appropriate to use with a particular text;
- Use a variety of study and note-taking skills;
- Understand vocabulary context clues provided by the author; and
- Use word attack skills.

To support students' efforts, content area teachers must be trained to use and to teach reading strategies that are effective for their subject areas. Reading coaches will model lessons in the classroom to demonstrate the infusion of reading in the content areas. Instruction will follow Florida's Formula for Reading Success plan which can be summarized as: 6 + 4 + ii + iii = Reading Proficiency

- **6 Areas of Reading** — Oral Language, Phonemic Awareness, Phonics, Fluency, Vocabulary, Comprehension
- **4 Assessments** — Screening, Progress Monitoring, Diagnosis, Outcome Awareness
- **ii: Initial Instruction**
 - Minimum 90-minute reading block
 - An effective reading program has to integrate the six instructional components of effective reading instruction into a comprehensive and cohesive instructional design.
 - Classroom teachers must use assessment data to plan for and provide "student-tailored" instruction that includes the following:
 - Explicit instructional strategies
 - Coordinated instructional sequences
 - Differentiated instruction
 - Print-rich instruction
 - Whole group/small group/whole group
 - All students, using differentiated instruction
- **iii: Immediate Intensive Intervention of the 90-minute reading block**
 - Small group or one-on-one
 - Students with reading deficiencies
 - Minimum of 20 minutes/day until deficiency is remedied

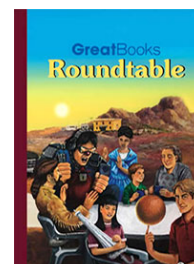
Integral to the reading program is an explicit, systematic, and interactive instructional design focused on the six essential elements of reading instruction:

- **Oral Language** - Speech is not simply basic communication--it involves thinking, knowledge, and skills. It also requires practice and training.
- **Phonemic awareness** is the ability to focus on, and manipulate phonemes in spoken words. Phonemes are the smallest of units in a spoken language. English has about 41 phonemes, which combine to create syllables and words.
- **Phonics instruction** is a way of teaching reading that stresses learning how letters correspond to sounds and how to use this knowledge in reading and spelling.
- **Vocabulary development** should be taught both directly and indirectly. Repetition is important when learning vocabulary, as is rich contexts and incidental learning.
- **Fluency** is generally believed to improve with practice. Practice may take the form of guided repeated oral reading that is shown to have positive impact on word recognition, fluency and comprehension for all ages. Independent silent reading practice is not known to improve fluency. (However, Championship Academy of Distinction Middle School values reading as a recreational activity and will encourage this form of reading.)
- **Comprehension** is important to the development of children's reading skills and therefore to their ability to obtain an education.

Implementing high quality initial instruction is the school's first goal in creating reading success for all middle school students. The Comprehensive Core Program provides lessons for instruction that includes introduction of skills, modeling, teaching, review of skills and concepts previewing and predicting, and direct instruction in strategic reading. Scientifically based reading strategies supported by Florida's Formula are identified on Instructional Focus Calendars for the Core Program and will be identified on the school's Instructional Focus Calendar and Pacing Guides.

Reading and English Language Arts Curricular Materials

Championship Academy of Distinction Charter School Elementary students currently uses the Houghton Mifflin Harcourt Florida Journeys for all levels of reading instruction. Championship Academy of Distinction Middle School will be using several different textbooks outlined the Broward County Reading/Literacy Plan that will be determined based on the students reading level and will



correlate to the 6-8 Language Arts Florida Standards addressing the six areas of reading: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension. The core-reading program will provide a coherent design that includes explicit instructional strategies, coordinated instructional sequences, and ample practice opportunities. The core-reading program is a portion of the 90-minute block of time for literacy instruction. Curricular materials such as the Junior Great Books will be used for students reading on or above grade level. CADMS will use *National Geographic Learning/Cengage Learning INSIDE* for students identified as reading one or more levels below grade level with deficiency in decoding and text reading efficiency. Voyager Sopris Learning *REWARDS* will be used as needed for students reading below grade level with fluency and decoding deficiencies.

The goal of a middle grades reading program is to provide a variety of methods and materials to develop strategies and critical thinking skills in reading for students who are reading on or above grade level and enrolled in reading courses, which may be transferred to content courses across the curriculum. The skills and strategies taught should align with the Florida English Language Arts Standards and the NGSSS for Reading at the appropriate grade level, specifically those benchmarks that are assessed by the Florida Comprehensive Assessment Test (FSA).

All middle school students attending Championship Academy of Distinction Middle School will enroll in a Reading/Literature class based on the identified reading level. Students will be placed into classes based on reading levels and will be assessed regularly to determine improvement in reading skills. A variety of materials will be utilized to insure that students' needs for various skills are being met. Traditional literature programs are difficult for many students because they lack appropriate reading skills. Middle school textbooks were those in the Broward County CRRP and which offers the best in contemporary and traditional literature and includes reading skills and strategies lessons by top educational leaders and researchers. The selected series align with the Florida and district recommended Reading curriculum guidelines and the Language Arts Florida Standards.

Middle school students will be required to read extensively and comprehend rigorous text in specific subject areas such as government, science, and literature. Higher level thinking skills that require comprehension of challenging concepts and processes are required in specific subject areas such as geometry, history, and physical science. For many students success in subject area courses is contingent upon intensive reading intervention of content area vocabulary and concepts.

Reading Program Structure

Because students come to school with different levels of readiness, the reading program will be structured in a manner that will serve all students well. The Championship Academy of Distinction Middle School will implement the Broward County Reading/Literacy Plan and will accommodate those students who are on and above grade level along with reading below grade level. The following outlines the program structures of student on grade level and those reading below grade level.

At or Above Grade Level Reading Program Structure

The reading curriculum will be differentiated at all grades for students reading at grade level or above. As outlined in the Broward County Reading/Literacy Plan, Middle school students reading on or above grade level need to build deep knowledge across the disciplines. They must learn through domain-specific texts in science, social studies, and technical subjects and rather than just referring to the text, they are expected to learn from what they read in their content area classes. Students write from sources using evidence to inform their writing or as the basis for argument. In the middle grades, students reading at or above grade level will have the option of taking an advanced language arts course in middle school that will differentiate instruction to meet individual student needs. The literacy curriculum for students on or above grade level incorporates complex literacy fiction and nonfiction through the use of close reading strategies or Socratic Seminars. Teachers will also use literacy groups and authentic texts for instruction.

Junior Great Books will be the text used with students reading on or above grade level. Additionally, strategies for above grade level students will include but not be limited to: the study of high level, high interest novels; projects requiring reading and research; i.e., book reports, skits, group projects; a "Literary Circle" to discuss novels; and competitive reading games. The objective is that all students, including advanced readers, receive instruction and materials commensurate with their abilities. Advanced readers must progress at their appropriate rate, which is typically more than one grade level per year. By eliminating work on skills already mastered and progressing through the Reading curriculum at an accelerated pace, students will generally continue to expand their reading proficiency. Advanced readers must be challenged through instruction at their highest readiness level and appropriate pace. Pre-instruction assessments will be used to accurately determine the students' instructional and independent levels of reading. Assessments must be varied beyond the standardized test to document progress and guide instruction.

Other recommendations for advanced learners include incorporating rich inviting tasks that require spatial as well as analytical and abstract thinking encouraging students to develop more complex, high level comprehension and reach advanced interpretations; promote student research using technology to generate original investigations and advanced products; and provide examples of superior work to challenge students to ever-increasing levels of excellence. Digital resources to assist in developing research projects are outlined in the Broward County Reading/Literacy Plan will also be used and include: Gale Group Opposing Viewpoints, the Florida Research Process Model, FINDS, for extensive writing and research to incorporate complex texts and instructional tasks across all content areas to supplement instruction using the core textbooks.

Below Grade Level Reading Program Structure

Students entering middle school who are not reading on grade level have a variety of reading intervention and learning needs. A single program or strategy is not sufficient for remediation, and, likewise, a single remediation strategy is not sufficient for low-performing middle school students. In addition to focusing on the development of foundational skills, instruction needs to engage students in complex cognitive tasks that challenge students to apply their foundational skills. According to the FLDOE guidance for developing the CRRP at the Middle School level, the intervention system should include high-level thinking opportunities for students to grapple with and construct meaning from complex texts. Such instruction expands literacy development beyond foundational skills to include such as:

- General academic and discipline-specific vocabulary;
- Close reading of literary and informational text;
- High-level comprehension such as argumentation;
- Critical analysis of literary and informational text; and
- Student question generation, inquiry and research processes.

Students' instructional needs will be identified by screening, diagnostic and/or progress monitoring assessments (e.g., FAIR-FS, i-Ready Diagnostic) and placed in an appropriate intervention program. The intervention program will be designed to meet the specific diagnosed needs of each individual student. Highly qualified teachers will administer the intervention program with fidelity. Continual progress monitoring data, using FAIR-FS, On-going Progress Monitoring (OPM) and In-Program assessments, will be utilized to adjust the intervention schedules, rosters and strategies as well as monitor fidelity of implementation.

In order to simultaneously offer reading intervention yet still provide rigorous lessons, middle school reading instruction needs to incorporate the use of an integrated and interdisciplinary approach. The FLDOE guidance recommends using:

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

The implementation of the Broward County Reading/Literacy Plan requires the following for Tier 2 instruction: all students who are reading below grade level (Reading Level 1 or 2) participate in a daily single or double block of uninterrupted reading instruction with a highly qualified teacher who is either Reading Certified or Reading Endorsed. Championship Academy of Distinction Middle School will implement this within the block schedule. 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 requiring additional support as identified by the progress monitoring assessments will receive it within an intensive guided reading group of four-six students. Immediate intensive intervention also may include targeted instruction in one or more of the five components of reading as indicated by progress monitoring or diagnostic assessment. Students are 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 Broward County Curriculum Decision Trees and corresponding placement charts.

CADMS teachers will incorporate texts of various complexity levels into their instruction. Instructional strategies to be used in the developed integrated and interdisciplinary approach includes, but is not limited to, focusing on:

- Using new and increasingly more complex text structures (sequence, comparison and/or contrast, cause/effect, problem/solution, etc.);
- Understanding and using vocabulary and concepts across the content areas, including social studies, science, mathematics, art, music, etc.;
- Extracting information from complex informational text;
- Using textual evidence to explain and justify a claim in discussion and writing about their opinion;
- Analyzing and critiquing the effectiveness and quality of an author's writing style, presentation or argument;
- Engaging in more complex text analyses using paired texts; and
- Reading and writing independently to:
 - relate to increasingly more complex text structures;
 - use content-area vocabulary and concepts;
 - develop fluency and prosody; and
 - strengthen and master literacy skills and strategies.

Championship Academy of Distinction Middle School teachers will determine how to differentiate and provide challenging learning opportunities for low-performing and high-performing students alike, ensuring that each student can engage in various complex cognitive tasks that develop the previously listed capacities.

Supplementary Tools

Supplemental Intervention Reading Programs (SIRP) are intended for flexible use as part of differentiated instruction or intensive interventions to meet student learning needs in specific areas (phonological awareness, phonics, fluency, vocabulary, and comprehension). The Broward County Reading/Literacy Plan Supplemental Intervention Reading Programs (SIRP) includes Wilson *Just Words*, *REWARDS*, *Reading Horizons*, and other supplemental interventions to support targeted needs on applying decoding strategies to text, word study with multisyllabic words, building fluency as accuracy increases, vocabulary and comprehension strategies, and infusing benchmark strategies with scaffolded support across texts of increasing complexity.

After identifying students' specific needs by progress monitoring assessments such as i-Ready Reading, Reading Lexile Test, National Geographic Inside Lexile Level Placement Test and on-going Reading Practice Tests, the following materials are examples that may be utilized: National Geographic: my NGConnect, Vocabulary through Morphemes, Leveled Literacy Interventions (LLI), Soar to Success, Fast Track Reading and the Wilson Reading System. Interventions are intended for Middle School students who are reading one or more years below grade level, and who are struggling with a broad range of reading skills. The instruction provided through these programs should accelerate growth in reading with the goal of grade level proficiency. SIRPs include instructional content based on the five essential components of reading instruction (phonological awareness, phonics, fluency, vocabulary, and comprehension). SIRPs also provide more frequent assessments of student progress and more systematic review in order to ensure proper pacing of instruction and mastery of all instructional components.

A Comprehensive Intervention Reading Program (CIRP) will also be implemented and is defined as a stand-alone program providing instruction in multiple areas of reading. The CIRP identified in the Broward County Reading/Literacy Plan and that will be used by Championship Academy of Distinction Middle School is National Geographic Learning/Cengage Learning *Inside*. The instruction provided through this program should accelerate growth in reading with the goal of returning students to grade level proficiency. The skills and strategies taught in this program align with the Language Arts Florida Standards.

Additionally, the Broward County Reading/Literacy Plan requires that 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) be placed into Intensive Reading Plus, a double block of intervention instruction daily to address severe deficits that impact all those areas of reading. These students are provided extensive and intensive intervention in word study, applying decoding strategies to text, building fluency as accuracy increases, vocabulary and comprehension strategies, infusing standards-based strategies with scaffolded support across texts of increasing complexity. Instruction is interactive and multi-sensory, and includes age-appropriate reading materials for older students.

Section 1003.4156, Florida Statutes requires middle school students who score at Level 1 on FSA Reading to complete an intensive reading course. Those students who score at Level 2 must be placed in an intensive reading course or a content area reading intervention course. All Middle school students who score at Level 1 or Level 2 on FSA Reading and have significant intervention needs in phonics will have an extended block of reading intervention. This may occur through a double block of intensive reading or by blocking together a class of "Intensive Reading" with another subject area class. Championship Academy of Distinction Middle School will pair the Intensive Reading course with Intensive Language Arts. The same teacher will teach this block of time. This teacher will be highly qualified to teach reading or working toward that status (pursuing the reading endorsement or reading certification) and classroom infrastructure (class size, materials, etc.) should be adequate to implement the intervention course. The CIRP resources used for this course will be

Inside myNGConnect, which provides interactive support through a Comprehension Coach and selection readings, fluency models, and close reading support for building fluency.

This intervention should include on a daily basis:

- a. Whole group explicit instruction
- b. Small group differentiated instruction
- c. Independent reading practice monitored by the teacher
- d. Infusion of reading and language arts benchmarks specific to the subject area blocked with the intensive reading course (biology, world history, etc.)
- e. A focus on informational text at a ratio matching FSA

The School will provide progress monitoring of all Level 1 and 2 students a minimum of three times per year utilizing the FAIR-FS as a Baseline, Midyear, and End of the Year Assessment.

Level 1 and 2 students who are not fluent as determined by fluency assessments and FSA scores, will receive additional minutes daily in Intensive Reading. Students receive initial instruction that includes whole class or small group differentiated instruction with explicit and scaffold modeling of strategies in instructional level text. The reading components in the initial instruction include comprehension, vocabulary, and fluency. The largest portion of the instruction includes differentiated instruction with sample groups and individual instruction, literacy centers, technology, audio assisted reading and reading strategy instruction with application and feedback. All six elements of reading are addressed during this time. There is also time for independent reading practice with student selected texts and progress monitoring by the teacher (program-based progress monitoring and FAIR-FS). Comprehension, vocabulary and fluency are incorporated into the independent reading practice.

If the targeted supplemental instruction does not improve the reading deficiencies, the School's RTI process will identify additional targeted strategies to be used with Tier 3 students. These interventions will follow Florida's Formula for Effective and Powerful Instruction. The additional interventions may include a variety of formats and structures such as push-in or pull-out tutoring or a change in frequency, focus and format of instruction. Changes will be made that will best accommodate the Tier 3 student's instructional needs.

Examples of Tier 2 and 3 Literacy Interventions found in the Broward County Comprehensive Reading/Literacy Plan include:

Fluency:

- Modeling: Teacher reads aloud to model the expression and prosody (phrasing, expression, and intonation).
- Choral Reading: Students read in unison following the teacher's phrasing, expression, and intonation.
- Echo Reading: Students echo the teacher's phrasing, expression, and intonation.
- Listening while Reading: Students listen to a recording while following the text in print.
- Paired Reading: Students read aloud to an adult or peer, for practicing prosody (phrasing, expression, and intonation).
- Reading Recording: Students use recording tools to record their own reading, listen and analyze it, and repeat readings to develop accuracy and rate.
- Timed Repeated Readings: Students establish specific targeted goals to increase their reading rate with good accuracy with texts they have previously read.
- Reader's Theater: Students read and/or perform individual or choral parts in dramatic texts (such as poetry, plays).

Vocabulary:

- Vocabulary notebooks
- Vocabulary study cards
- Vocabulary graphic organizers (such as Frayer Models and Semantic Maps)
- Word sorts
- Word games
- Word walls and word wall activities

Comprehension:

The Comprehension Instructional Sequence (CIS) is a research-based sequence of instruction that supports deeper engagement with complex, grade level texts. Students will deeply process and comprehend a literary or informational text through reading and rereading, generating questions and answers based on the text, and participating in extended text discussions.

Daily independent reading monitored by the teacher will allow students to select their reading materials based on their individual interest levels. Allowing students to participate in independent reading increases their motivation to read and ultimately their motivation to comprehend what has been read. This strategy also increases vocabulary, knowledge and contributes to building background knowledge across content areas.

Classroom libraries provided by National Geographic Learning/Cengage Learning *Inside* have authentic literature built into the program. Classroom libraries are selected based on Lexile score, interest level, essential questions, theme and grade level appropriateness, and they include culturally relevant selections to reflect the diversity of students in the classroom. Literacy coaches, reading teachers, language arts teachers, and content area teachers collaborate on the shared use of the novels and informational texts in school collections to enhance literacy instruction and content area literacy in science and social studies. The classroom library includes but is not limited to:

- Books, especially and including culturally relevant texts that reflect the diversity of the students in the classroom
- Magazines
- Newspapers
- Digital devices - such as tablets, eBook readers, or computers - to access print and multimedia content
- Text Sets - Themed non-fiction and fiction texts compiled by the teacher and/or media specialist to support a specific curriculum topic or theme
- Texts for teacher read-aloud
- Texts for small group and independent reading
- Texts for book passes and book talks
- Structures and systems for book reviews and recommendations - such as bulletin board/chart papers, reading recommendation displays, or online literacy blogs and Wikispaces.

The Broward County Comprehensive Reading/Literacy Plan also includes a process for leveling texts and for matching students to text. Championship Academy of Distinction Middle School will follow these processes in order to address the intervention needs of students.

Writing

The Broward County Comprehensive Reading/Literacy Plan places an important emphasis on writing and the writing process. Students who don't read well typically are not able to write well. It is recommended that daily instruction include extensive writing opportunities for students to draw evidence from texts (i.e., write to sources) support logical inferences, evaluate reasoning, themes, purposes, and rhetorical features, present careful analyses, well- defended claims, and clear objective summaries of information. Research has demonstrated that the best strategy for helping students improve their writing skills is to give them plenty of opportunities to read well written texts that serve as models for their own writing development.

The recommended daily instructional practices outlined in the Broward County CRRP:

- Incorporate writing across all disciplines with a writing portfolio reflecting work from English/language arts, reading, science, social studies, and technical subjects.
- Model writing using a document camera or overhead. Don't just talk about strategies without modeling and demonstrating them.
- Diagnose student needs and focus mini-lessons based on student strengths and weakness as evident in writing assignments and other written work.
- Keep a running list of strategies taught that students have learned; share with other teachers so that students can build a specific set of useful strategies to add to their "writing toolbox."
- Have students revise previously written pieces rather than always assigning new pieces – revising an essay or a writing assignment from English Language Arts/reading or written work in the content areas (science, social studies, technical subjects) over the course of a semester or school year can be a powerful learning experience for students.
- Assign writing less; instruct in writing more using the writing process. Provide instructional time to teach, model, peer review, and edit.
- It is more effective to let students write many shorter pieces than a few big ones.
- Journal writing increases the quantity of student writing, providing opportunity to improve writing over time. It gives students opportunities to write about what they know, what they are processing cognitively, and to write responding to text.
- Teachers should incorporate writing strategies instruction using a mini-lesson format.
- Group students for instruction based on needs. One size does not fit all.
- Provide meaningful instruction that is informative to both teacher and student.
- Personalize instruction based on the needs of students.
- Empower students to think critically and personally about writing.
- Integrate writing assessments with reading, research, and media.
- Provide opportunities for writing for varied purposes and types.
- Create a classroom community of readers, writers, speakers and listeners in which students read quality works that serve as writing models; they write using texts as models or inspiration points for their own writing; they share writing orally with peers in pairs, small and large groups; and they listen and provide feedback in the form of questions and respectful comments for the writer's consideration.

Coordination of the Reading Program

Championship Academy of Distinction Middle School will utilize a Reading Specialist/Coach to work with the curriculum director and oversee the reading program, work with students in small group and whole group instruction in the context of modeling, co-teaching and coaching in other teacher's classrooms. The Reading Specialist will be instrumental in the implementation of Florida's reading initiative and the communication between home and school. In addition the Reading Specialist will provide on-going professional development for teachers in the areas of analysis of student performance data, administration

of instructional assessments and providing differentiated instruction and intensive intervention based on assessments. The Reading Specialist will:

- Model effective instructional strategies
- Co-teach in classrooms
- Provide daily support to classroom teachers
- Lead and support reading leadership teams at the school

Best Practices in Reading Instruction

- The Progress Monitoring Plan will be implemented in grades six - eight if the student does not achieve level 3 or above on the English Language Arts Florida Assessment (ELAFS). Core curriculum areas such as science and social studies will incorporate instructional practices that promote reading achievement and will be included in the success plan.
- Literature will be integrated into the school-wide reading plan to include classroom libraries and leveled text.
- Utilizing assessment data, students in grades six through eight will be prioritized for support through the provision of an intensive reading class. The intent of the intensive reading class is to assist the student in overcoming their deficits and close the achievement gap. The school will monitor student progress and adjust intervention services as needed. Middle School students scoring a level 1 or 2 will enroll in the intensive reading class. The Intensive Reading Class may include students with disabilities and regular education students, both of whom may meet the stated criteria. Coursework is aligned to the key essentials of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. These components will be completed each day and may be adjusted for time and scheduling.
- ELL's are assessed with many of the same reading assessments as their English-speaking counterparts. Additional assessments will be used according to the CRRP. Additionally, University Prep will informally assess their mastery level in reading wherever feasible, in the student's native language.
- Regularly scheduled grade level meetings will be a forum for:
 - Reviewing assessment data to target research-based instructional strategies for struggling readers; sharing best-practices; Identifying study group topics; and identifying professional development needs.
 - Vertical teaming initiatives will serve as a vehicle to communicate across grade levels in an effort to work cooperatively to develop and implement a vertically aligned program aimed at helping students acquire the skills
 - Regular review of assessment data is critical to effective instruction and meeting student's individual needs.
- Classroom Libraries with Structured Monitoring—the leveled fiction and nonfiction texts included in the classroom libraries will be used to monitor independent reading. While students are engaged in independent reading, the teacher will monitor progress by listening to students read, checking for comprehension and supporting student-led book discussions. As needed, teachers will assist students in selecting appropriately leveled text.
- Educational technology is intended for additional support in reading. This includes materials and programs, including educational software, to provide additional support in reading growth for all children. Educational software must supplement and not supplant instruction by a highly qualified instructor. In order to address the needs of students reading below, at, and above grade level, additional materials will be selected based upon appropriateness related to needs and ease of integration of use with the core comprehensive reading program.
- All classrooms will create a print rich environment through word walls. The word wall will be comprised of a systematically organized collection of words that will be used as a teaching tool, will be developed as the curriculum develops and will include word commonly used as part of the students' vocabulary. According to Brabham & Villaume most word walls should include the

following:

- Collections of words that are developmentally appropriate for study by the students in the classroom.
- Words are selected for specific instructional purposes.
- Collections of words are cumulative — as new words are introduced, familiar words remain for further study.
- Activities and talking about word walls provide conversational scaffolds that structure the ways that students study, think about, and use words.
- Words on walls serve as visual scaffolds that temporarily assist students with independent reading and writing.

The English Language Arts Florida Standards for grades 6-8 can be found on the DOE website www.floridastandards.org. Teachers are also encouraged to utilize the standards resource provided at the CPlams website – www.cpalms.org. The information provided regarding the Championship Academy of Distinction Middle School reading program is aligned with the Broward County Comprehensive Reading/Literacy Plan approved by the FLDOE. The School understands that the Broward County Comprehensive Reading/Literacy Plan is much more comprehensive than the information stated herein. The Broward County Reading/Literacy Plan document in its entirety will be provided to all Championship Academy of Distinction Middle School staff for review and implementation with fidelity.

Progress Monitoring Plan

All students reading below grade level and/or not making progress will have a Progress Monitoring Plan (PMP) to recognize and address the specific strategies to be implemented in order to remediate learning deficiencies. The student's teacher will create PMP's, a teacher with the reading endorsement (if the student's teacher does not hold the endorsement), administrator(s), ESE teacher, parent, and student, if applicable. This team will review the PMP midway through the grading period and again at the end of each nine-week grading period. If the child has been identified as having a deficiency in reading, the CRRP (comprehensive reading plan) will include instructional and support services to be provided to meet the desired levels of performance. If the core instruction is both effective and equitable, then Tier 2 interventions (supplemental) are provided to those students identified as "at-risk." Tier 2 interventions include but are not limited to the following:

1. Interventions delivered to smaller groups of students either in the general education classroom or outside of the general education classroom.
2. Interventions provided in addition to Tier 1 instruction. Interventions focus more narrowly on defined skill areas. This intervention should include on a daily basis:
 - a. whole group explicit instruction
 - b. small group differentiated instruction
 - c. independent reading practice monitored by the teacher
 - d. infusion of benchmarks specific to the subject area blocked with the intensive reading course (biology, world history, etc.)
 - e. a focus on informational text at a ratio matching FSA
3. Additional strategies to assist readers below grade level may include:
 - a. Use of computer-assisted instruction for students to practice reading skills;
 - b. Organization of a parent intervention program to serve as volunteers for Reading Buddies, an after-school program;
 - c. One-on-One tutoring both in class and after school;
 - d. Before and after-school mentoring opportunity;
 - e. Saturday school.

Additional strategies for low level students will include but not be limited to: high interest novels; reading practice utilizing phonics for reading comprehension and speed; reading centers to focus on individual skills; use of FSA practice materials; after-school reading tutorials; extended day program for reading; and

nightly reading homework. Students reading below grade level may lack the skills that enable them to organize text, to understand what they are reading, and to stay on task. To acquire these skills, students need careful, systematic instruction that will help them overcome these problems. Teachers will implement instructional strategies such as:

- Graphic Organizers - By visually representing the meaning they construct from reading, students improve their ability to comprehend.
- Reciprocal Teaching - uses four strategies for constructing meaning: predict, summarize, question, and clarify. Each of these strategies aids students in constructing meaning from text, and provides a means of monitoring their reading to ensure that they, in fact, understand what they read.
- Scaffolding- The process of providing strong teacher support and gradually removing it until students are working independently, scaffolding is effective in helping students accelerate their learning.
- Daily, fast-paced, structured lessons - Fast-paced, structured lessons help to move students along and keep them focused on the task at hand.
- Modeling good work habits - Students reading below grade level usually lack structure in their schoolwork. An effective intervention program should model the structures that successful students use every day: arriving on time, getting right to work, staying on schedule or task, and keeping to the topic.

A student who exhibits a substantial deficiency in reading skills, based on results of assessments as delineated in the Broward County Comprehensive Reading/Literacy Plan using the Assessment/Curriculum Decision Tree for Reading Improvement, or by teacher recommendation, must have a PMP and be given intensive intervention. The RtI, immediately following the identification of the deficiency, defines these interventions. The student must continue to be given intensive intervention as specified in his/her PMP, until the reading deficiency is remedied. Progress monitoring should occur at regular intervals during Tier 2. The parent of any student who exhibits a substantial deficiency in reading skills must be notified in writing of the following:

- that the child has a reading deficiency,
- a description of the services being offered,
- a description of the proposed supplemental instructional services,
- that the child must be retained if the reading deficiency is not remediated by the end of third grade or is exempt for good cause, and strategies for the parent to use in helping his/her child succeed in gaining reading proficiency

Reading Assessment Data and Progress Monitoring

Students at all levels of reading proficiency will be evaluated utilizing some of the following assessment instruments to track the progress of each student.

- Diagnostic tests to provide information for evaluating the strengths and weaknesses of each participant and to guide the teacher in scheduling appropriate activities;
- Ongoing in-class assessment and grade level tests that include elements of the FSA/NGSSS to determine student attainment of grade-level objectives; i-Ready Reading Diagnostic
- Informal classroom assessment gauge that strategies being used are successful; for example, inventories, reading records, student folders and checklists, journals, interviews;
- Formal assessment devices to measure student progress; for example, unit and chapter tests, essay exams, mid and final exams, and commercially produced instruments;
- Authentic and alternative assessment; for example, portfolios, projects, exhibits, demonstrations, and oral presentations. These measures require a rubric score;
- FAIR – FS

The same assessments are administered to Non-English speaking ELL students as well as ESE

students. Approved accommodations are used as necessary such as providing directions in the child's home language. Accommodations for these students will be provided, as appropriate and as listed in the IEP.

Progress monitoring tools also include the Florida Assessments for Instruction in Reading-Florida Standards (grades K- 12), the District's Benchmark Assessment Tests, and other interim Benchmark Assessments as designed by the school. Diagnostic data is collected and analyzed to determine areas of weakness, determine appropriate placement, and to provide differentiated instruction. Data obtained from the Florida Assessments for Instruction in Reading – Florida Standards, is reported directly to the state's PMRN.

Data will be reviewed and analyzed during school leadership team meetings and administrative data conferences with teachers. Additional collaborative consultants will occur at department and/or grade level meetings, during professional development programs, and faculty meetings. School leadership will provide on-going data analysis and meet with small groups of teachers, department heads, grade level chairs, and administrators to disaggregate and discuss the data. Individual teacher conferences are also utilized for this purpose.

Making informed instructional decisions based on data is a dynamic on-going process and may occur as frequently as weekly or biweekly, or after each Progress Monitoring period, depending on need. Minimally, it must occur after the results of each progress monitoring period and when Benchmark Assessment Test data is available. Classroom teachers need to understand and be trained in the process of daily progress monitoring analysis, using informal data, such as student work maintained in folders or portfolios in their classrooms, and classroom based assessments that demonstrate whether students are progressing towards mastery of benchmarks aligned to their Instructional Focus Calendars. Teachers also need training in analyzing formal data, such as individual screenings and targeted diagnostic assessments to plan and differentiate effective instruction.

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

All students will be engaged in and benefit from the curriculum provided at Championship Academy of Distinction Middle School, including exceptional students and those students who enter the school above and below grade level. The curriculum at Championship Academy of Distinction Middle School is aligned to specific state standards and is the framework of what is taught at each grade level and allows for modifications to the instruction in the classroom to meet the needs of all students. All students who are below grade level in reading or math will receive interventions through the MTSS/Rtl process to ensure that each student receives appropriate instruction leading to grade level proficiency. This may include individual tutoring, remediation opportunities (intensive reading or math courses), and other assistance to ensure academic progress.

Student performance will be continuously assessed and results reviewed to ensure that interventions are working. Assessments will include screenings, progress monitoring and diagnostics. All students not making progress will have a Progress Monitoring Plan (PMP) to recognize and address those specific strategies to be implemented in order to remediate learning deficiencies. The student's teacher will create PMP's, a teacher with the reading endorsement (if the student's teacher does not hold the endorsement), administrator(s), ESE teacher, parent, and student, if applicable. This team will review the PMP midway through the grading period and again at the end of each nine-week grading period.

Exceptional students will be exposed to the same curriculum as their non-disabled peers. In addition to

providing the specific services as identified on the student's individual educational plan (IEP), teachers will differentiate and conduct specialized instruction in targeted skills. These priority educational needs will be designated on the student's IEP. Effectiveness will be determined by the students' mastery of their individual goals as well as academic progress through each quarter, progress reports or interim reports, and grades at the end of each marking period and as necessary.

The School's students benefit through the use of innovative instructional methods, which utilizes research-based instructional strategies to enhance the student's opportunity to learn the specific skills identified. To ensure students are involved in their educational goals, written plan are created (PLP, PMP, IEP, etc.) to communicate the students' goals to the student and parents.

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

In addition to the core academic areas, Championship Academy of Distinction Middle School will provide the following curriculum electives for our middle school students:

Art Appreciation - Middle School students will have the opportunity to participate in Art classes. Art activities will reinforce the exploration of various cultures and provide students an opportunity to explore their own cultural heritage as well as others. The primary goal of the art program is to provide instruction in the strands of art: skills and techniques; creation and communication; historical and cultural connections; aesthetic and critical analysis; and applications to life. Art is considered a serious and rigorous academic subject with the potential to help students achieve creativity, self-awareness, self-expression, and interactive and cooperative learning skills. Study of Art has been proven to enrich and enhance reading, writing, and mathematics skills. Research also shows education in the Arts is critical to students' intellectual, social, emotional, and physical growth. Students will enhance their knowledge about the Arts by learning artistic traditions of their own culture as well as artistic traditions of other cultures. While understanding that art is distinctive, students will also recognize the many similarities between and across various art forms. Students will look at the Arts as a language unto itself as well as a link to other disciplines, cultures, and human interactions.

Music - Championship of Distinction Middle School students will have the opportunity to participate in music classes. The courses that may be offered include band, chorus and audio engineering. Students will have the opportunity to learn a diverse genre of music as well as music appreciation. In addition, students will have the opportunity to learn how to play a musical instrument of their choice. Music classes will explore the impact music has made to cultures through the years and students will gain an appreciation for the history of music.

Physical Education - The Physical Education program will follow the state requirements for physical education including prescribed times for engaged physical education with one required semester for middle school students. The program will include many components including team sports, health education and instruction regarding appropriate dietary habits. The primary goal of the CADMS physical education program is to provide instruction in the strands of physical education: physical literacy, responsible activity behaviors, and advocate and promote physically active lifestyles. These strands offer students the opportunity to develop and continually enhance life management skills necessary for healthy, active living. Students will not only develop the skills required for participation in physical activities, but will also develop an understanding of physical fitness, health and nutrition, and the importance of instituting positive health behaviors. Physical education courses are designed to address the needs of all students. Students will analyze the benefits of regular physical activity; learn how participation in physical activity

creates receptiveness toward persons of differing abilities; and understand that physical activity provides for challenge, and healthy competition. Students will demonstrate competency in physical education, by maintaining a level of physical fitness that enhances health. Students will obtain the knowledge and skills needed to set goals related to personal health and well being and to maintain and enjoy a healthy lifestyle. Students will develop and implement a personal wellness plan that promotes mental, physical, emotional, and social health throughout the stages of life. Physical Education/Health Education courses will include the Big Ideas:

- Cognitive Ability
- Lifetime Fitness
- Movement Competency
- Responsible Behaviors and Values
- Health Literacy: Concepts
- Health Literacy: Promotions
- Health Literacy: Responsible Behavior

Global Studies - The Global Studies program will offer students the opportunity to learn a unique language and to study world cultures. Each student will be introduced to Spanish in elementary school and continue to learn Spanish throughout middle school. The Global Studies program will allow students not only to learn a new language but also be introduced to diverse cultures around the world, in particular the cultural of the language being studied. Other appropriate courses can and will be added at the discretion of the school leader. The primary goal of the global studies program is to provide instruction in the following five areas: communication, cultures, connections, comparisons, and communities. Focusing on these five areas, students will learn to communicate in a language or in languages (other than English) through listening, speaking, reading, and writing. Students will identify themes, ideas, or viewpoints on social behaviors and/or social interactions of various cultures and will discuss these cultural differences as they participate in age-appropriate cultural activities ranging from sports to dance. With a focus on communication, students will learn to exchange information with peers orally and in writing. They will use appropriate vocabulary and cultural expressions to request additional information when a message in the target language has not been fully understood, and they will use repetition, rephrasing, and gestures effectively to assist in communicating spoken messages. Students to further develop their communication skills in front of an audience regarding various topics will conduct presentations in the foreign language. Through these presentations, students will recognize that languages have different patterns of communication and interaction. They will be prepared to use the language within and beyond the school system. World Language courses for high school credit will be offered for those students who meet prerequisite requirements.

Information and Media Literacy - We believe learning should primarily occur in a relational context; technology will be used as a tool in the school to enhance our efforts in teaching children. We believe technology is best used to reinforce classroom learning and for assessment. In addition to using technology to support learning, as is age appropriate and specified in standards, students will learn how to master use of specific technologies. All students will also be exposed to information and media literacy, which includes the information process skills (accessing, analyzing, evaluating, creating and participating with media information) used to acquire content knowledge (Center for Media Literacy, 2011). Students will develop the essential skills to actively and safely use media of all types to present thoughts, ideas, and stories and conduct research. These skills are identified in the Florida Standards and the NGSSS and include such skills as knowing the parts of a book, taking care of books in a proper manner, choosing books for enjoyment and informational needs, and learning about the library media center personnel and areas to find books

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

We recognize and welcome the fact that the freedom that we enjoy as a charter school is closely tied to an increased level of accountability for results. We will evaluate the effectiveness of the curriculum using the following measures:

- The proportion of our students who demonstrate mastery as measured by the Math and Language Arts FSA
- Performance over from the first administration and final administration of the FAIR-FS and i-Ready Diagnostic Assessments
- The performance of our students in each sub group on the state assessment
- The performance of our students in the lowest 25%
- The performance of our students relative to the performance of students in our community, city and state as measured by state and district assessments.
- The performance of our students relative to the performance of students in schools with similar demographics
- Our students' annual rate of progress relative to their own mastery and to grade level, as measured on a national normed assessment.

The Principal and Board of Directors will set annual performance goals for the school relative to these metrics; quarterly, we will formally review our progress towards them using additional sources such as:

- Teacher observations
- Parental Involvement/ surveys
- Interim Assessments/ Course Assessments
- Student Grades
- Attendance

Ultimately, the effectiveness of the CADMS Curriculum will be evaluated by the attained curriculum, primarily measured by students' performance on the Florida Standards Assessment (FSA). The School will focus on meeting and exceeding the rigorous goals outlined in Section 5 of this application, particularly those that articulate that students make annual learning gains—a year's worth of learning for each year enrolled. After looking at all data points, CADMS will use this information to continue to improve our curriculum, curriculum resources, professional development for teachers, instructional practices to meet the needs of our students and textbook decisions. Lastly, parents, teachers and students will be given the opportunity to evaluate the programs at the school each year. Parent, teacher and student surveys will serve as indicators of curriculum effectiveness.



**Championship Academy of
Distinction at Hollywood Middle
School
Part 1 – Educational Plan
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.

Low-income students are not achieving at the same levels of educational performance as their more affluent peers in suburbs. These differences in academic performance, known as the achievement gap, have serious implications for the future life opportunities of students and for our society at large. When we fail to educate all children, the outcome is predictable: third graders with poor skills become middle school students with third-grade skills, and eventually high school students without the ability to succeed in college or to compete in today’s economy. The consequences of this failure are disastrous across the board: increased poverty, crime and incarceration, and decreased productivity and quality of life. The achievement gap in education is America's most vexing social problem—the modern frontier of the civil rights movement.

- According to Teach for America, fourth graders growing up in low-income communities are already three years behind their peers in high-income communities. About 50 percent of them will not graduate from high school by the time they are 18 years old. Only one in 10 of those low-income students will graduate from college;
- According to the National Assessment of Educational Progress (NAEP), the average African American or Hispanic 12th grader has lower basic skills than the average white eighth grader.
- In 2004, African Americans were 54 percent more likely (and Hispanics were 140 percent more likely) to drop out of high school than white students;
- Our country as a whole is falling farther behind our international peers. According to the Organization for Economic Cooperation and Development (OECD), 15-year-olds in the U.S. rank 24th out of 29 industrialized countries in math performance, and 15th out of 29 countries in reading;
- On the 2007 National Assessment of Educational Progress (NAEP), low-income and minority New

York City students lagged at least 20 points below their affluent, white peers on mathematics and;

- Recent data from the Florida Department of Education regarding school grades for 2014 show continued growth in Broward County regarding the schools with both high Free and Reduced Lunch rates as well as high minority rates.

Championship Academy of Distinction Middle School firmly believes that the achievement gap can and must be closed. Our school will relentlessly focus on developing the academic and character skills necessary for every student to succeed in college and life, regardless of socio-economic background. Championship Academy of Distinction Middle School has developed clear goals that, once met, will mean the achievement gap has been closed and college success will be attainable.

Given the demographics of the students we intend to serve, we anticipate the majority of the students who enter our school may be below grade level. As a result, we believe that our goals must take a long-range perspective. We are confident that looking at our students longitudinally and through a value added model, our students' growth will be significant. During the initial years, utilizing the snapshot grading process employed by the Florida Accountability System and the fact that students will be new to our educational model, we acknowledge that our initial school grades may be less than ideal. We also believe that given adequate time and the implementation of effective instructional strategies by highly qualified staff that Championship Academy of Distinction Middle School students will meet and exceed the goals set forth not only in this document but those established by the Florida Accountability System

Therefore, the long-range academic goals Championship Academy of Distinction Middle School has set for it are:

- After five years at a Championship Academy of Distinction Middle School, 90 percent of our students will achieve proficiency in core subjects.
- Championship Academy of Distinction Middle School will strive to close the achievement gap by ensuring that the performance of its students in tested grades from low-income families is equal to or exceeds the statewide performance levels of non-low-income students in Florida. As indicated above, this in many cases requires doubling the number of students at proficiency, many of whom start from a place where they may be multiple grades behind.
- At least 90 percent of Championship Academy of Distinction Middle School students will graduate from high school within five years of starting ninth grade.

Annual Goals

At Championship Academy of Distinction Middle School, there will be a school-wide emphasis on instruction for mastery of the Florida Math and Language Arts Standards, and the Next Generation Sunshine State Standards (NGSSS). The school's educational goals will be monitored and revised, as needed. Stakeholders will be involved in reviewing data, identifying school needs, and recommending resource support. At this time, the educational goals for Championship Academy of Distinction Middle School include the following:

Goal: The School will make adequate progress with the Lowest 25% in reading and mathematics as defined by the Florida A+ Plan.

Students will demonstrate academic improvement and success by either meeting high standards or making annual learning gains as defined by the Florida A+ Plan. The meeting of high standards is defined as those students who score an achievement level of three or higher in reading, mathematics, and/or science, and 4.0 or higher in writing. Students may demonstrate a year's worth of learning on the FSA in one of three ways:

FSA Achievement Level	Improve one or more levels (e.g. from 1-2, 2-3, 3-4, 4-5)
Proficiency Maintain level	3, 4, or 5 without dropping from previous score
Developmental Scale Score	Improve more developmental scale score points than defined cut-off scores from previous year to current. <i>*One year's growth within a level 1 or 2</i> 133 points for Grade 6 110 points for Grade 7 92 points for Grade 8

Learning gains are demonstrated on the FSA when a student moves from one achievement level to a higher achievement level or maintains an achievement level of three, four, or five. Learning gains can also be achieved when a student's achievement level is a one or two and the developmental scale score demonstrates a year of growth. Students are expected to make learning gains and will be monitored annually through the FSA scores, pre-and post-assessments, and ongoing screening and assessment tools.

[After the first administration of the Florida Standards Assessments in English language arts (ELA) and Mathematics in spring of 2015, the required standard-setting process will be conducted in the summer of 2015 in order to set performance level expectations, also referred to as "cut scores." This will provide a new baseline for school grading and other accountability measures that will more accurately reflect student performance on the new standards and assessments. During the 2014-15 school year, each school district will continue to set its own performance standards for teachers using data from the new assessment, to ensure continuity with the 2013-14 evaluations within each district.

The guidelines for promotion and graduation will remain largely the same. Students entering 3rd grade in 2014-2015, who have only been taught using the Florida Standards since kindergarten, will be required to achieve a certain score on the 3rd grade ELA assessment in order to meet promotion requirements. The score will be determined in the spring, ensuring that students are appropriately identified for retention or promotion. Students not meeting these criteria may still meet promotion requirements through any one of six good cause exemptions. None of that has changed. Students entering 10th grade and/or taking Algebra 1 in 2014-2015 will be required to achieve a certain score on the respective 10th grade ELA test and the Algebra 1 assessment in order to meet graduation requirements. These students will continue to have the opportunity for retakes that all students have had before. Students who need to retake an assessment based on an FCAT 2.0 score will be able to retake the FCAT 2.0.]

The following table provides additional annual goals and evaluation instruments:

Goal	Baseline Data	Annual Improvement	Evaluation	Results
Students in grades six – eight will demonstrate grade level proficiency in Reading	At least 70% of sixth – eighth grade students will demonstrate proficiency in Reading	7% from baseline or prior year.	Florida Standards Assessment (FSA) results Florida Assessments for Instruction in Reading – Florida	Students will meet the reading proficiency target.

			Standards (FAIR-FS) i-Diagnostic Reading Assessment NWEA MAP	
Students in grades six – eight will demonstrate grade level proficiency in Mathematics	At least 70% of sixth – eighth grade students will demonstrate proficiency in Reading	7% from baseline or prior year.	Florida Standards Assessment (FSA) results i-Diagnostic Math Assessment NWEA MAP	Students will meet the math proficiency target.
Students in grade eight will demonstrate proficiency in Writing.	At least 75% of all eighth grade students will score 4.0 or higher on the FSA writing assessment	The school will show annual improvement of 1% or more in the percentage of students in eighth grade scoring 3.0 or higher.	FSA ELA Writing Assessment	Students will meet the writing proficiency standard
Students in grade eight will demonstrate proficiency in Science	At least 50% of all fifth grade students will demonstrate grade level proficiency in Science.	Science will improve consistent with or above the district levels.	FCAT 2.0 Science results	Students in grade five will demonstrate proficiency in Science.

The School understands and is dedicated to ensuring that all children have a fair, equal, and significant opportunity to obtain a high-quality education and continually strives for academic excellence on challenging State academic standards (Math and Language Art Florida Standards, and the Next Generation Sunshine State Standards) and the State academic assessment (FSA, FCAT 2.0 and EOC).

Success in meeting the above school-wide goals and objectives for year one will be measured by the following:

Year 1

The school-wide goal for year one is set with the assumption that the longer a student stays with the School, the higher the performance of the school and the student as he/she is promoted. It is the School's intention to exceed the year one goal of earning a school grade of a C or better. Goals in year two and beyond will be based on meeting or exceeding the baseline achieved in year one (or the year prior).

Academic Performance Goals - CADMS				
	Reading	Mathematics	Science	Writing
% Meeting High Standards	70%	70%	50%	80%
% of Students Making Learning Gains	60%	61%		
Adequate Progress of Lowest 25% in the School	61%	63%		
School Grade	C or above			

In addition to annual assessments, the School will conduct screenings, progress monitoring, and diagnostic assessments throughout the school year at scheduled intervals to continue documentation of student ongoing learning gains. These assessments will incorporate the FSA, Florida Assessments for Instruction in Reading (FAIR-FS), i-Ready and may include other specific competency-based assessments to evaluate the effectiveness of the curriculum and teaching methods. Other methods of assessing students' mastery of performance outcomes will include, but are not limited to, benchmark mini assessments, observations, teacher created tests and quizzes, projects, presentations, portfolios, peer-evaluation, and self-evaluations. Ongoing review of Progress Reports and Student Report Cards will also be used as tools to align data representing student progress and learning. These assessments and other ongoing means of evaluation will be used as a baseline for year one and subsequently be an integral part of continuous planning and refinement of educational goals and strategies.

Year 2: With the assumption that the school will increase enrollment in year two, the School will sustain momentum by earning a school grade of a "B" while also maintaining the academic performance goals.

Year 3: The School will maintain a grade of a "B" or above while to continue to improve in academic performance goals.

Championship Academy of Distinction Middle School also believes that in order to facilitate continuous improvement, non-academic goals are essential to the improvement process. To that end the following non-academic goals have been established and will be evaluated yearly:

Non-Academic Goal #1: Championship Academy of Distinction Middle School will maintain a 94% attendance rate over the course of the first year of operation.

Additional Information: Attendance rate will be tracked with the Student Information System (SIS) and analyzed by administration and staff monthly.

Non-Academic Goal #2: Championship Academy of Distinction Middle School will demonstrate an 85% overall satisfaction rating in an annual survey administered to parents or designated legal guardians of students attending the school during each academic year.

Additional Information: Championship Academy of Distinction Middle School will develop a short satisfaction survey addressing areas of academic achievement, school climate, safety, school culture and

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

Student Placement

The School will follow the pupil placement and promotion standards set by the Broward County Public Schools in accordance with the Florida statutory requirements and the Florida Department of Education guidelines. This includes the middle school promotion requirements of the State, as outlined within the placement and promotion standards set by the School District.

For students entering the school in grades 6-8, a report card, transcript, or other written record from the school district/school or home education program previously attended, indicating that the student has satisfactorily completed grade level work, must be submitted at the time of registration. The principal will be responsible for determining appropriate grade level placement.

Promotion

Students will be given academic grades in all subjects. Student grades will be assigned based on careful consideration of evidence of student mastery of skills including, but not limited to, performance on class work, tests, and projects. Promotion to the next grade will be based on satisfactory completion of all grade-level requirements. Student progress will be communicated to parents through interim reports, progress reports (midway through each quarter), and report cards every nine weeks. Parents will also have access to assignment grades and assessments on the Student Information System throughout the school year.

In accordance with 1003.4156 F.S., general requirements for middle school grades promotion is as follows: in order to be promoted to the 9th grade, students are required to complete three middle school or higher courses in Language Arts, Mathematics, Social Studies, Science and career and education planning (in seventh or eighth grade) as specified below.

Subject	Requirements
English / Language Arts	Passing grades in three courses of English Language Arts. English courses shall emphasize literature, composition, and technical text.
Mathematics	Passing grades in three courses of Mathematics. At least one high school level mathematics course will be offered for which students may earn high school credit. In order for students to earn a high school credit for an Algebra I course or Geometry course, the student must pass the appropriate end-of-
Social Studies	Passing grades in three Social Studies courses. One course must be at least a one-semester civics education course that a student successfully completes in accordance with 1008.22(3)(c), F.S. and that 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
Science	Passing grades in three Science courses. To earn high school credit for a Biology I course, a middle school student must pass the Biology I end-of-course assessment.
Career Education and Planning	Students must complete one course in career and education planning that must include career exploration using Florida CHOICES or a comparable cost-effective program must include educational planning using the online student advising system know as Florida Academic Counseling and Tracking for Students at the website FACTS.org and shall result in the completion of a personalized academic and career plan. The required personalized academic and career plan will inform students of high school graduation requirements, high school assessment and college entrance test requirements, Florida Bright Futures Scholarship Program requirements, state university and Florida College admission requirements, and programs through which a high school student can earn college credit, including Advanced Placement, International Baccalaureate, Advanced International Certificate, dual enrollment, career academy opportunities, and courses that lead to national industry certification.

In grades 6-8, for each year in which a student scores at Level 1 on FSA Reading, the student must be enrolled in and complete an intensive reading course the following year. Placement of Level 2 readers in either an intensive reading course or a content related area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. For each year in which a student scores at Level 1 or Level 2 on FSA Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.

(C) If the school will serve high school students, describe the methods used to determine if a student has satisfied the requirements specified in Section 1003.428, F.S., and any proposed additional requirements. Florida Statute 1003.428 outline general requirements for high school graduation.

Not applicable - While it is our eventual goal to operate a high school, the application for this school will not serve high school students. A separate application will be submitted in the future to open a high school.

(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.

Championship Academy of Distinction Middle School will be intensely data based in evaluating the effectiveness of all programs. In order to achieve that goal we will utilize multiple methods of assessment such as i-Ready diagnostics, pre and post course assessments and the baseline assessments from each of the textbook series we will utilize. It is our intentions that these assessments will be given at least quarterly so that student progress can be measured throughout the year. If the data shows that an individual student is struggling or not meeting performance expectations. The first set of assessments will be conducted during the first two weeks of school to ensure adequate baseline data and to direct the instructional program for each student.

Baseline Data

CADMS will collect baseline student achievement data from Florida's Progress Monitoring and Reporting Network, the previous year's FSA scores, pre and post assessments for each content area, Florida Assessments for Instruction in Reading (FAIR-FS), and i-Ready math and reading diagnostic assessments. This data will be used to generate the Personalized Learning Plan, which is created with all stakeholders (administration, student, and parent) compiling prior rates of academic progress in order to identify students' current strengths and areas of need to effectively target instruction.

The district will provide the School, prior to the beginning of each school year and upon request during the school year, all student performance data electronically and all cumulative records for incoming students. Teachers and other key stakeholders will have access to student performance data disaggregated by school, grade level, individual teacher, and/or individual student via the Student Information System. This information will be used to determine student placement and students' background knowledge, as well as to make informed decisions about instructional focus and strategies to best meet the needs of each student.

Personalized Learning Plans

All students will have a Personalized Learning Plan. The Personalized Learning Plan is designed to track an individual student's strengths and weaknesses and cumulative progress in attaining a year's worth of learning, at a specific grade level. The Plan's development is a collaborative effort between the teacher, parent, student, and other staff involved with the student's academic achievement.

The student's teacher will consider the following information when assessing the student's strengths and weaknesses:

- The student's academic performance prior to his/her enrollment.

- The results of any achievement testing.
- Examples of the student's work.
- A written or oral statement from the student about what they like to learn and a parent statement about how their child learns best (e.g., in a quiet place, working in groups etc.).
- Reports and observations from the student's teachers.
- Information and suggestions from the student's parents.

All CADMS students will maintain a portfolio of their work. Projects, assignments, tests and any other information that indicate mastery of specific skills will be collected in the student's portfolio as evidence of progress made. A measure of each student's rate of academic gains will be determined at the end of the year via their individual portfolio and the comparison of FSA/FCAT/ FCAT 2.0 learning gains. All teachers will be trained on the use of the Personalized Learning Plan. Administrators and teachers will compare the data within the Personalized Learning Plan with students within the county in comparable populations. Based on the instructional implications of the data, teachers will differentiate instruction to remediate any skill deficiencies and provide enrichment to extend learning for students who demonstrate mastery and school administration and curriculum specialists will use baseline data to identify professional development needs for the school and school-wide instructional goals.

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

Championship Academy of Distinction Middle School believes that assessing student performance is a continuous process and one in which essential student information is gathered. In addition to the assessments provided by the textbook series, Championship Academy of Distinction Middle School will utilize other research based data tools to assess student progress. One of the primary tools we are planning to use are the i-Ready Diagnostic Assessment in Reading and Math.

i-Ready Diagnostic - i-Ready Diagnostic is a research based adaptive diagnostic assessment system using the internet which provides three essential diagnostic elements:

- **Identifies Why Students are Struggling** - i-Ready adapts to each student, providing easier or harder questions depending on students' answers to previous questions. By adapting across grades K-12, i-Ready Diagnostic helps teachers understand the root causes behind student challenges. This is especially beneficial for providing differentiated instruction and for identifying gaps spanning back multiple years, or for determining where students are ready for further challenge. i-Ready Diagnostic assesses student performance across the key domains in reading and mathematics for grades K-12, providing a valid and reliable measure of student growth with detailed diagnostic results and individualized next steps for instruction.
- **Measures growth across a student's career** - Because the Diagnostic adapts across grades K-12, i-Ready provides a valid and reliable growth measure from year to year. Use i-Ready across the district to track yearly student progress and to optimize administrative decision making for long-term performance improvements.
- **Supporting Data Based Decision Making** - i-Ready automatically provides individualized online and teacher-led instruction targeted to each student's unique needs. In addition, easy-to-read reports provide teachers with a detailed action plan for individual and group instruction and the tools to deliver that instruction in any style of learning environment.

The following are types of assessments that will be used to determine students' progress toward goals:

Criterion Referenced Assessments

State Mandated Assessments – Students participate in the administration of the FSA and remaining FCAT assessments annually as well as the three assessment periods of the Florida Assessments for Instruction in Reading (FAIR-FS). ELL students participate in any state or district mandated assessments.

Criterion Referenced Performance Tests - Students will be assessed using CRT's that are created and based on FSA/FCAT test specifications. Administration includes both pre- and post- testing measurements administered in the areas of reading, writing, science, and mathematics. These performance tests include weekly standards assessments and any benchmark assessments.

Weekly Standards Assessments – These assessments will include some objective based questions, that are used for quick check of content material as well as essay type questions that require critical thinking and writing skills. These assessments are aligned to the curriculum maps and measure mastery of standards included in the unit.

Writing Prompts – Rubrics will be developed to align with the 6 point writing standards will be administered regularly to measure progress in the four components of effective writing. Mastery of competencies are outlined by the Florida Writes.

Teacher made tests – Assessments created by teachers to assess learning prior to teaching and then to assess after content has been presented. This may also include textbook assessments included with resource materials.

Project-Based Performance Tasks

Inquiry Based Projects - Students participate in problem solving tasks, hands-on experiments, and other inquiry-based projects described by Marzano as learning activities for Generating and Testing Hypothesis (Marzano, 2001)

Real World Application – Teachers ensure deep understanding of standards by utilizing instructional strategies such as non-linguistic representations, cooperative learning, comparisons, and other strategies that ensure students apply knowledge to real world scenarios.

Student Portfolios – Thematic Units of study with student work samples that focus on the development of reading, writing, and communication skills.

Ongoing Formative Practice Assessments

Achievement of goals and objectives in the student's Personal Learning Plan
Quarterly progress summaries
Mid-quarter reports
Journals
Teacher observations
Anecdotal records of the student's performance
Attitude inventories

Through analysis and evaluation of data, administrators, teachers, parents, and students are able to devise an academic plan for each student to achieve learning gains. As a reference, baseline achievement levels will be incorporated into each student's Personalized Learning Plans as a starting point for determining future rates of academic progress. Based on areas of mastery and deficiency, students' Personalized Learning Plans will be modified. Goals will be set for each student, skill areas will be identified, and student grouping, based upon academic needs, will be adjusted. Each student's Personalized Learning Plans will serve as the

foundation from which to measure student outcomes. The outcomes will be congruent with the Florida Standards and the Next Generation Sunshine State Standards. Students are expected, at a minimum, to achieve the benchmarks of the Florida Standards and the Next Generation Sunshine State Standards for each grade level and content area and the goals and objectives specified in their Personalized Learning Plans.

In addition to the assessments listed above the following is a list of the formal testing methods that will be used by the School as part of its plan to assess student performance.

Baseline Assessment

Baseline assessment provides all stakeholders with the information needed to identify students' strengths and weaknesses and to effectively target instruction. Baseline assessments include but are not limited to the Florida Standards Assessment (FSA), Florida Comprehensive Assessment Test (FCAT 2.0), Florida Assessments for Instruction in Reading (FAIR-FS), mathematics diagnostics, and other diagnostic assessments.

Florida Assessments for Instruction in Reading – Florida Standards (FAIR-FS)

Florida Assessments for Instruction in Reading, available to K- 12 public schools, was developed by the Florida Center for Reading Research in collaboration with Just Read, Florida! This assessment system will provide teachers screening, diagnostic, and progress monitoring information that is essential to guiding instruction.

Florida Standards Assessment (FSA), Florida Comprehensive Assessment Test (FCAT 2.0)

The FSA and FCAT 2.0 (science) is the foundation of the statewide assessment and accountability program. The FSA and FCAT 2.0 program includes assessments in reading grades 3-10, math grades 3-8, science in grades 5 and 8, and writing in grades 4, 8, and 10. Student achievement data is used to report educational status and annual progress for individual students, schools, districts, and the state. The FSA measures student performance on selected benchmarks in reading English/language arts, and mathematics as defined by the Florida Standards and Next Generation Sunshine State Standards. The FCAT 2.0 measures student performance in science. The standards articulate challenging content that Florida students are expected to know and the skill areas they are expected to perform in. The administration of the FSA/FCAT 2.0 is “summative” in nature. The results are distributed to the school and the parents and are the basis for Florida’s accountability plan - A+ Plan School Grades.

End of Course Assessments (EOC)

The Florida End-of-Course Assessments are computer-based tests designed to measure student achievement of the Florida Standards and the Next Generation Sunshine State Standards for specific middle- and high-school level courses, as outlined in their course descriptions. These assessments are part of Florida's Next Generation Strategic Plan. They were created for the purpose of increasing student achievement and improving college and career readiness. The end-of-course testing in Florida includes Algebra 1, Algebra 2, Geometry, Biology I, U.S. History and Civics.

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

Assessment data will play an integral role in the planning and developing of the educational program at Championship Academy of Distinction Middle School. As described above, numerous data points will be utilized from the Lexile Levels, i-Ready Diagnostic and curricular assessments that will allow teachers to have a comprehensive understanding of each student’s abilities and strengths within the standards. To

obtain this understanding, the school will utilize a Data Team and Professional Learning Communities that will regularly review and analyze the achievement data. Each grade level team will regularly meet as Professional Learning Communities. These groups will discuss topics presented through the ongoing professional development of the school, but will also spend time discussing the progress the students at their grade level are making, and to brainstorm ideas on how to help those students who may not be achieving the expectations.

The School Data team will meet monthly to look at the student achievement data from the entire school to identify standards that may be deficient school wide, or individual classes of students who may need additional assistance. Based on the data, the data team may recommend specific targeted interventions for students or classes. If a specific classroom seems to be struggling in trying to meet expectations, the administrative team may provide targeted interventions to that teacher, to ensure the students are receiving the instruction they need, and that the teacher is meeting expectations.

Progress Monitoring Plan (PMP)

Championship Academy of Distinction Middle School will follow the Broward County School Board Policy (6000.1 and 6000.5) for developing middle school progress monitoring plans which states:

Any student, including those with disabilities, who does not meet specific levels of performance in reading and mathematics for each grade, must be provided with additional district-approved 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, utilizing the Multi-Tiered System of Supports (MTSS)/ Response-to-Intervention (RtI) process, the teacher must 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)). Schools must progress monitor students scoring below proficiency levels on the district-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 below proficiency on the statewide, standardized assessment as per F.S. 1008.22, the following year the student must enroll in and complete a remedial reading course with a teacher who is reading certified or endorsed or a content area course with a teacher who is content area certified and reading endorsed, certified or completed a FLDOE-approved Content Area Reading Professional Development (CAR-PD) or Next Generation Content Area Reading Professional Development (NGCAR-PD) program. Remediation strategies must be 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.

Specific PMP Reading Requirements for Middle Grade Students: If a middle grade student scores below proficiency on a statewide, standardized reading and/or English language arts assessment (F. S. 1008.22), the PMP must:

1. Identify the student's specific area of deficiency in:
 - oral language
 - phonemic awareness
 - phonics
 - fluency
 - comprehension
 - vocabulary
2. Identify the areas of weakness and recommended intervention, and

3. 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 remedial 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)).

Specific PMP Mathematics Requirements for Middle Grade Students: If a student scores below proficiency on a statewide, standardized mathematics assessment (F.S. 1008.22), the student will be required to receive remediation during the following year through a PMP utilizing the district's MTSS/RtI model. Remediation may be integrated into the student's required mathematics courses.

The PMP will describe the child's specific academic difficulties and the intensive teaching practices that will be used to help the child catch up. This intensive instruction may be provided during regular school hours or through the other avenues provided by Championship Academy of Distinction Middle School as described in Section 3 such as: extended school day Saturday School and/or year end remediation. These additional strategies will be added to the regular instruction, and will be provided until the deficiency is corrected. Each student's progress will be monitored frequently. If the student has a disability, the student's individual educational plan (IEP) may serve as the PMP.

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

Keeping parents and students informed of the student's progress is paramount to building the inclusive team between the school and family to ensure student success. As such, communicating student progress will be an important part of the operation of the Championship Academy of Distinction Middle School. The first component of keeping parents informed will be the student information system that Championship Academy of Distinction Middle School will be using. As described elsewhere in this application we are currently evaluating various SIS systems to determine which system will work best with Championship Academy of Distinction Middle School and the district's computer system. Championship Academy of Distinction Elementary currently uses RenWeb as their SIS. We are strongly considering using this system in order to provide a seamless system for families who have students in both schools. Another part of the evaluation criteria we will use to select is a system is that providing parents a secure portal into the teacher's grade book for their student exists and is easy for the parent to use. This tool will assist staff in keeping parents updated by posting all grades and upcoming assignments throughout the quarter, as well as providing reports about absences, assessment results, and behavior issues. Ongoing communication, through parent workshops, conferences, and technology will be an effective way to keep parents informed and actively involved in their child's education.

Parent workshops to provide parents with information about interim assessments will be provided within the same time frame as the interim assessments (three times a year). A separate parent workshop series will be given to assist parents with FSA preparation and expectations. Students in middle grades will track their progress in their classes through independent review of the SIS data or with teacher conferences.

Conferences will be held with all parents at least twice yearly in addition to additional conferences when requested by parents. If a student is at risk of failing a class or will receive a D, teachers will be required to notify parents as soon as possible, prior to distribution of report cards in any quarter.

Student progress will be communicated to parents through interim reports, progress reports (midway through each quarter), and report cards every nine weeks. Progress Reports must be signed by parents to

keep them updated on student progress in between conferences. Interim reports will be given midway through each quarter and will be accessible online. Parents must sign and return interim reports for students who are having difficulty in any of their courses including, but not limited to; failing grade for the course/subject, a drop of two or more letter grades, unacceptable behaviors, failure to complete assignments, and/or excessive absences.

Appropriate measures for improvement will be communicated and implemented for students not making adequate progress toward mastery of grade level knowledge, content, and skills. The parent will be advised during a conference if concerns are evident and remedial strategies will be communicated through the PMP. Parents will sign the PMP and acknowledge that they will work together to assist in reaching the goal of grade-level mastery. Assessment and classroom performance will be shared with parents and evidenced by parental contact logs to document teacher/parent conversations and conferences.



**Championship Academy of
Distinction at Hollywood
Middle School
Part 1 – Educational Plan
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.

Championship Academy of Distinction Middle School intends to 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.

(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.

Championship Academy of Distinction Middle School will not discriminate against any student on the basis of their special education status, or any other legally protected class and welcomes all students at all instructional levels. As such, students with disabilities will have an equal opportunity of being selected for enrollment within the school. To ensure that all students have an equal chance of being accepted specific policies will be adopted by the Governing Board regarding the enrollment process, including a lottery procedure as described in section 13 of this application. The lottery process will be conducted by an independent third party (such as an accounting firm). Championship Academy of Distinction Middle School will provide the firm with a list of students and pertinent information regarding students who have enrollment preferences (as are allowed by Florida Statute 1002.33(10) and described in section 13). No information will be provided to the third party regarding the ESE eligibility ensuring no chance of discrimination against those students who have disabilities. The third party shall conduct the lottery and return to the school a list of accepted students along with a rank-ordered waiting list.

For impairment disabilities such as vision, speech, deaf and hard of hearing, occupational therapy, etc., Championship Academy of Distinction Middle School will contract with outside agencies to provide certified individuals to administer direct services, assessments and progress monitoring for these students. Progress monitoring of each student's IEP will be case managed by a certified ESE staff member of Championship Academy of Distinction Middle School through collaboration with the contracted service provider.

All marketing materials will state the following:

1. Tuition Free
2. Charter Public School
3. Accommodates students with “exceptionalities”, “disability”, and “limited English Language Proficient”

(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.

Championship Academy of Distinction Middle School will provide a Free and Appropriate Public Education (FAPE) to all students with disabilities in accordance with all state and federal special education guidelines and regulations as provided in the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. The School will implement the same identification, evaluation, placement, and due process procedures as other traditional schools in Broward County Public Schools. The School will utilize a service delivery model of inclusion for students with disabilities and will work with the district to determine the proper placement for students with disabilities within the full continuum of services offered by the Broward County Public Schools. The School is aware of and will implement the Broward County Public Schools ESE Policies and Procedures Manual in working with all ESE students.

The School will ensure to the maximum extent appropriate, students with disabilities will be educated in the least restrictive environment. The IEP team will determine the least restrictive environment, which also will include the services and supports needed for the student with a disability. The IEP team will determine the educational placement for the student with a disability and this placement decision will be based on the student’s IEP.

Championship Academy of Distinction Middle School will accept all students who apply to Championship Academy of Distinction Middle School and who are properly chosen through the lottery system. The lottery system will be setup in such a way that will not allow for the prioritization or de-prioritization of individual students, and will be independent of the student’s status as having special needs. We believe that the academic focus of our school will allow us to instill within all students the academic necessary to enable them to enter and graduate from an institution of higher education and to ensure that they are career ready.

Championship Academy of Distinction Middle School will request ESE administrative support services from the Broward County Public Schools as described in Florida Statute 1002.33(20) through the provision of a staffing specialist and a school psychologist to support IEP meetings, and access for school staff to training opportunities sponsored by the district. We anticipate that specific administrative services will be negotiated through the charter contract process. Championship Academy of Distinction Middle School plans to work closely with the Broward County Schools’ Certified Educational Diagnostician assigned to our school to ensure compliance with applicable state and federal guidelines regarding ESE services. We acknowledge that Broward County Schools will serve as the Local Education Agency (LEA), and that we will do everything possible to support the district in that role.

CADMS agrees that to the extent possible, students with disabilities will be educated in the least restrictive environment possible. The IEP team will determine the best educational placement for the student and the services and supports necessary to serve the student with a disability and that this placement will be based on the student’s IEP. We acknowledge that the decision of the IEP team will be binding upon both the School

and Sponsor, except to the extent it can be appealed using the due process procedures under federal and state law.

Exceptional Education students must be afforded the same opportunities as their non-disabled peers. Exceptional Education students shall be provided with programs implemented in accordance with federal, state, and local policies and procedures; and specifically, the Individuals with Disabilities in Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, sections 1000.05 of the Florida statutes, and Chapter 6A-a of the Florida Administrative Code. This includes, but is not limited to:

- A non-discriminatory policy regarding identification, location, evaluation, and selection
- Free and Appropriate Public Education (FAPE) in the Least Restrictive
- Environment (LRE)
- Individual Education Plans (IEP"s) to include IEP meetings with parents and the IEP Multidisciplinary Team
- Section 504 plan

Exceptional Education Eligibility

All students, including Exceptional Education students, fall into levels of instruction. Level 1 instruction involves high quality, instructional supports which are provided to all students. Level 2 instruction targets at-risk students and provides targeted, small group interventions within a general education classroom setting. Level 3 and Level 4 instruction requires individualized intervention plans aimed at increasing academic engagement, increasing learning, and eliminating learning obstacles. Students in Level 3 or Level 4 may be future Exceptional Education students.

A complete, comprehensive evaluation is conducted to determine eligibility. Championship Academy of Distinction Middle School has an in-house assessment tool, K-Bit, that will be utilized prior to the referral for formal evaluation. The K-BIT will be used as an assessment prior to referring students for testing at the district level. The data from this assessment will be used to substantiate a formal referral. As noted in Florida Statute 1003.57, a student may not be given special instruction or services as an exceptional student until after the student has been properly evaluated, classified and placed in the manner prescribe by the rules of the State Board of Education. The parent of a student evaluated, placed or denied placement in a special education program shall be notified of all information pertaining to the evaluation and placement process. If a student is not making adequate progress, a student support team (SST) or IEP Team may be established. This team consists of teachers, guidance counselors, specialists, administrators, the LEA representative, and the parents. The goals of the team are to: request assistance, review information, and collect data, preview, meet, implement, monitor, and review. Implementing necessary interventions are critical and are required prior to referral in accordance with Rule 6A-6.0331. Interventions should be:

- Aimed at student success
- Address specific skill deficits
- Specific to current functioning
- Measurable and observable

In addition, interventions must be made with fidelity. Meaning, the interventions that are established must be carried out consistently over a specific time allotment. It is not acceptable for an intervention to be discontinued because it was ineffective on the first trial. The critical component of the SST process is the student's response to the interventions (RtI). After sufficient time, the SST will meet to discuss the student's response. If it is agreed the student is progressing, the implementation of additional strategies and monitoring will continue. If progress is not being made, the SST may decide to revise strategies or implement new interventions. Again, these interventions must be carried out with fidelity. Then, if the student is still not making progress, the SST may consider a formal evaluation to be conducted. The Broward County Public Schools ESE Policies and Procedures Manual outlines the members of the team that must be involved in making the determination regarding whether a student demonstrates a need for specially

designed instruction and related services and meet the eligibility criteria. This group includes but is not limited to, all of the following:

- The student's parents or guardians;
- The student's general education teacher; if the student does not have a general education teacher, a general education teacher qualified to teach a student of his/her chronological age;
- At least one person qualified to conduct and interpret individual diagnostic examinations of students, including, but not limited to, a school psychologist, speech/language pathologist, or reading specialist; and,
- The district administrator of exceptional student education or designee.

The School understands that tests of intellectual functioning must be administered and interpreted by a certified school psychologist or professional licensed under Chapter 490, F.S. The formal evaluation may not be conducted without parental consent. In addition, parents must be given the procedural safeguards for students with disabilities in the parents' native language. The forms are revised and provided by the school district. The procedural safeguards are given in order to notify, to make aware, and/or offer consent of individually administered evaluation/reevaluation by the district; any meeting scheduled to discuss eligibility or placement; any time a due process hearing is filed; announcements of all IEP meetings; all meetings to discuss transition planning; all dismissal meetings; and any time there may be a doubt or question regarding a procedural policy. If the procedural safeguards are not in the parents' native language, the information must be translated orally or in a manner the parent will understand by the school district. School personnel must be sure the parents have received the safeguards and understand all information.

The IEP Team will also collect written documentation that this requirement has been met. These safeguards are in place to help the parents of students with disabilities to understand the rights that accompany programs for students with disabilities. Federal and state laws regarding the protection of both the rights of the students and the rights of the parents may be, but are not limited to the protection of rights related to notice, consent, administering an independent evaluation, records, hearings, and appeals.

Additionally, parents may examine all of the records concerning their children, receive explanations and interpretations of the educational records, receive copies of the records, and/or receive a copy of the evaluation report and any other documentation used to determine a student's eligibility for an exceptional student education program or used for assessment purposes. Once the formal evaluation has been completed, the IEP team reconvenes to address the results. The team will now consider if the student is eligible for exceptional student education. Placement for the student will be in the least restrictive environment. The IEP Team will:

- Make placement decisions and ensure that the individual instructional needs of the exceptional student are reflected in the student's IEP
- Review placement decisions annually at the IEP review meeting
- Ensure accurate placement occurs for the student based on that student's IEP and Free and Appropriate Public Education guidelines
- Review and evaluate cumulative folders of all students coming from another state to determine their eligibility status for exceptional student educational services. Services will be provided through contracts with an appropriate agency if necessary or a School staff member will be employed having the appropriate certificate in that exceptionality.

If the student meets the eligibility criteria, an IEP is created. The IEP outlines the student's priority educational needs. Measurable goals are designed to target specific skills needed. These goals must be reviewed and parents must be informed of the student's progress. Notification must align with any progress notification of the student's non-disabled peers. For example, if progress reports are being sent home for every student, the IEP goals should also be sent at that time. If a student enters the school with an IEP from

another county or state, the student is temporarily placed into exceptional student education. However, the entire SST process must be followed to determine eligibility. The IEP may be reviewed at any time in order to write new goals if the student reached mastery. It is required by law to at least meet annually to revise and update the IEP. It is also required every three years to conduct a meeting to determine if a re-evaluation or further testing is needed. The school district also sends monthly reports to the school to make sure the school is accountable and in compliance with all IEP's.

Exceptional Education students should have instruction driven by their needs as designated on the IEP. Therefore, the school will utilize the educational model that is appropriate for each student. It is anticipated that an inclusion model in each classroom will educate the majority of students with disabilities in the least restrictive environment. An inclusion model will address the individual needs of each student by differentiating instruction through co teaching, collaboration, and consultation.

The school will comply with Section 504 of the Rehabilitation Act of 1973 that states no person with a disability can be excluded from or denied benefits or access to any program receiving federal financial assistance. If it is determined that a student is disabled under Section 504, the school must develop and implement the delivery of services and/or accommodations in the least restrictive environment. The determination of what services and accommodations are needed must be made by a group of people knowledgeable of the student. This team may resemble that of the SST consisting of classroom teachers, specialists, administrators, and the LEA representative. An appropriate accommodation for an eligible student may consist of education in general classes with an accommodation such as additional time to meet the student's needs.

Accountability

All Championship Academy of Distinction Middle School students will participate in assessment procedures for students with disabilities. Appropriate accommodations will be in place based on the individual needs of each student to afford an accurate assessment.

The FSA/FCAT 2.0/ Florida End of Course (EOC) are used to measure the achievement of students on the LAFS/MAFS/Next Generation Sunshine State Standards (NGSSS). The Florida Alternate Assessment (FAA) is used to measure the progress of a student with significant disabilities who are working on the NGSSS Access Points. The results from the FSA/FCAT 2.0 /FAA are used to assess progress toward the goal of all students reaching proficiency in reading, writing, mathematics, and science as required by the Federal Elementary and Secondary Education Act (ESEA); also referred to as No Child Left Behind (NCLB). Students with disabilities are required to participate in state and district assessments for accountability purposes. The ESEA and the Individuals with Disabilities Act (IDEA) requires that students with disabilities participate in the statewide testing program and be offered appropriate accommodations in instruction and assessments. All determinations regarding participation in the statewide assessment program and need for accommodations must be documented in the students' IEP or Section 504 Plan.

The School is aware that a student with a disability may be allowed an exemption from participating in the FSA/FCAT 2.0/ or FAA due to extraordinary circumstances. The extraordinary circumstances are defined as events or conditions that prevent the student from physically demonstrating mastery of skills that have been learned and are assessed by this test. The conditions do not include provisions that are solely the result of learning, emotional, behavioral, or significant cognitive disabilities or the receipt of services through the hospitalized or homebound programs. This special exemption is authorized in Rule 6A-1.0943(5), FAC. The district superintendent is required to submit a request for consideration of a special exemption for an Exceptional Students to the Commissioner of Education at least 30 days before the test administration. The request must include documentation of the student's disabling condition with evidence that the disability prevents the student from responding to the assessment even with allowable accommodations. This request must be submitted annually.

Assessments

It is imperative that the parent(s) be afforded the right to understand the purpose of each assessment and the skills being assessed on state and school level assessments. Parents will understand that school personnel will determine how the results of the assessment shall be reported and how, when, and where the performances of the student will be assessed. The parent(s), teachers, and administrators must agree upon the desired goals and outcomes, for each student with a disability to ensure that the progress of the student will be assessed appropriately. Specific standards may need to be assessed by using alternate assessment procedures. The parent(s), teachers, and administrators must agree on this matter as well. If all of the standards cannot be addressed in one academic year, the parent(s) must understand that the assessments that have been conducted within the academic year are accurate reflections of what the child knows and can accomplish. Parent(s) will understand that assessments designed specifically for the individual needs of a student will be assessed and reported individually with explanations of modifications or accommodations made or required. Results may be reported to the parent(s) in a report card. School improvement reports may reflect the number of students being assessed alternatively. This information can then be reported to the community. As of July 1, 2000, the number of students being assessed using alternate assessment procedures is required to be reported to the Florida Department of Education for reporting to the U.S. Department of Education. If a student should need multiple specialized plans, such as Progress Monitoring Plans, Individual ELL Student Plans, Educational Plans for Gifted Students, or Individual Education Plans for Students with Disabilities, members of committees will overlap so that communication among members and alignment of plans can be ensured.

ESE Instructional Delivery Model

The School will utilize a delivery model of inclusion for students with disabilities in order to support them in the least restrictive environment. The School believes that it is very important that each student has the opportunity to learn and grow within his or her community so that they will be productive citizens upon graduation from the School. The School will employ or contract with the necessary personnel to provide Speech and Language services, Occupational Therapy and Physical Therapy as required by the IEP. In providing for the educational needs of the exceptional student, the School Principal, the ESE teacher and the general education teacher will utilize the regular school facilities, which are physically designed and adapted to meet the needs of exceptional students as required by the Americans with Disabilities Act (ADA) and IDEA. The School will work collaboratively with the district to determine the least restrictive environment and proper placement within the full continuum of services offered by the district.

Once a student has completed the registration process and there is an indication that the student has a current Individual Educational Plan (IEP), the district's Exceptional Student Education (ESE) staffing specialist assigned to the School will be notified. The parents of a student with a current IEP will be invited to attend a meeting with the School staff, the School District staffing specialist or other assigned ESE representative to discuss the type and degree of services required to meet the needs of the students. A recommendation will be made as to how the required services may be reasonably delivered to the student within the School and/or the district. It is vital that the School and the district review specific services that may be required for individual students in order to ensure that they are placed in the most appropriate educational setting. The number of ESE certified teachers would depend on the student population of the school. This will be routinely reviewed once enrollment begins continuing for the duration of the school. For budget purposes, it has been allocated for one ESE certified teacher to be initially hired.

The School will also comply with Section 504 of the Rehabilitation Act of 1973 that states that no person with a disability can be excluded from or denied benefits of any program receiving federal financial assistance. A person is disabled within the definition of Section 504 if he or she has a mental or physical impairment, which substantially limits one or more of a person's major life activities. Section 504 requires that a school evaluate "any person who, because of a disability, needs or is believed to need special education or related services." If it is determined that a student is disabled under Section 504, the school

must develop and implement the delivery of needed services and/or accommodations. The determination of what services and/or accommodations are needed must be made by a group of people knowledgeable about the student. An appropriate accommodation for an eligible student may consist of education in general classes with accommodations and program design to meet the student's needs.

As mandated by IDEA and state rules and regulations, the IEP Team will identify students with disabilities attending the charter school and will develop and have in place prior to a student with a disability entering ninth grade or by age 16, whichever comes first, the transition component of the IEP.

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

The regular school facility will be accessible to the needs of exceptional students to the maximum extent appropriate. Physical access to the School will include a barrier-free environment, as required by law. The Championship Academy of Distinction Middle School building will be in compliance with the accessibility standards included in the Americans with Disabilities Act (ADA) that specify requirements for facilities, such as exterior routes, entries into buildings and rooms, alarms, drinking fountains, and restrooms. Students will be able to use all parts of the building, including classrooms, restrooms, cafeteria, and media center and access rooms or spaces on the school grounds.

Supplementary aids and services will be determined by each student's IEP team and provided to each eligible student to enable the child:

- a. To advance appropriately toward attaining the annual goals stated on the IEP;
- b. To be involved in and make progress in the general education curriculum;
- c. To participate in extracurricular and other nonacademic activities; and
- d. To be educated and participate with other children with disabilities and nondisabled children.

Supplementary aids and services may include, but are not limited to:

- a. Assistive technology such as a word processor, computer, word prediction software, or a portable note-taking device;
- b. Environmental adaptations such as preferential seating, specialized lighting, or acoustical treatments to minimize noise;
- c. Specialized instructional strategies such as graphic organizers, alternate presentation of content or response, or planning guides;
- d. Peer supports such as pairing a student with a disability with a same age classmate who does not have a disability in order to provide reciprocal benefits to students through peer modeling; relationship building; academic support; and expanded opportunities to socialize, communicate, and demonstrate learning competencies;
- e. Curricular adaptations or modifications such as clarification of key concepts or balancing teacher- assigned and student-selected tasks; and
- f. Collaborative teaching between the general education and ESE teachers.

Through the selection of curricular materials to be used at the school, materials will be selected that offer a significant amount of supplemental and support materials for students who are behind grade level, which can also be used for students with ESE needs. In addition, school staff will ensure that all accommodations on the student's IEP will be implemented.

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

Championship Academy of Distinction Middle School will be accountable for ensuring that the needs of ESE students are met and that the services provided are effective. The school's effectiveness in serving ESE students will be evaluated in a number of ways including, but not limited to:

- Student mastery of goals on the IEP
- Student academic progress and proficiency in the core academic content areas

The progress of ESE students will be reviewed and monitored in the same way as their non-disabled peers with the addition of regular review of progress towards the goals on each student's IEP. Students with disabilities will participate in the same assessments as non-disabled peers with appropriate accommodations.

To support continuous improvement for the School and all students, Championship Academy of Distinction Middle School will disaggregate available data for review on a regular basis. This information will be documented and used as a planning tool for improving teaching and learning. Teachers and administration will regularly assess and monitor individual student academic growth and learning gains to empower students and provide timely feedback concerning academic performance. Teachers and administrators will work in teams to analyze whole group data, address overall trends, and review the instructional focus. Teachers will coordinate to disaggregate data, determine the direction that needs to be taken with instruction using their curriculum maps as guides, and inform parents as to academic progress. The results of data reviews will also allow teachers to see where instruction has been effective and where gaps exist, leading to adjustments in instructional delivery.

The use of assessment data, including results of screenings, progress monitoring, and diagnostic tests along with classroom observations, pre-and post-tests, and teacher created tests, will be used to recognize each student's ability to have mastered an identified benchmark or process skill in the core- content areas. Using data to drive instruction and analysis to determine effectiveness of instructional delivery will foster continuous school improvement.

CADMS's effectiveness in serving ESE students will be evaluated based on each student's success in meeting the goals on his/her IEP and academic performance. It is important to note that ESE and gifted students will be progress monitored on an ongoing basis along with their nondisabled and non-gifted peers. Each course's curriculum is designed to include periodic assessments to determine student mastery. Students who do not demonstrate master will receive additional support from the ESE teacher. The ESE teacher will collaborate with the classroom teacher to provide accommodations for the student, as stipulated in the IEP and in the areas identified in the curriculum and/or pace of delivery within the general learning environment, or may provide additional supports through specialized pullout programs, if identified on the student's IEP. All classroom teachers will receive training regarding the modifications and accommodations included in the student's IEP, as well as support staff needed to address the identified goals. CADMS will evaluate its effectiveness in serving exceptional education students on a regular basis through the following reviews:

- Quarterly updates and record keeping of each student's IEP goal progress and attainment on the appropriate document insert within the IEP
- Annual or more frequent IEP meetings with parents/guardians and/or adult students
- Analysis of the number of Students with Disabilities who meet graduation requirements for standard diploma each year
- Annual compliance review meetings conducted by CADMS Academy

- Annual feedback from students, parents, and staff on the School Climate Survey
- Annual feedback on the Florida Department of Education (FLDOE) survey for parents or guardians of students with disabilities, when applicable
- Results of school, state, and national assessments (FSA, FAIR-FS, FCAT, SAT/ACT)

CADMS will also evaluate its effectiveness in serving exceptional education students by analyzing student achievement data on the following assessments in an effort to address deficiencies and apply instructional strategies to raise student performance:

- FAIR -FS
- End of Semester Exams
- End-of-course exams
- Course grades in the core academic areas.
- FSA Assessment Data and other standardized test data (as described in section 5)
- Baseline and growth performance in reading, writing and mathematics
- Teacher observation and evaluation of individual student progress

These regular status reports and evaluations will indicate whether the measurable goals and objectives for ESE students are being met at the same rate as those for general education students. Where students with disabilities are included in general education classes, it may be necessary to clarify by providing an explanation of the grading criteria and an explanation regarding the necessary curriculum modification on the IEP.

Evaluation of the effectiveness of the ESE program will also occur through the participation of all teachers in professional development regarding IEP's and additional aspects of the ESE program. Special Meetings and a separate Open House will be held for parents to introduce them to the school and to all classroom teachers. This will give families the opportunity to become acquainted with aspects of the school that their student participates in on a daily basis.

The school will use student quarterly progress reports to determine effectiveness of its ESE program. The school will accommodate all provisions of IEP's to advance the successful attainment of goals for students. If the students are successful, the school is successful. Student Study Teams (SST) data reviews inform placement decisions, but may also serve to educate teachers and administrators of student progress toward their measurable goals, and make revisions to instruction as needed. Evaluating the success of goal-attainment through IEPs will provide documentation of how successful the school is in educating its ESE population.

To support continuous improvement for the school and all students, CADMS will disaggregate the various data points discussed previously for review on a regular basis. This information will be documented and used as a planning tool for improving teaching and learning. Teachers and administrators will work in teams to analyze data, address overall trends, and review the instructional focus. Teachers will collaborate to disaggregate data, determine the direction that needs to be taken with instruction using their curriculum maps as guides, and inform parents as to academic progress. The results of data reviews will also allow teachers to see where instruction has been effective and where gaps exist, leading to adjustments in instructional delivery. Parents have access to student's academic information through the school's student information system and will be asked to provide input into the ESE program through regular survey opportunities.

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

The entire curriculum design of Championship Academy of Distinction Middle School is based around taking a student where they are when they enter are school and preparing them for a successful college and career. Championship Academy of Distinction Middle school will support through the curriculum and services any

exceptional students who enter the school below grade level. The expectation for all students is that they will be engaged in and benefit from the curriculum. We are beginning with the assumption that some of our students will be below grade level when they enter our school, and as such the selection of our curricular materials and the design of our curriculum will be based on the assumption that we will have students who will need intensive remediation to be brought up to and beyond grade level expectations. Using the six elements described within the curriculum design section of this application, we believe we will be able to provide the supports and aids that exceptional students will need. In addition to the multi-tiered student supports (which will include flexible grouping, extended school day, double periods of language arts and math, daily academic support classrooms, year-end remediation and the monthly Saturday academies), students who qualify for ESE services will also have the support of the ESE specialist based on the needs identified within the student's IEP. The in-classroom supports along with the problem-solving analysis used as part of the Multi-Tiered System of Supports described in Section 4 provides numerous opportunities for support and assistance to students who may be struggling. In addition, after-school tutoring and online intervention tools will help students who need beyond what can be offered during the school day.

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

In order to determine our projections in regard to the student population, we looked at the Florida Department of Education data regarding the ESE prevalence in the county. The chart below summarizes the data. Using the available data, we are able to make projections regarding the demographics of the students who will be applying at Championship Academy of Distinction Middle School. In addition to the available data, we have applied a few general assumptions in developing our projections. We believe that as students progress through our program we will be able to successfully dismiss students from special education services as a result of the intensive support services that we will provide students as part of our typical curriculum. Additionally, we are assuming that given area we will be working in, the ESE prevalence at Championship Academy of Distinction Middle School will be slightly higher than the district average; however we left the percentages slightly less in order to budget conservatively with the initial budget. With these assumptions in place we believe we can estimate approximately 12% of our student population will be ESE students during the first year.

Detailed ESE Estimates

	Year 1	Year 2	Year 3	Year 4	Year 5
6th Grade	10	12	12	15	15
7th Grade	7	10	12	12	15
8th Grade	7	7	10	12	12
Total ESE Enrollment	24	29	34	39	42

In addition, we also estimate that we will have students who qualify for gifted services. We assume that our gifted population will be slightly lower than the district average. We are estimating that we will have approximately 3 students initially who will qualify as gifted students.

Detailed Gifted Estimates

	Year 1	Year 2	Year 3	Year 4	Year 5
6th Grade	1	1	1	1	1
7th Grade	1	1	1	1	1
8th Grade	1	1	1	1	1
Total ESE Enrollment	3	3	3	3	3

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

Based on our initial assumptions, we believe that we will be able to staff our ESE department with one full-time highly qualified, certified ESE instructor. This individual will work with the Principal to divide up the responsibilities between direct services and case management to ensure proper services to the students. However, we are cognizant of the fact that this staffing plan may need to change as we learn more about the specific students who apply to our school. For example, we believe that the maximum caseload need per teacher should be approximately 30 students per ESE teacher. However, if the students who apply require more direct services, this ratio will need to be reduced, requiring additional ESE staff. The Principal will work with the ESE staff to determine the appropriate ratios based on the current student needs, and then work with the Board of Directors to ensure the budget properly reflects the necessary staffing resources to meet the needs of the ESE department. Our staffing plan also includes among its staff teachers who are certified/endorsed to teach gifted and talented

As indicated earlier, Championship Academy of Distinction Middle School intends to contract with a vendor to provide some specific direct services, such as speech therapy, language therapy, occupational therapy, physical therapy, etc. The use of these contracted vendors will help to reduce the direct services our ESE staff will need to provide. However, Championship Academy of Distinction Middle School ESE staff will still case manage these students.

Championship Academy of Distinction will provide a comprehensive professional development program for teachers, but the school will also participate in the necessary training provided by the district on the topics of data systems, compliance, reporting, and implementation of necessary Exceptional Student Education services. The School will also participate in the district meetings for Exceptional Student Education services to foster clear communication and implementation of necessary services. Ongoing professional development, either within the district or by outside consultants, for the implementation of RtI will be provided for the continuous improvement of interventions with students.

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

Students who are gifted also fall under the umbrella of Exceptional Student Education in Florida. Any teacher or parent may refer a student for evaluation for gifted services. Parental consent will be obtained and procedural safeguards will be provided and adhered to. After a formal evaluation has been conducted, a multidisciplinary team will meet to determine eligibility. Eligibility criteria are determined by the state.

If a student is deemed eligible for gifted services, the multidisciplinary team will develop an Education Plan (EP). The EP will prescribe the services that will be provided to the student along with a statement regarding why the student is in need of services. Delivery of services may range from a variety of modalities such as inclusion, co teaching, support facilitation, learning labs, and consultation. The EP will also include:

- Present levels of educational performance
- Measurable Goals and Benchmarks or Short Term Objectives
- A description of the specially designed instruction to be provided
- A description of how progress will be measured and how the parent will be informed of the student's progress
- Initiation, duration, frequency, and location of services

Services for students who are gifted will be aligned with Florida's Frameworks for K -12 Gifted Learners, which provides guidelines for supporting a challenging and rigorous curriculum that enhances the state standards. The goals of the Frameworks are defined by expected outcomes for gifted students. Each goal specifies the mastery expected by the time the student graduates.

Some of the instructional strategies that may be used with gifted students at Championship Academy of Distinction Middle School include but are not limited to:

- Curriculum Compacting – to provide curriculum that is adapted to the learning needs, rates, and interests of students
- Flexible Grouping - A method of splitting students into groups for class activities based on specific goals, interests, and learning needs, rather than grouping the students by ability.
- Research and Independent Study
- Content Acceleration - the practice of presenting curriculum content earlier or at a quicker pace.

Enrichment can also be provided to gifted students through the following instructional strategies:

- Independent Learning Centers - Areas arranged by teachers (usually within the classroom) in which materials are provided so that individuals or very small groups can explore a topic without direct instruction from the teacher.
- Hands-on Problem-Based Learning – Allows students the opportunity to solve authentic problem situations.
- Open-Ended Tasks - Students guide activities in various directions and receive diverse outcomes.
- Service Learning/Enrichment Clusters – Students combine learning with service to the community.

Depending on the number of students to be served, gifted services will be provided through one or more of the following delivery models:

- Gifted Program through the content areas (6–8) / Gifted Courses - The school will offer gifted content area courses and/or state-approved high school elective courses. All of the students in the gifted course will be eligible for gifted services. Teachers of gifted students will be certified in the appropriate content field endorsed to teach gifted or on an approved waiver to complete the gifted endorsement and do so within three years. Given the small numbers of gifted students in the initial years, we have not included these courses throughout this application, but will add them as necessary based on the needs of the study body as we grow.
- Consultation Model: Gifted Services - Some Gifted students who choose not to enroll in the gifted courses (due to scheduling conflicts or other issues) will be provided service through the consultation model. Teachers of the gifted meet regularly with the gifted consultation model student to discuss their progress and set realistic goals. The teacher of the gifted may also contact the administrator, counselors, general education teacher(s), social worker, parent, and/or the respective students, if he/she deems appropriate, to discuss and/or monitor instructional alternatives designed to ensure that the gifted students achieve successful accomplishment of gifted goals in their courses. In addition the teacher of the gifted student will maintain a monitoring log to document meetings with and about the student's progress. Gifted students are not assigned to a gifted course, rather receive consultation services from a teacher who is endorsed to teach gifted or on an approved waiver to complete the gifted endorsement.

Championship Academy of Distinction Middle School staff will include highly qualified teachers who hold gifted certification or endorsement. The staff will also participate in professional development opportunities with the state and school district so that all required guidelines and procedures are implemented with fidelity.

The School is committed to ensuring the academic growth of all students, including students who are gifted. It is expected that students who are gifted will reach mastery of their individual goals and mastery of the general curriculum, displaying both personal and academic growth. The gifted program will be evaluated through the analysis of data collected. The FSA/FCAT2.0, i-Ready diagnostic benchmarking, and classroom assessment records will be reviewed to determine area in which gifted students need more challenging levels of instruction and enrichment. We will also collect the enrollment information and test data of the elementary students from CADCS who are identified as gifted.

For middle schools gifted students, tracking enrollment and successful completion of high school math and foreign language classes while still in middle school will also be used as a measure of effectiveness. This data will be used to revise our instruction and curriculum in order to continue to motivate, challenge and prepare our gifted students.



**Championship Academy of
Distinction at Hollywood
Middle School
Part 1 – Educational Plan
Section 7**

English Language Learners

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

The goal of the ESOL Program will be to ensure that all students entering Championship Academy of Distinction Middle School with varying levels of limited English proficiency will receive comparable and comprehensible instruction. It is also our goal to prepare bilingual, bi-literate and bicultural students to be successful members of their community. We will provide instruction that will help ELL students to develop communicative and academic skills necessary for meeting national, state and district educational standards. Students in the ESOL program will be required to have the same instructional time as non-ELL students for Language Arts / Reading. The School will follow the Broward County Schools District ELL Plan (July 2013) and will align with all state and federal guidelines related to the ESOL program.

Based upon Florida Statutes (1003.56) the school will identify ELL students as:

- An individual who was not born in the United States or whose native language is a language other than English;
- An individual who comes from a home environment where a language other than English is spoken in the home; or
- An individual who is an American Indian or Alaskan native who comes from an environment where a language other than English has had a significant impact on his or her level of English Language proficiency.

Enrollment Procedures

Upon admitting a new student a review of that student's records will occur. If the district has not already done so, the student's family will be required to complete a Home Language Survey (HLS). It is Championship Academy of Distinction Middle School's intention to use the District's forms for consistency with the Home Language Survey. If a parent indicates **yes** to any of the qualifying questions on the Home Language Survey, the student will be assessed within 20 days of registration using the following assessment for listening and speaking Proficiency as outlined in the District ELL Plan:

Listening and Speaking Proficiency Assessment - IDEA Oral Language Proficiency Test II (IPT) Form E

If the student scores proficient on the Listening and Speaking Assessment they may be interviewed informally. The School may request that the Reading and Writing Assessment be administered to students who have been identified through the Listening and Speaking Proficiency Assessment as fluent in English. The School will use the Broward Schools Request form to request the Reading and Writing Assessment. All assessments will be administered in accordance with the requirements of the district's ELL plan, by either an ESOL endorsed teacher at the school or by district staff if that is preferred by the district. If the assessment is delayed beyond the twenty-day period, the assessment can be extended to an additional 20 days if notification is provided to the parents in writing in the family's native language.

Assessment Procedures

The ESOL teacher or the Bilingual Paraprofessional will test the students, grade the assessments and record all assessment data. If the assessments indicate that the student is eligible for ELL services, Championship Academy of Distinction Middle School will ensure that the student receives comprehensive instruction that complies with Federal, State and District requirements. Students classified, as ELL will be provided with an appropriate ESOL program to meet the needs of the individual student. Students will receive instruction that is research-based and designed to help students develop the communicative and academic skills necessary to meet national, state and district standards. Parents will be notified of the student's placement by a letter written in the family's native language. The result of the test to determine placement will be entered on TERMS and within 24 hours, a letter informing the parents of the placement will be generated through ELLEVATION.

Championship Academy of Distinction Middle School will implement an ELL Committee (as outlined in the District ELL Plan (July, 2013) whose main function will be to resolve any issue that affects the instructional program of an ELL student. The committee will consist of an administrator, ESOL teacher, ESE teacher, General Education Teacher, Parent, and anyone else who is concerned with the student's ELL Plan. The ESE teacher is applicable only if the ELL is already under the ESE program, dual – ESOL and ESE. The ESOL Contact is a very important member of the ELL Committee. There should be at least 4 members with or without the parents who are invited to attend. The parent(s)/guardian(s) are invited to attend the ELL Committee meeting and the school will keep a copy of parent's/guardian's invitation letter in the ELL student folder. The school's Principal will take whatever action is necessary to ensure that the parent(s)/guardian(s) understands the proceedings of the meeting, which may include arranging for an interpreter for parent(s)/guardian(s) whose home language is other than English.

The ELL Committee is convened to determine whether a student with inconsistent test data should be considered for placement in the ESOL program. The meeting will be conducted using the newly introduced ELLEVATION procedure. The ELL Committee takes into consideration at least two of the following criteria in addition to the results of the IPI and the K-TEA. If the student scores an equivalent to FES (Fluent English Speaker-C1), the school will request the district to administer K-TEA. These criteria must be documented in the students ELLSEP folder.

1. The extent and nature of prior educational and social experiences and student interview;
2. Written recommendations and observations by current and previous instructional and supportive services staff;
3. Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion referenced standards;
4. Grades from current or previous years;
5. Test results other than those from the district assessments listening/speaking/reading or writing.

In summary, Grade Level and Course Placement will be primarily based on:

- Programmatic Assessment
- Age Appropriate
- Documented Prior Educational Services
- ELL Committee
- Assessment – Diagnostic/placement test
- Parent/Guardian and Student Interview

The ESOL Contact must make recommendation for continued placement in the ESOL program within 30 days prior to the anniversary date for every ELL receiving services. For a recommendation for years 2 and 3 the ELL SEP folder must be updated and the data clerk must update the plan within the district data system. An ELL committee is not required for this recommendation. If the student does not meet the exit criteria after 3 years in the ESOL program, the ELL Committee is convened to make a recommendation for a 4th, 5th or 6th year of continued ELL program placement. Any student being recommended for extension of services shall be assessed with IPT (Listening, Speaking, Reading and Writing) no earlier than 30 days prior to the student's anniversary date. If the anniversary date is before October 1st the student's CELLA and FSA scores can be used in place of IPT. Students who entered the U.S. school in 2012-2013 onward, the DEUSS (Date of Entry in the U.S. School) will be the basis for the extension.

Two of the state approved criteria must be used to recommend continued placement:

- a. Extent and nature of prior educational and social experiences; and student interview;
- b. Written recommendations and observations by current and previous instructional and supportive services staff;
- c. Level of mastery of basic competencies or skills in English and/or home language according to appropriate state, and national criterion-referenced standards;
- d. Grades from the current or previous years;
- e. Test results from tests other than CELLA or FCAT

Instruction

Students in the ESOL program are required to meet the same curriculum standards as non-ELLs in English/Language Arts and content area instruction. The Florida State Standards and the Next Generation Sunshine State Standards establish the content of the curriculum. Student ELL Plans will be developed and reviewed to ensure that students are appropriately placed and that students are given instructional options to help them meet national, state, and district standards. The Individual ELL Plan will provide information on the student's ELL language classification, student progression, and meetings convened to discuss academic progress of the student. A program of ELL instruction will be implemented according to the student's individual needs based on their ELL plan, and will be delivered by teachers with appropriate certification and/or endorsement, that will include complete monitoring and reporting. Program instruction will be designed to develop the student's mastery of the four language skills, including listening, speaking, reading, and writing, as rapidly as possible. In addition to providing ELL instruction, the school will also ensure that teachers are implementing ELL strategies in mathematics, science, social studies, and computer literacy following state guidelines. Allowable instructional models for ELL instruction include pullout, inclusion or mainstream. CADMS will offer the English Language Learner (ELL) instructional services through an English Immersion program of mainstream/inclusion instructional delivery models.

The mainstream/inclusion instruction model that will be used by Championship Academy of Distinction Middle School will be provided to ELL students is equal in amount, sequence and scope to the instruction provided to the non-ELL students at the same grade levels, while also including specific accommodations and modifications to the curriculum. Instruction is supported through the use of ESOL instructional strategies, such as but not limited to:

- Seat the student close to the front of the room
- Establish a daily routine in the classroom and prepare the students for any changes
- Use as many of the senses (seeing, hearing, touching, smelling and tasting) as possible to present information to students
- Provide ESOL students guidelines for written work and homework assignments
- Provide alternative instruction whenever the class lessons are extremely difficult for the ELL student
- Arrange small discussion and talking activities that permit students to practice verbal skills
- Utilize oral techniques, such as cueing, modeling elicitation and chunking
- Utilize graphic organizers such as webbing and semantic maps
- Modify your lesson objectives according to the language level of the ELL student
- Use manipulatives to help students visualize the math concepts
- Allow students to use computational aids such as number lines, abacus, counters and computation charts
- Teach math concepts and computation procedures through games and kinesthetic activities
- Give practice in reading word problems by identifying the key words to determine the operation needed to solve the problem
- Utilize the cooperative learning approach in which the student is given the opportunity for peer instructions

A sheltered instruction model may be offered if the number of students who are non-English speakers in the same grade level reaches 22 students. In this model ELLs are grouped by grade level and receive comprehensible instruction by 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 elective courses.

In addition, the curriculum, textbooks and other instructional materials such as supplemental materials used by ELL students will be comparable to those used by native English speakers. The School will also utilize State adopted language proficiency texts to enable teachers to instruct students on their current level of language proficiency. This allows teachers to assign grades in English/language arts, communication skills and reading/writing levels according to the language acquisition stage at which the student is operating. This grading on the appropriate language development levels, provides optimal opportunity for promotion using a variety of instructional sources, ELL students will work with their teachers on creating and maintaining a PLP to track the students' progress. The PLP will be used to show the areas of success and growth that the student maintains. It further identifies the type of help needed to equip the student with the ability achieve high standards of proficiency and to comprehensively communicate in English. In addition, the curriculum, textbooks and other instructional materials such as supplemental materials used by ELL students will be comparable to those used by native English speakers.

The School will also utilize State adopted language proficiency texts to enable teachers to instruct students on their current level of language proficiency. This allows teachers to assign grades in English/language arts, communication skills and reading/writing levels according to the language acquisition stage at which the student is operating. This grading on the appropriate language development levels, provides optimal opportunity for promotion using a variety of instructional sources, ELL students will work with their teachers on creating and maintaining a PLP to track the students' progress. The PLP will be used to show the areas of success and growth that the student maintains. It further identifies the type of help needed to equip the student with the ability achieve high standards of proficiency and to comprehensively communicate in English teachers' lesson plans and in the student's PLP and ELL folder.

ELL students will be referred to Tier 2 of RtI when appropriately determined by baseline assessment data. The ELL plan governs the student's instruction and ELLs will not automatically be placed on Tier 2 without baseline data indicating that the ELLs do not meet expectations especially if the concern is solely based on language. The ESOL strategies in the Broward County ESOL Matrix of Strategies will be used with ELLs in RtI Tier 2 or 3. Language acquisition concerns will be targeted even if the student is only on Tier 1. CADMS fully understands that there are ELLs who are new in the country and making good grades because of hard work while at the same time acquiring English proficiency. These students do not need to be placed in Tier 2 however; teachers still must utilize the aforementioned strategies. It is important to note that the ELL students who are not meeting expectations and who are exhibiting an academic concern other than language acquisition as revealed by the data gathered from teacher's observations and analysis will be recommended to the CPST (Collaborative Problem Solving Team)/RtI team to discuss procedures to be followed based on MTSS. ELLs will be compared to other ELLs. The Response to Intervention/CPST (RtI/CPST) will meet to discuss interventions and strategies to support the ELL students continued academic success. The ESOL strategies will be documented in the teachers' lesson plans and in the student's PLP and ELL folder. The effectiveness of these ESOL strategies will be determined by the teachers' observations, administrative classroom visits and results on the Florida assessments.

According to District and State mandates, ELL students will receive instruction, which is comprehensible, equal and comparable in amount, scope, sequence and quality to the instruction provided to English proficient students. Instruction is aligned with the appropriate Florida Standards, Sunshine State Standards, benchmarks and course descriptions. Textbooks and other instructional materials used with ELL students will be the same as those used with non-ELL students in the same grade. School site administrators will be responsible for monitoring the implementation of ELL strategies by the classroom teacher. Evidence can be observed during classroom visits, through lesson plans, through use of materials and audiovisuals, and through grade book notations. All teachers of ELLs document the ELL strategies used for each lesson within their lesson plans. Some of the ELL Strategies to assist ELLs include but are not limited to Marzano's High Yield Strategies, and as follows:

- **Identifying Similarities and Differences** - Mind mapping, Venn diagrams, T Charts, Cause and Effect Organizers, Word Sorts
- **Cooperative Learning** - Group Projects, Language Experience Approach, Shared Reading and Writing, Book Pass, Dramatizations
- **Nonlinguistic Representations** – Pictures, Manipulatives, Concept Maps, Student Drawings Mnemonic Clues, Visualization, 5 Senses Organizer
- Questions-Cues-Advanced Organizers - Activate background knowledge, Frontload key vocabulary, Predicting, inferencing, concluding, Reciprocal teaching and modeling, Think alouds and guided questions, KWL
- **Home learning and Practice** - Lesson opening with review and preview, Metacognition of strengths and weaknesses. Reflective journals, Sharing goals and objectives with parents, praising efforts to use English, Hold high expectations, Honor individual learning styles, Use authentic assessment.
- **Resources:** Word-to-Word dictionaries in the students' heritage language/English language will be available in the ESOL and content-specific classrooms throughout the year, as well as, for all district and state assessments.

Championship Academy of Distinction Middle School will utilize the Broward County Public Schools ESOL Matrix of Strategies, which may already include the Marzano strategies listed above. The ESOL Matrix of Strategies contains all strategies to be used in every aspect of the ESOL program. Teachers will be provided with the copy of the ESOL Matrix of Strategies and the addendum, which provides details of all the latest ESOL Strategies in, aligned with the latest Florida standards.

Furthermore, the Principal will commit to provide instruction to ELL students in equal amount, sequence and scope, as to non-ELL students, by ensuring:

- The same program goals and objectives for ELL students as non-ELL students exist (content of basic subject area courses is the same in scope, sequence and quality as the instruction provided to non-ELL students)
- Teacher classroom goals and objectives are for mastery of Florida Standards and the Next Generation Sunshine State Standards.
- ELL students have access to honors, college preparatory, and advanced placement courses, as appropriate and regardless of language proficiency
- Instructional delivery, not content, is modified to meet the needs of ELL students
- Content area teachers receive appropriate ESOL training, and utilize appropriate ELL strategies when ELL students are enrolled in their classes
- All ELL students participate in statewide assessments – and FSA accommodations are provided in accordance with State and District mandates and guidelines, which may include:
 - English to heritage language dictionary;
 - Flexible setting (parent must be notified prior to testing);
 - Flexible scheduling;
 - Extended time
 - Assistance in the heritage language (as specified in testing manual for each respective section of test to determine level of assistance).
 - ESOL Department and Testing Chair attend all required District Professional Development opportunities
- Abide by Student Progression Plan, including provisions for ELL students.

Standards set by the Florida Department of Education will be met by following the curricula frameworks and by utilizing the following resources highlighted in the District ELL Plan:

- Grade-level State/School adopted materials
- District-recommended supplementary ESOL materials
- Content area textbooks in the student's native language may be used
- ESOL Instruction Strategies Matrix and Addendum
- Developmental Language Arts through ESOL Instructional Frameworks.

Program Monitoring/Exiting from the Program

Championship Academy of Distinction Middle School will follow the Broward County School District's procedures for exiting students from the ESOL program. The School's ESOL contact will obtain a list of exited students' data (ELL status and Exit date) from the IMT and will provide teachers with the names of exited students to be monitored for 2 years from the exit date.

The school's ESOL Contact, in coordination with the teachers, follows the procedures listed below to exit students from the ESOL Program.

- Identify students who are eligible to exit the ESOL Program based on the exit criteria.
- Complete the *Classification Update/Exit Form*, (Form 2590L, Appendix Q or R).
- Complete the appropriate sections of the *ELLSEP Folder* with the assessment data used to determine English proficiency, date, and sign.
- Provide the IMT with required exit data.
- The IMT enters the required information in the State Database (TERMS) on the ELL screen (A23) under Exit Date and Basis for Entry/Exit, and changes the ELL code to "LF."
- The school must notify parents that the student is exiting the ESOL Program. *The Parent Notification of Student Exiting from the English for Speakers of Other Languages (ESOL) Program* is used for this purpose.

- The student is monitored for 2 years from the exit date in order to ensure success in the mainstream classroom. Academic progress is documented at four specific times on the *ELLSEP folder*. At the end of a successful two-year monitoring period, the student's ELL code is changed from LF to LZ.

Championship Academy of Distinction Middle School will use the Broward County Public Schools ESOL Department Handbook exit criteria for students in grades 3-9.

Test: CELLA and FSA

Results: **Proficient** on CELLA Listening/Speaking, Reading and Writing and FSA

Recommended Program Placement:

- Exits ESOL Program; EXIT Date is the last day of school or within two weeks after the beginning of the next school year.
- IMT uses Exit Code "I"
- ELL code changes to "LF"
- Monitored for two years
- At the end of the 2-year monitoring period, ELL code changes

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

Championship Academy of Distinction Middle School believes that for most students, the primary method of providing ELL services shall be through an inclusionary model. It is Championship Academy of Distinction Middle School's goal to ensure at least one teacher per grade level will hold the ESOL endorsement. Potential staff members holding the endorsement will be given extra weight on the hiring assessment rubric. If a staff member is chosen who does not have the endorsement, they shall be required to obtain certification in an approved ESOL program before September 15 of the following year. The Principal shall work with the personnel department of the county to ensure certification requirements are met. As a result of at least one teacher per grade level team holding the ESOL endorsement, and the school will ensure that all ELL students are placed in a class with an appropriately certified teacher. This teacher will then provide the necessary differentiated instruction and support within the classroom to the student as needed, and as defined, by the student's plan. We will require that all teachers obtain an ESOL certification if the district plan requires such certification.

If the number or needs of the ELL students enrolled at Championship Academy of Distinction Middle School warrants additional staff members, the Charter School Board of Directors will adjust the budget accordingly to hire additional instructional staff members in order to meet the needs of the students. If there are 15 or more students speaking the same native language (other than English), the school will provide one bilingual support full time.

Championship Academy of Distinction estimates the following enrollment numbers for our ELL students:

Detailed ELL Estimates

	Year 1	Year 2	Year 3	Year 4	Year 5
6th Grade	17	21	21	25	25
7th Grade	12	17	21	21	25
8th Grade	12	12	17	21	21

Total ELL Enrollment	41	50	59	67	71

Additionally, if bi-lingual support is required for specific individuals, it is our intention to attempt to hire teachers with the language abilities, or if that is not possible, hiring educational assistants who have the language abilities to be able to provide translation and assists to the students.

(C) Explain how English language learners who enter the school below grade level will be engaged in and benefit from the curriculum.

Given the targeted nature of Championship Academy of Distinction Middle School, we believe that many of the students who enter our school will be below grade level, not just those students who may qualify for ESOL Services. As a result the entire academic program has been developed around the concept of assessing students' current abilities and providing them the intensive support and assistance necessary in order to remediate their needs and help them obtain grade level expectations and annual goals. The supportive nature and targeted program will also benefit those students who may qualify for ELL services. By utilizing the ELL plan and additional ELL strategies described above we believe the ELL students who enroll at Championship Academy of Distinction Middle School will be able to meet grade level expectations by their second year at Championship Academy of Distinction Middle School. Data will be gathered in order to determine whether an ELL the student is below grade level.

The School will provide the following opportunities for ELL students what are below grade level. These are provided in addition to the instruction in the classroom. The ELL student will be provided with the opportunity to participate in the following:

- Language Enrichment Program (The school will seek approval from the ESOL department to be part of the Language Enrichment Program.
- Extended Day Program – If the school does not qualify to participate in the district offered Language Enrichment Program through Title III, it will still offer a before school and after school program for the ELLs who have concerns that are solely based on language as revealed by the data gathered (CELLA, IPT, K-TEA (administered by the district if applicable upon request), FSA/FCAT and teachers' observations and recommendation)
- Peer Tutoring – The School will encourage bilingual students (fluent in both languages – English and Native Language) to volunteer as peer tutors and have them earn points for such participation before school and after school with the supervision of an ESOL Endorsed teacher
- Home-School Collaboration – The school will involve the parents or guardians to ensure that they reinforce the interventions provided by the school for their ELL children who are below grade level. The parents will be convened as a team to be given clear orientation on the activities they can provide at home. Online and offline resources will be made accessible for the parents or guardians to be able to help the ELL student at home.
- Referral to the CPST (for RtI/ MTSS) - If the concern is not solely because of language, the ELLs will be referred to the Collaborative Problem Solving team for RtI Interventions and Progress Monitoring to be implemented according to the MTSS guidelines provided by the district.
- Supplementary Materials will be provided for the ELLs who are struggling in reading and in content areas.



Championship Academy of Distinction at Hollywood Middle School Part 1 – Educational Plan Section 8

School Climate and Discipline

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

The mission of Championship Academy of Distinction Middle School (CADMS) is to provide students with an enriched, holistic, and nurturing experience, focused on character and leadership development through academic programs that foster teamwork, discipline, and citizenship while in pursuit of academic distinction. Championship Academy of Distinction Middle School believes that student safety and an orderly environment are vital components of the instructional program. Providing a safe and orderly environment while also specifically teaching the social skills, attitudes, and personal responsibility are top priorities for every staff member.

The School will utilize the Broward County Public Schools Code of Conduct for student discipline, suspension, dismissal, and recommendation for expulsion. Championship Academy of Distinction Middle School will collaborate and promptly communicate with the Broward County School District on severe disciplinary matters and referrals to alternative placement to ensure that proper procedures are followed. The Broward County Schools Code of Conduct will be distributed to all staff, parents and students at the beginning of the school. Parents and students will be required to sign an acknowledgement that they have received and read the Code of Conduct. This acknowledgement form will be kept in each student's cumulative record file. Teachers will attend professional development sessions at the beginning of the year that are focused on classroom management strategies and discipline policies. Teachers will also be encouraged to attend professional development sessions focused on classroom management and discipline offered by the district.

Teachers will be expected to use classroom management strategies that are respectful of students and maintain an environment that is conducive to teaching and learning. School wide classroom management procedures will be established by the faculty at the beginning of the year and will align with all district policies and state and federal statutes. Teachers will help to develop school-wide signals and a progressive discipline system for the school that will be easily understood by everyone at the school, including parents. Teachers will be expected to develop classroom management systems that communicate clear expectations for behavior, and establish reasonable consequences that are applied consistently and are aligned with the school wide culture of high expectations and appropriate behavior.

At Championship Academy of Distinction Middle School, there are positive motivators for when a student chooses to follow a rule or procedure and negative consequences for when a student chooses to break a rule or procedure. Thereby, students who choose not to meet the school community's clearly defined standards for reasonable and acceptable behavior will not be permitted to disrupt the education of others. Without a firm and consistent discipline policy, none of what we envision for the school can happen. The following beliefs inform our classroom management and implementation of the Code of Conduct.

- **Safety:** The Code of Conduct is designed first and foremost to ensure that Championship Academy of Distinction Middle School students are physically and mentally safe at all times.
- **Respect:** Respect towards self, peers, and adults anchor our character development and helps build community within the school and beyond.
- **Self-discipline:** Students who are organized, focused and committed behave well in school, speak well in public, and are helpful to others will develop strong self-advocacy skills that will serve them well throughout their lives.
- **Making a big deal out of "little" problems:** At Championship Academy of Distinction Middle School, nothing is too small to address. There are no "little" problems; every seemingly small problem can quickly lead to more serious problems. No misbehavior goes unchecked at any time for any reason. We must acknowledge misbehavior, address it, and offer a consequence every time. Studies show that it is not the severity of the punishment that deters people from breaking rules, but quick and consistent application of consequences.
- **Clear consequences:** The students of Championship Academy of Distinction Middle School will know exactly what behavior is expected and what consequences will result if expectations are not met. The school will always promptly communicate with parents about any disciplinary consequence.
- **Staying Firm and Positive:** We must be firm and positive in our approach to asserting authority. A firm and positive teacher uses the school's discipline system in conjunction with their own systems, non-verbal cues, strong teacher-student relationships, strong teacher-family communication, positive reinforcement, academic motivation, and clear, well taught and re-taught rules and procedures.
- **Uninterrupted learning:** A major purpose of the school wide discipline plan and Code of Conduct is to minimize distractions in the classroom so that students can commit 100 percent of their attention to academic learning.

Students are expected to abide by all policies and regulations for Championship Academy of Distinction Middle School to ensure the orderly operation of the educational program. When a student breaches these policies and regulations, fellow students and stakeholders have a shared responsibility in taking necessary action to correct the student's performance. Every reasonable effort will be made to transform a student's insufficient performance through alternative means before implementing more severe actions, such as a suspension or recommendation to the district for expulsion. It is expected that all Championship Academy of Distinction Middle School students will exhibit their dedication to high ethical standards. Adherence to high ethical standards points to responsiveness and appreciation for the standard as well as a readiness to take responsibility for his/her performance and education.

Each parent must take an active role in supporting the School's discipline plan. In order for students to learn to be responsible citizens, parents and school staff must work together to ensure a safe, conducive, and productive learning environment. The Student/Parent Handbook will be available on the school website along with the Broward County Schools Code of Conduct, it will be provided to parents and students upon registration, and/or will be sent home during the first week of school. As stated above all parents will be required to sign an acknowledgement that they received and reviewed the Handbook/ Code of Conduct.

Following the Broward Schools Code of Conduct, student infractions will be divided into major and minor

violation categories. Minor disruptive behaviors will include infractions such as: tardiness, dress code, horseplay, misuse of electronic equipment and not being in the assigned area. Consequences for minor infractions may include but not be limited to: parent conference, restitution, confiscation, verbal warning and detention.

Major disruptive behaviors will include infractions such as: weapons, substance abuse, cheating, smoking, truancy and any “act against persons”. Consequences for major infractions may include but not be limited to: suspension (in and out of school) and recommendation to the District for expulsion. Student expulsions will follow all state and federal laws and regulations as well as all school board policies and guidelines. The use of corporal punishment, including physical force or physical contact applied to the body as punishment, will be prohibited by any member of the school staff and extend to parents or guardians on school grounds.

The School will comply with the legislative requirements for charter schools that are deemed a “persistently dangerous school”, and any student who is a victim of a violent criminal offense (as defined by the Florida Department of Education) will have the option to transfer from the School, as it is a school of choice.

Students who become violent or disruptive shall, when safety permits, be removed from other students. If safety does not permit the removal of the student, staff will immediately remove the other students from the area and relocate them in a safe area. The disruptive student’s parents/guardians shall be immediately notified and when possible the student will be counseled by school staff. In the event that a student becomes violent, law enforcement shall be immediately notified and appropriate disciplinary action shall be taken.

The School will follow all due process procedures in implementing the Code of Conduct. The policies that are adopted by the school will ensure that students and families are afforded due process with regards to behavioral concerns as well as other issues they may have with the school. The official complaint process will be described later in this application, however, the school will have policies which allow families to “appeal” decisions by the Principal should the parents feel a child was dealt with unfairly. Above all, it is our intention to make all processes of the school focused on student improvement and achievement, including the school’s discipline plans. We see the importance of providing an opportunity to teach students the correct way to respond to situations, and to allow the school and family to partner together to demonstrate for the students’ positive ways of collaborating.

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

In accordance with F.S. 1002.33(7) (a) 7, the School will utilize the Broward County Public Schools Code of Conduct for discipline, suspension, dismissal and recommendation for expulsion. Copies of the District Code of Conduct will be distributed to each student and parent at the beginning of the school year. As noted in Section 8 (A) above, the two the levels of the misbehavior of the act determines action and the levels of consequences.

Minor disruptive behaviors would include items such as dress code violations, horseplay, tardiness, misuse of equipment, or failure to do homework. The following options are available as consequences for minor infractions discipline the following options are available:

- Conference with teacher
- Parent Contact
- Conference with teacher and parent(s)
- Conference with Principal or designee
- Conference with counselor

- Behavioral Contract
- Detention (lunch or after school)
- Saturday Detention

Major disruptive behaviors would include items such as disrespect, cheating, having a weapon on campus, smoking, having drugs on campus, fighting, or skipping school. In order to resolve a major infraction/offense, more formal disciplinary actions shall be used. Formal actions may include, but are not limited to:

- Detention (after school administrative)
- Detention (after school teacher)
- In-school suspension
- Conference with Principal or designee
- Saturday School
- Out of school suspension
- Restitution
- Work Detail
- Community Service
- Expulsion

Championship Academy of Distinction Middle School supports a zero tolerance policy regarding school violence and will follow the Sponsor's policies and procedures to recommend either reassignment to another school or expulsion, if necessary. Student expulsions will be referred to and handled by the Broward County School District to ensure proper alignment with the Broward County's Code of Student Conduct. To ensure the safety and security of students and staff, each student will receive a copy of the Student Handbook that clearly outlines the behavior expectations of the School. Students who become violent or disruptive shall, when safety permits, be removed from other students. If safety does not permit the removal of the student, the School staff will immediately remove the other students from the area and relocate them in a safe area. The student's parents/guardians shall be immediately notified and when possible the student will be counseled by school staff. In the event that a student becomes violent, law enforcement shall be immediately notified and the appropriate disciplinary action shall be taken.

The School will maintain a safe learning environment at all times. The "Jeffrey Johnson Stand Up for All Students Act" (F.S. 1006.147) prohibits the bullying and/or harassment, including cyber bullying, of any public K-12 student or employee. Pursuant to this statute, the Florida Department of Education adopted a model policy to prohibit bullying and/or harassment and directed all school districts to adopt a similar policy. School districts are required to report all instances of bullying and/or harassment and to notify the parents of the bully and the parents of the victim. This required communication among parents, students and teachers concerning incidents of bullying would mitigate risk in this area. Schools should be a safe place for teachers and children to teach and learn. The School will follow the district policy in order to meet these required standards.

Uniforms will be required to ensure equity and safety, and the dress code will be strictly enforced. The uniforms for all students at Championship Academy of Distinction Middle School will be a polo shirt with the school logo and navy or khaki bottoms. The color of the polo will be dependent on the grade level or class of the student. Belts are to be worn on all slacks with shirts tucked in and pant at the appropriate level on the waist.

As part of our code of conduct we believe parents should be actively engaged in their child's education and volunteer at the school or on school activities to the extend possible. Parents will be encouraged to serve twenty (20) service hours for their first child at the school and ten (10) service hours for each additional child. Parents will have numerous opportunities to fulfill this commitment. Opportunities may

include, but will not be limited to lunchroom monitoring, bus monitoring, library assisting, reading time, room-parent, and home projects for students (parents that cannot make it to school), etc. Parents will be able to have service opportunities during school hours, before or after school hours, and during weekends or holidays, and activities may be performed either in person and/or remotely.

Explanation of Consequences

Administrative Conference - The Administration will meet with the parent/guardian to discuss particular student offenses and to develop a plan of action to prevent future occurrences. The Administration's decision shall be final unless overturned through the appeal process (explained below).

Expulsion – Only the Broward County School Board determine the expulsion from school which means the student is placed outside of the school setting for more than one hundred eighty (180) school days.

In-School Suspension - The interruption of classroom attendance and separation from regular school participation by official directive from the building administrator or the designated representative for a period of time not to exceed five (5) consecutive days for each offense. This does not include placing the student in another regular classroom.

Long-term Suspension - The exclusion from school for a period of eleven (11) to one hundred eighty school days. A long-term suspension always follows an Out-of-School suspension.

Out-of-School Suspension - Removal of a student from school by the principal or his/her designee for a period of time not to exceed ten (10) consecutive school days for each offense. Parents/guardians will be notified prior to imposition of suspension. The student will not be allowed to attend school, school-sponsored activities, or come upon school premises during the suspension period.

Restitution - After notice to, or a conference with, the student and parents/guardians, a student may be required to repair, restore, replace or pay for damaged, vandalized, lost or stolen school property. Restitution can also include an assignment of work or responsibilities on school premises that are given and served as consequences for violation of the standard of behavior. Responsibilities may include, but are not limited to, removing writing from walls, picking up paper from floors and school grounds, removing trays from cafeteria tables, sweeping floors, dusting erasers, washing chalkboards, grounds keeping, etc. A member of the school staff must supervise a student performing Restitution. Transportation will be the sole responsibility of the parents/guardians.

Suspension of Computer Privileges or Forfeiture of Access to Computer - Any student found responsible for misuse or inappropriate network practices or in violation of the School's technology use policy may have access privileges suspended for a specific period of time. This will preclude students from having access to the District Mainframe, Internet or any other network services.

Appeal Process - Parents may appeal behavioral decisions to the Principal. The Principal (or his/her designee) will review the concern and decide whether s/he wishes to overturn the matter. If the Principal decides not to over-rule the appeal, the issue will be referred to the behavioral committee (made up of a representative teaches from the school). Specific policies and procedures will be written regarding this process, but essentially the Principal and the parent will have a chance to present their version of the situation to the behavior committee who will then make a decision. This decision will be final. Appeals beyond this point may only be made against the process and procedural safe guards that are in place, and the process and procedural appeal will be to the School Board of Directors.

Reassignment or Expulsion Process – Championship Academy of Distinction Middle School fully understands that the School does not have the power for expulsion only the district has that authority. In

extreme cases, students may be recommended to the district's school board for expulsion.

Parents of students recommended to Broward County Public Schools for expulsion are notified by the Principal or by a designated member of the administrative team. The following are examples of the cause for expulsion: (Note: these examples are not intended as an all-inclusive list.)

- Use of (or the providing of) explosive devices, such as fireworks
- Stealing, malicious damage, or destruction of a student's or the school's property
- Possession or use of tobacco, alcohol or drugs
- Possession of weapons on campus
- Hazing, racist acts or persecution of other students

If a situation were to arise where a student was believed to have committed an act that would warrant an expulsion, the school administrator will contact the Sponsor's Representative, and follow the policies and procedures of the sponsor to ensure proper handling based upon the districts policies. CADMS understands that only the Broward County School Board can expel students.

In the case of a special education student, or a student who receives 504 accommodations, CADMS will ensure that it makes the necessary adjustments to comply with the mandates of all State and Federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to removing a student from class for more than 10-days for behavioral reasons for a student who has a 504 plan or qualifies for ESE services, the Principal will convene a review committee to determine: whether the student's misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of the misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student's IEP or 504 Plan. If it is determined that the student's misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the students IEP, the student will receive the appropriate consequence. If not, the student's educational plan will be revisited to ensure these services are provided.

Part 2



Organizational Plan



**Championship Academy of
Distinction at Hollywood
Middle School
Part 2 – Organizational Plan
Section 9**

Governance

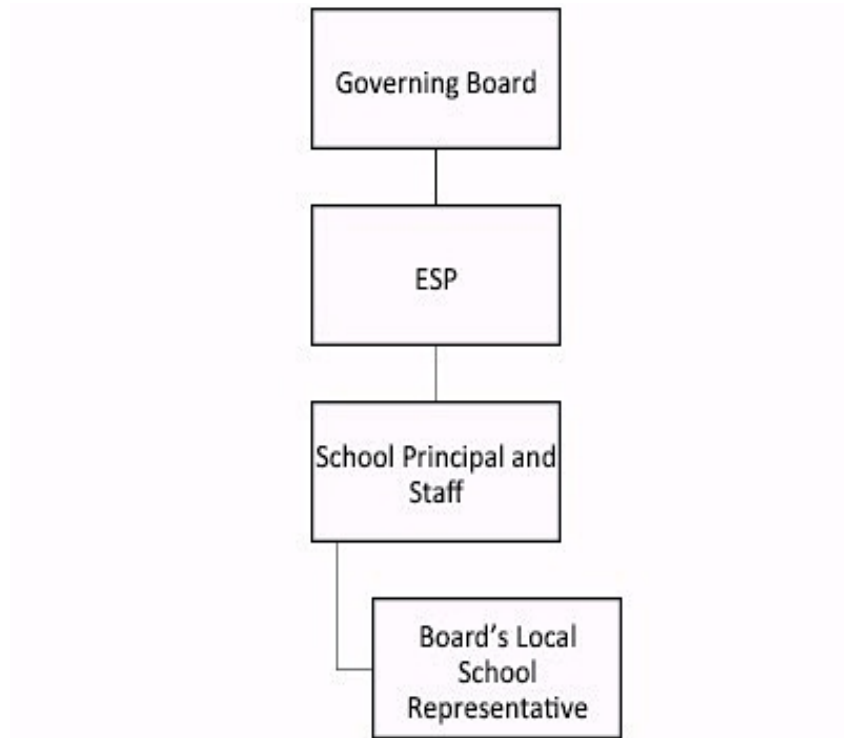
(A) Describe how the school will organize as or be operated by a non-profit organization.

Championship Academy of Distinction Hollywood Middle, INC. (the “Governing Board”) is a Florida not-for-profit corporation. A copy of the Articles of Incorporation is included in **Appendix B**. A copy of the organization’s Bylaws is also included in **Appendix A**. The Bylaws clearly define that the Directors may not receive any compensation for their services and that the organization will operate as a not for profit. Additionally, the Board will soon begin the process of submitting IRS Form 1023 to become officially recognized as a not-for-profit organization as defined by section 501(c)(3) of the federal tax code.

The current Board members are Melissa Bustamante, President; Maxine Mason, Secretary and Treasurer; and, Keri Diaz. The Board as stipulated in the included Bylaws must have a minimum of three and maximum of five members. The Board of Directors anticipates adding additional members once the charter application is approved and a contract signed with the Broward County School District.

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

The organizational chart for Championship Academy of Distinction Middle School is provided on the following page. This chart clearly delineates the reporting hierarchy of the school and the relationship of the school to the Board of Directors:



The Governing Board leads and governs the organization and has ultimate authority and responsibility for school operations.

- The Governing Board will contract with the Education Service Provider (ESP) to manage the day-to-day operations of the School.
- The ESP is responsible to the Governing Board.
- The School Principal will be an employee of the ESP.
- The School Principal is responsible for managing all School Staff.
- Governing Board selects a local school representative

The following table outlines the organizational structure between the Governing Board the School:

Governance and Accountability Overview

Component	Function	Composition
Governing Board	• Charter Holder & Founding Board • Provides Macro Vision of School & Core Philosophy • Governs the School by setting policies • Determines and approves the School Budget and SIP • Retains Ultimate Authority for School's Performance • Maintains broad capacity in charter movement that can be leveraged for the specific school	• State Wide Visionaries and Leaders • Respected Business and Community Leaders
ESP	• Development & Implementation of Educational Model • Day to Day Operations • Sound Financial Management	• Executive Team • Corporate Staff • School Employees

	• Reporting and Accountability to Governing Board	
Principal	• Leads responsibility for implementing Educational Model at school • School building leader • Front-line manager for school operations & staff • Accountable directly to the ESP • Attends Governing Board meetings, provides status reporting and project management	• Certified School Administrator with proven track record of success
Governing Board's local school representative	• Facilitates parental involvement • Provides access to information • Assists Parents with questions • Helps to resolve disputes	• Resides in the school district

The direct relationship between the Governing Board and the ESP provides clear responsibility for the services provided by the ESP. The organization as a whole is responsible for the School's performance and the ESP must be actively involved in managing the School's operations in order to be successful. While the School Principal will not report directly to the Governing Board, a strong relationship will exist. The School Principal will provide a monthly status report for the Governing Board and attend all board meeting. During board meeting, the School Principal will present the School's status report and field any questions of the board. The ESP maintains primary responsibility for reporting to the Governing Board and conducting follow-up action items.

The Governing Board will hold the School Principal accountable primarily through the performance expectations defined in the management agreement between the board and the ESP. The School Principal will be employed by and report directly to the ESP. A comprehensive and rigorous performance evaluation process has been developed by the ESP, which aligns expectations to the Educational Model and specific mission of the School. Governing Board members will be given the opportunity to provide input on the School Principal's performance. In addition, the School Principal or designee will attend all Governing Board meetings and provide status updates to them on a routine basis.

Championship Academy of Distinction Middle School will have a School Board of Directors made up of local community members who will be responsible for the overall direction and operational oversight of the local school. The School Board of Directors will be responsible for hiring the Principal, setting the Championship Academy of Distinction Middle School Policy manual, approving and monitoring the Championship Academy of Distinction Middle School budget and addressing concerns raised by parents and community members regarding Championship Academy of Distinction Middle School.

The Championship Academy of Distinction Middle School Board of Directors will be responsible for reviewing quarterly status reports from the School. The Principal will work jointly to prepare these reports and present them to the Board of Directors for approval. These reports will highlight the school's progress towards pre-established benchmark criteria. During the planning year the Championship Academy of Distinction Middle School Governing Board Representative will develop a reporting form and criteria, which will be used and may include:

- Student Enrollment Data
- Student Achievement Data
- Financial Performance Data

- Staff Information
- Parent Satisfaction Survey Data
- School Board of Directors Activity Reports and Performance Criteria
- Progress toward annual goals

Once all members of the School Board of Directors have been selected, the Board shall select from among itself officers to take on specific roles within the School Board of Directors. Minimally the roles shall include:

- **Chairperson** – who shall be responsible for setting the agenda and running all meetings of the School Board of Directors, in conjunction with the Principal, as well as reporting back to the Championship Academy of Distinction Middle School Governing Board.
- **Vice Chairperson** – who shall fill in for the Chairperson in his/her absence. The Vice Chairperson shall also be responsible for chairing the Board Development Committee.
- **Secretary** – who shall be responsible for ensuring that minutes are kept and presented to the School Board of Directors for each meeting of the board. The Secretary will also ensure the minutes are archived and posted to be made available for the general public.
- **Treasurer** – who shall be responsible for chairing the budget committee and recommending an annual budget to the School Board of Directors. The Treasurer will also work with the Principal to ensure financial reports are complete and accurate when presented to the School Board of Directors. The Treasurer will also be responsible for ensuring that the annual independent audit is conducted.

The School Board of Directors shall elect members to fill these positions annually at their annual meeting that shall be held during the summer months. Additionally, the School Board of Directors may define additional roles, as it seems fit. The Governing Board of the Championship Academy of Distinction shall also have the four officer positions described above.

(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 Board of Directors for Championship Academy of Distinction holds the charter and serves as the School's governing body. The Board is responsible for all governance issues and ensures that the commitments made in this application and subsequent contract are upheld. Specific responsibilities of the Board of Directors include:

- **Strategic Oversight:** Through the charter application, the Board adopts and upholds the Championship Academy of Distinction Hollywood Middle, Inc. mission and vision for the school.
- **Operational Oversight:** The Board oversees the operations of the school, while delegating day-to-day operational authority to the ESP, Charter School Management Solutions (CSMS).
- **Financial Oversight:** The Board ensures that the school remains a financially viable entity by overseeing the school's financial condition.
- **Personnel:** The Board approves all employment compensation at the school, including benefits, through approval of the annual budget.
- **Contracts:** The Board, in consultation with the ESP (CSMS), approves all major contracts.
- **Consultant Support:** Directors use their individual skills, knowledge, expertise and/or community relationships to support the school.

- **Community Relationships:** The Directors act as advocates and representatives of the school in creating and maintaining relationships with the community and other stakeholders.
- **Compliance:** The Directors or its designee reports to the school's authorizer as required by state statute and regulations.

The Governing Board shall meet at least quarterly. All meetings shall be considered public meetings, and will abide by the Government in the Sunshine requirements described in Florida statute. Meetings will be posted on the School website, and will be accessible to the public, as will minutes of the board meeting following each meeting. All operations will be conducted in a transparent and open way to ensure accountability and legitimate operation.

The Championship Academy of Distinction Middle School Board of Directors shall be responsible for the school-based policies and budget. To develop the operating Budget the ESP (CSMS) will work with the administrative team at the School (CADMS) to develop a budget that meets the needs of the School. The ESP, (CSMS) will then recommend the budget to the Board of Directors. It is our goal that CSMS will begin its work in April, after the legislature has decided on the base FEFP funding allocation for the following year, and that a recommended budget will be presented to the Board of Directors by the June meeting of each year. The budget will include a per-student-payment from CADMS to CSMS to cover costs associated with the support the school receives from Charter School Management Solutions.

Throughout the year the Board of Directors shall be responsible for monitoring and adjusting the School's budget as necessary. We anticipate that the budget will be reevaluated at key points throughout the year, such as after the October FTE counts, February FTE counts, and towards the end of the fiscal year in May or June.

As part of the governing board (minimally quarterly) meetings the Board receives an updated monthly report from the Principal that informs them about the progress being made toward the school's academic and organizational goals. This "dashboard" report includes not only measures (such as FAIR-FS scores) but also lead measures as determined by the ESP, Principal and the Board of Directors. These may include such measures as performance against the budget, attendance, enrollment data, curriculum assessment scores, progress through the curriculum and behavioral incidents. The Board and the Principal, in conjunction with the ESP, review this data and additional end of year data when available and together make decisions about the efficacy of the educational program and any adjustments that might be necessary.

The Board conducts an annual review of the performance of the ESP (CSMS) based upon:

- The School's academic results.
- Mutually agreed upon organizational goals that may include enrollment, parent and staff satisfaction and other measures.
- Compliance with FL statutes and regulations
- Financial stability of the school.

The Board may terminate the Charter School Management Solutions service agreement (the ESP) after one year if the agreed upon performance goals are not met.

(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 business and property of the School shall be managed and controlled by the Board of Directors for which the Board is completely responsible. The Governing Board will be accountable to the School District, parents and students through regularly scheduled meetings (which will be publicly advertised and noticed in advance and held in the manner consistent with Florida law), working sessions, professional management reports and parent/teacher conferences. The Governing Board will be responsible for developing and implementing all policies related to the general practices of the School. The Board's bylaws detailing its full powers and responsibilities are in Attachment A.

Furthermore the Governing Board will appoint a representative to facilitate parental involvement, provide access to information, assist parents and others with questions and concerns, and to help resolve disputes. The representative will reside in the School District. Once selected the information will be provided to parents and will be posted on the School's website.

Board Member Selection, Term Limits, Resignations & Removal

The Bylaws state that the Board of Directors shall be made of not less than three or more than five board members. Board members shall serve two-year terms. Board members can be removed without cause by a majority of the Directors in office or resign at any time by giving written notice of such resignation to the Board of Directors. At the annual meeting (or as is required as the result of vacancies), the President shall nominate additional members for the Board, and the Board shall vote on the selection of additional or new Board members. The Board will complete a self-assessment identifying the strengths and needs that it may have among the current members, so as to best enable them to choose Board members who could most positively affect the overall skill sets and capabilities of the Board. These skills could include: legal, financial, real estate, fundraising, strategic planning, academic oversight, marketing, human resources and public relations. Board Members shall serve without compensation. The method for selecting members of the Board is designed to identify and select those persons who are best qualified in terms of training, education, experience, credibility and respect.

Code of Ethics

The members of the Governing Board and the school's staff will abide by the Board's code of ethics. The Governing Board will establish, adopt and communicate a rigorous code of ethics to be completed by January 2016. In addition, employees are held to the Florida Code of Ethics as described in Rule 6B-1.001.

Conflict of Interest

The Bylaws now stipulate that Board members are expected to clearly identify potential conflicts of interests, including contractual, employment, and personal or familial financial interests. Members of the Board may not participate in any matter that comes before the Board that has the potential to create a private gain or loss for the member, the member's organization, or a relative or business associate without disclosing the nature of their interest in the matter.

The purpose of the conflict of interest policy is to protect the interest of the organization when it is

contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations generally and public charter schools specifically. Board members will be informed of the State of Florida's conflict of interest policies when appointed to the Board and provided with the form "Board Disclosure Information to Determine Possible Areas of Ethical Conflict" to complete.

Frequency of Public Meetings and Minutes

Meetings of the Board shall be held at least quarterly and shall be held on such dates and at such times and places as may be from time to time fixed and notified by the Board in accordance with FLDO requirements and the FL Sunshine Laws), and make minutes of its meetings available for public review in accordance with Florida's Public Records Law, Chapter 19, and Florida Statutes. While the requirement is that the Board meets quarterly, we acknowledge that initially, the Board will need to meet more often in order to assist with the launch of the start-up school. During these meeting the Board will be presented information at minimum regarding the School's monthly financial expenditures, enrollment, personnel issues and changes, facility updates, and any additional issues related to the School.

Policy and Procedure Manual

The Board will adopt a comprehensive set of policies, which will direct the day-to-day operations of the organization and the Board itself. The Board is currently working to adopt a policy manual based on the sample policy manual developed by the Florida Charter Support Unit. It is the intention of the Board of Directors to complete its work in adopting these policies by January 2016.

(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 Board will serve as the School's Governing Board and be comprised of the elected Board Members that currently serve, once the charter contract has been executed with the school district. The role of the Board will then be to maintain authority over the School and to ensure it meets or exceeds the requirements of the contract upon which it was created. The Board also guarantees that the founding principles and values that created the School remain integral in the day-to-day operations of the School.

Currently the Board is working with the ESP to assist with the development of this school. The Founding Board will continue to play a hands-on role to establish the school and ensure all tasks are completed until the Principal is hired. Once the Principal has been hired, the Board will begin to remove itself from the day-to-day operations of the organization and allow the school to be managed by the Principal. This will allow the Board to operate as a true governing board where they are operating at a high level.

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

An effective Board of Directors is essential to the success of the School at every step. In addition to the expertise, skills, knowledge and relationships that the Directors bring to the school, the Directors must possess the right personal characteristics and attitudes for the job.

The President will nominate new Board members and who will submit them to the Board for the directorships and offices to be filled at the next Board meeting. These submissions shall be deemed to be nominations for each person named. Persons shall be offered a position on the board contingent upon a favorable vote of the Board.

The Board will recruit directors with the following attributes who will be able to work most effectively amongst themselves, with CSMS and the school leadership team to successfully meet the School's challenges:

- Passionate and unwavering commitment to the school's mission.
- Shared vision for the school and the steps required to realize that vision.
- Expectation that all children can and will realize high levels of academic achievement.
- Belief in the Championship Academy of Distinction Middle School's school design and curriculum as the best means of accomplishing the school's mission and realizing its vision.
- Understanding of the promises contained in the school's charter.
- Understanding of the distinction between the roles and responsibilities of each person and entity involved.
- Willingness to volunteer for one or more Board committees and the ability to contribute appropriate time and energy necessary to follow through on assigned tasks.
- Ability to work within a team structure.
- Specific knowledge, experience, and/or interest in at least one element of governance for the School.

Once new Board Members are selected they will be participate in state approved Board Member training. We will contract with a state-approved trainer such as Kathleen Schoenberg who offers a high- quality online option where Board Members will be able to complete the training at a time that is convenient to their schedule. All Board members and prospective board members will undergo a complete criminal background check including child abuse registry checks with satisfactory completion as a condition of service.

New Board Members will meet with the Principal to review the history and mission of the school. The Board Member will be provided with pertinent documents such as the school's Articles of Incorporation, Bylaws, Policy Manual, current and historical budgets, as well as copies of the charter contract and charter application. The Principal will ensure that the new Board member understands the roles and expectations of a Board member and answer any questions the new member may have about the organization. Also, the ESP, CSMS will provide additional training to the Board on as needed basis as issues and concerns may arise.

(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 Founding Board includes the following members: Melissa Bustamante, President; Maxine Mason; and, Keri Diaz. The following is a brief overview of each board member:

Melissa Bustamante

Ms. Melissa Bustamante serves as President of the Founding Board. Melissa is also the President of

the Championship Academy of Distinction Charter School Board of Directors where she recently successfully led the school's application renewal process. She brings financial management acumen that she has acquired over the years working in back office support in South Florida companies.

Maxine Mason

Ms. Maxine Mason is a member of the Founding Board and also serves on the Championship Academy of Distinction Charter School Board of Directors. Ms. Mason holds a MBA from Nova Southeastern University and is currently working on her doctorate degree in education at Nova. For the past two decades she has devoted herself to improving education working as the Coordinator of Operations for the Undergraduate Teacher Program at Nova Southeastern University as well as Adjunct Instructor for the Masters of Arts in Teaching and Learning. As a small business owner prior to joining Nova, she learned the necessity of strong financial oversight and controls.

Keri Diaz

Ms. Keri Diaz is a member of the Founding Board and also serves on the Championship Academy of Distinction Charter School Board of Directors. She is a graduate of Broward Community College with an Associates Degree in Liberal Arts. Her business career has included owning her own insurance agency, where she managed the day to day operations of the agency; Purchasing Manager at a chemical business, where she optimized inventory and minimized costs of goods sold; and, now as a business development manager. Ms. Diaz has also worked as a substitute teacher at Florida Intercultural Academy K-8.

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

Parents/Guardians are our partners when it comes to implementing consequences to change our students' behaviors. Parents/Guardians should expect to receive calls and attend meetings with teachers and administrators when students have misbehaved. The purpose of these calls will be to solve problems together and to make sure that consequences given at school and at home are consistent. Parents may not always agree with us about the appropriate consequence.

There is a skill to diffusing parent concerns and it usually involves patient listening and empathy with the parent's grievance. This is an important skill for any staff member at CADMS. As a school of choice, being able to meet the needs of the parents and community is essential to the continued success of the organization. The Board will ensure in its hiring practices that the Principal possesses the skills necessary to meet with and empathize with parents.

When a parent or other member of the community has a concern regarding the school, the school will request that the individual first address the person with whom he or she has a complaint with to try to address the problem in a professional and immediate manner. If this is unable to resolve the conflict the individual will be encouraged to speak with the Principal. The Principal will meet with the individual and try to understand the full extent of the concern, and then address the concern in an appropriate and professional manner. The course of action taken will depend upon the concern the individual is having, but may involve researching an incident, mediating between parties, or simply making a final decision on an open topic. The decision of the Principal will be communicated to the individual who had a complaint in a timely manner. If this still does not satisfy the complainant, he or she will be encouraged to take their concern to the Board of Directors who shall hear the complaint and take an appropriate course of action. Parents will be reminded that meetings of the School Board of Directors are public meetings and that care should be taken to limit confidential concerns wherever possible. The policies will address this to ensure the confidentiality of Championship Academy of Distinction Middle School students. Student and parent

concerns will be addressed by the Championship Academy of Distinction Middle School Board of Directors, and not beyond. Decisions made by the School Board of Directors shall be final. Employee concerns or appeals may also be made to the Board of Directors, however, should the employee not feel the Board of Directors is adequately addressing the concerns, the Championship Academy of Distinction Middle School Governing Board shall have policies in place to provide for an additional level of appeal based on legal or procedural concerns that may exist for employees.

As a school of choice, maintaining positive relationships with parents and the community is extremely important to CADMS. Concerns and complaints will be taken seriously in an attempt to deal with them in an upfront and transparent manner. Parents will be informed that as a charter school, CADMS operates independent of the school district and that their concerns should be raised with our administration or within our Governance structure.

(I) 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:

Not Applicable.



**Championship Academy of
Distinction at Hollywood
Middle School
Part 2 – Organizational Plan
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.

Local control of charter schools is essential to ensure successful responsiveness to the community and families at the charter school. The local School Board of Directors, as described in Section Nine of this charter application, will oversee Championship Academy of Distinction Middle School. The local School Board of Directors will work with the Championship Academy of Distinction Middle School Governing Board Representative to hire the administrative team of the school.

The Board will hire an on-site administration team which will consist of a Principal and administrative support staff that will be responsible for the day-to-day operation of the school in the areas of: working with the teaching staff, addressing student-related issues, overseeing the parental involvement agreements, and providing input and support for curriculum development. It is anticipated that the principal for Championship Academy of Distinction may also serve as the principal for the Middle School. The Principal, along with the leadership team, will be responsible for ensuring the school is operating in accordance with the mission and vision set forth in this charter application and as defined by the Board of Directors. The Principal and the leadership team will serve as Instructional Leaders, demonstrating mastery of the Florida Principal Leadership Standards, and make all school-based decisions relating to the operations of the school. The Board will provide the school with secretarial staff that will be responsible for supporting the Principal and leadership team with the daily interactions with stakeholders. These duties will include recruitment, counseling, monitoring, and curriculum alignment.

Included in **Appendix F** is a complete set of the current draft job descriptions that highlight the responsibilities and expectations for each key staff position at the school. It is our intent to hire an Assistant Principal who will support the Principal in the day-to-day management of CADMS. We anticipate that enrollment will support this position starting in year two of operations. Administrative staff will be added as student enrollment increases in order to assist in the administration of the School as necessary. The administrative staff is responsible for curriculum development, supporting the instructional staff, interacting with students and directing dynamic parental involvement agreements and activities. The administrative staff will be required to clearly understand and carry out their role as instructional leaders. They will make all school-based decisions, and help establish and implement procedures for the day-to-day

operations of the school.

The Principal, with the support of the administrative staff, will ensure that the operations of the school (resources, courses, policies) are in accordance with the mission and vision of the school. The proper selection, oversight and support of the school's instructional leaders and teachers are one of the most critical components for the school's success.

Each administrator shall have a list of staff members for whom s/he is responsible for supervising and evaluating each year. Each staff member will be notified at the start of each year who their official supervisor is to prevent any confusion over who any individual staff member reports to. A complete organizational chart graphically representing the employee structure is included as **Appendix E**.

Championship Academy of Distinction Middle School intends to empower staff to take active roles in the leadership and management of the school. As such, the school will use a school advisory board, which will be made up of representatives of all staff members of CADMS. This team will regularly meet with the Principal to share ideas and concerns, and develop school wide goals, activities and action plans. The advisory board shall serve in an advising role to the Principal and will not have specific management responsibilities, but it is our intention that the Principal will utilize this group to build staff support for initiatives and ensure s/he has an effective understanding the needs of the school and staff.

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

The ESP with the approval of the Board of Directors will determine the process for selecting a leader who is committed to the school's mission and will lead others by example. The top administrator functions as a bridge between the Board and the staff of the organization. The Principal along with the ESP is empowered by the Board to act on its behalf of and implement Board level policies and procedures. The administrator through the ESP is given the following authority: recruit, hire, organize, and supervise all staff; develop and implement administrative policies and procedures; and allocate resources within the Board's established budgetary guidelines. The Board will hold the Principal accountable to the scope of duties outlined in the Principal's job description through annual job performance appraisals. Some of the key items in the performance appraisal will include curriculum development, success working with the teaching staff, addressing student-related issues, impact of the parental involvement agreements, and efficient use of resources.

The ESP and the Board of Directors will utilize industry best practices and guidelines to recruit and hire a Principal. The ESP and Board will research leadership recruitment initiatives and district expectations for a principal and will identify highly qualified candidates. The ESP and Board will utilize a broad range of recruiting methods, including the use of state provided resources such as Teachers-Teachers.com, as well as other resources such as New Leaders New Schools to seek an individual who not only meets the minimum qualifications outlined in the job description, but will provide excellent leadership and direction to CADMS. The minimum requirements for the position shall be:

- A master's degree (higher degrees preferred);
- A progressive background in administration (preferably school setting) and teaching experience aligned to the mission and vision of the school;
- Appropriate certification in Educational Leadership in the State of Florida;
- Documented experience in working with School Advisory Councils or educational boards;
- Leadership capabilities that are aligned to implementing the FLORIDA STANDARDS;
- Knowledge of the needs of the student population the school will serve;

- References from previous supervisors that demonstrate a positive administrative experience;
- Documented excellent communication skills; and
- Capacity to meet or exceed the Florida's Principal Leadership Standards:
 - Student Learning Results
 - Student Learning as a Priority
 - Instructional Plan Implementation
 - Faculty Development
 - Learning Environment
 - Decision Making
 - Leadership Development
 - School Management
 - Communication
 - Professional and Ethical Behaviors

Principal Evaluation

At CADMS we view the professional development and annual performance assessment process as integral tasks in the development of effective educators. As such, the evaluation process begins with the employee (including the Principal) conducting an inventory of his or her own strengths and areas for improvement. We will utilize a tool such as the William Cecil Golden School Leadership Development Program with the school's administrators. The administrator will be required to complete the survey and identify his or her own strengths toward meeting the Florida Principal Leadership Standards, and then develop a set of professional development goals that will address the areas identified as potential areas for growth. The progress toward those goals will then be an important piece in the evaluation of the Principal.

The School will utilize the Florida Consortium of Public Charter Schools School-Based Administrator Evaluation to facilitate the professional evaluation of the Principal. The Board may also establish additional evaluative procedures including, but not limited to: interviews, goal review, budget review, and evaluation of climate surveys. The goal of the tool is to insure that principals are meeting appropriate expectations and setting goals to meet those expectations as they relate to each individual area. The Leadership and Learning Center as part of the state's contract to assist charter schools to prepare for the requirements of SB736 was the basis for the comprehensive evaluation plan. The evaluation plan will meet all of the requirements of Florida Statute. The process that we intend to use at the school for completing the evaluation tool is as follows:

- The Board President will give the Principal a blank evaluation form. The Principal will have at least (15) days to complete the self-evaluation.
- The Board will decide if additional data inputs will be required to complete the final evaluation, and direct the Board President to have those tasks completed (e.g., parent surveys, data analysis, etc.).
- The Board President will independently complete the evaluation form.
- The Board President may seek assistance from outside consultants to assist with the data collection and analysis in order to ensure that the Principal's evaluation includes the necessary student performance data as required by statute.
- The Board President will schedule a conference with the Principal to review the evaluation prior to submitting it to the Board for final review and approval.
- The completed, signed evaluation will be presented to the full Board for discussion.
- The Principal will be asked to sign the completed evaluation with the evaluation then filed

(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.

Hiring the best and most qualified staff possible will be essential to the success of Championship Academy of Distinction Middle School. We will be focused on hiring staff members who are committed to excellence with extremely high student expectations and an empathetic nature to work with the high-needs students Championship Academy of Distinction Middle School will be recruiting. Our staffing plan is based specifically on the student enrollment targets we have developed for each grade level. In addition, we have based the decisions regarding the school’s specialists based on a number of minutes we expect each grade level to have. We have anticipated 10 sections of students at the middle school level, where we expect that on average students will receive about 106 minutes of art. This means that we anticipate the need for approximately 1,810 minutes of art per week, or just slightly over 30 hours per week. Therefore, we feel that one Art teacher shared between the elementary and middle school is sufficient to serve our students for the first year. Similar logic was used for each teaching position, by going through and identifying the number of minutes we expect each grade level to have of each service, we were able to calculate the number of staff required, resulting in the following chart of staff requirements for each of the first five years of operation.

Five Year Staffing Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
Classroom Teachers	10	12	14	16	17.4
ESE Teachers	0.8	1	1.2	1.3	1.4
Gifted Teachers	0.1	0.1	0.1	0.1	0.1
Principal	1	1	1	1	1
Assistant Principal	1	1	1	1	1
Curriculum Specialist	1	1	1	1	1
Registrar	1	1	1	1	1
Receptionist	1	1	1	1	1
Business Manager	1	1	1	1	1
School Administrator	1	1	1	1	1
Testing Coordinator	1	1	1	1	1
Maintenance	1	1	1	1	1
Lunch Services	1	1	1	1	1
Total Employees	20.9	22.1	24.3	26.4	27.9

We also anticipate hiring two additional salaried professional positions for the school during the initial year, a guidance counselor and curriculum specialist. It will be the responsibility of the guidance counselor to work with students to deal with personal issues they may be having, and coordinate special services that may be necessary with the parents. This person will need a strong understanding of the community services available to families in the area in order to help parents access these services as needed to ensure the health, safety, and well-being of the students attending Championship Academy of Distinction Middle School, allowing the students to focus on the high levels of academic achievement we will be expecting. The Curriculum Specialist will work with the curriculum at the school.

Each of these people will serve an important role in assisting the school to operate successfully.

Appendix F is a sample and initial draft of the job descriptions we will use for these positions, but below is a brief description of the positions:

Business Manager: The business manager will primarily be responsible for the accounts payable and receivable tasks related to operating the school. This person will collect all of the funds for field trips, lunch money, etc. and ensure they are deposited and accounted for properly. This person will receive invoices and ensure they are processed appropriately with the networks staff to ensure proper payment and processing of payments. This person will also be the lead person amongst the office staff, ensuring the office is covered and that office tasks are completed.

Receptionist: The receptionist will be responsible for answering the phone, greeting parents and visitors to the office, handling the mail and other routine tasks that are typically handled by a school office.

Registrar: The registrar will be responsible for the routine data entry and update of the student management system, such as attendance. This person will be responsible for ensuring that students are correctly reported to the district and state.

The second task assigned to the Principal (after initiating student recruitment efforts) will be to post, recruit, and begin screening and interviewing the teachers. We acknowledge the monumental task of hiring over 13 exceptional classroom teachers, and the Championship Academy of Distinction Middle School will support the Principal in completing this task. It is our plan that interviewing will begin in early February so that we can begin offering positions as soon as the student lottery is conducted in mid to late February.

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

Recruiting and maintaining the highest quality staff possible will be essential to our mission to prepare students to succeed in a technologically advanced global society. As such, the ESP, Principal and Board of Directors will make the selection and support of its staff a top priority, especially during the planning year of the school. All instructional staff will hold a Florida teaching certificate, and will meet the requirements necessary to be considered Highly Qualified under state and federal regulations.

Once hired, one of the first tasks the Principal will undertake is to work with the ESP and Board to finalize the staffing plan, post it, and recruit to fill the instructional positions at the school. The Principal will use a variety of resources to select qualified staff members, including the use of Teachers-Teachers.com, other online job boards and professional teaching organizations and publications to advertise the available positions. Applications will be accepted and the Principal shall review them and select candidates to invite for an interview. The Principal shall develop an interview committee, which could include already hired staff members, Board members, or volunteers associated with the school to assist with the interviewing process and to provide multiple opinions and feedback on potential candidates. The minimum requirements and duties of each position are outlined in the Job Descriptions included as **Appendix F**.

In the future, in order to continue to effectively recruit the best possible applicants to our school, other ideas we may use include:

- Partner with local universities to assign interns to the school who will be considered for possible openings that may arise based on their performance;
- Utilize the Florida Department of Education website entitled "Teach in Florida" to announce and recruit Highly Qualified teachers;

- Create and maintain a competitive salary schedule that includes performance incentives to attract high performing teachers; and
- Utilize local media venues to advertise openings.

The Board of Directors will insist that the hiring policies ensure there is a focus on representing the diverse racial/ethnic background of the students the school serves. Each individual offered a position would also be required to undergo and meet the state requirements for fingerprinting and background checks prior to commencing employment at the school.

A comprehensive professional development program modeled after the Learning Forward standards as well as Florida statutory requirements will be implemented ensuring continuous improvement of the staff.



**Championship Academy of
Distinction at Hollywood
Middle School
Part 2 – Organizational Plan
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 Governing Board will contract with Charter School Management Solutions, LLC (CSMS), to provide all necessary management and professional expertise. Charter School Management Solutions will assist in developing, planning, and marketing the School, as well as organizing the finance, human resources, curricula and operations of the School. Charter School Management Solutions' (CSMS) scope of services includes, but is not limited to:

ESP Services

Educational Management	• Customized curriculum designed to meet national, state, and local standards • Continuous program evaluation • Accountability • Sustainable performance • Curriculum material selection • Student data analysis • Student individual education plans, assessments, records, etc. • Professional/school development • Teacher instructional support, coaching, and mentoring • Assistance in coordinating parent, teacher, and student organizations
Development and Operations Management	• Charter Application and Charter Contract negotiations • Ensure state, local, and school board compliance • Develop project timeline • Negotiate contracted services (food, transportation, security, custodial, etc.) • Assess demographic and market needs • Develop enrollment marketing plan
Financial Management	• Establish accounting systems • Budget development and oversight • Operation and capital budgets • Monthly, quarterly, and annual financial and governmental reporting and analyses

	• Fundraising, where applicable • Application for grants and loans
Facilities Management	• Strategic financing and construction partnerships • Assist in site acquisition and/or lease negotiations • Fulfill all maintenance and renovation needs • Operational design of classrooms and school space and programmatic input for functionality purposes • Procure furniture, fixtures, equipment, and supplies • Secure basic utility services (phone, water, electric & disposal service)
Human Resource Management	• Employee benefits, Worker's Compensation and 401(k) • Compensation planning & performance evaluations • Personnel administration: hire principals, teachers and other staff • Personnel policies and procedures and ongoing staffing assistance • Payroll service • Government compliance and reporting • Professional back-office services
Technology Management	Coordinate and oversee the following: • Design and development of technology labs and student stations • Remote access and software integration • Technology support • Purchasing of technology • Maintenance of Student Information System • Maintenance of school websites • Email hosting

(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).

A draft of proposed contract is included in **Appendix D**.

General Functions of the ESP according to the Management Agreement include:

- Perform day to day management of the School in accordance with the Management Agreement, the non-profit purpose of the Governing Board, the Charter Contract and subject to the direction given by the Board
- Implement and administer the Educational Program including the selection of instructional materials, equipment and supplies, and the administration of any and all extra-curricular activities and programs approved by the Board
- Perform repeated evaluation, assessment and continuous improvement of the educational curriculum and program development and report findings to the Board upon its request
- Perform other consulting and liaison services with governmental offices and agencies as are necessary in day to day operations or as required by the Charter Contract

- Manage all personnel functions including professional development for the School Administrator and all instructional personnel
- Manage all aspects of the business administration of the School
- Manage all aspects of the accounting operation including general ledger management, financial reporting and audits, including preparing the proposed annual budget for presentation to the Governing Board for modification, amendment or approval
- Market and recruit to students
- Implement pupil performance evaluations that permit evaluation of the education progress of the School student and administer all standard tests that are required
- Provide other functions and services as necessary or expedient for the administration of the School

(C) Unless the ESP is the parent non-profit, 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 ESP, Charter School Management Solutions, has been providing services to both Championship Academy of Distinction Hollywood and Championship Academy of Distinction Davie since April 2012. Both schools are extremely satisfied with the high levels of educational performance and operational excellence that CSMS has provided since assuming its role as their respective ESP. Additionally, starting with the 2014 – 2015 school year, Avant Garde Academy of Broward has been utilizing CSMS for educational management services. A recently conducted audit at Championship Academy of Distinction by the Florida State DOE resulted in extremely favorable results due to the professionalism and attention to detail, which Charter School Management Solutions brings to the schools it assists. Additionally Championship Academy of Distinction Charter School received a 5-year renewal and was approved by the Broward School District Board of Directors.

(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.

In compliance with F.S. 1002.33 (9) (i), the Governing Board shall adopt on an annual basis a comprehensive budget, which shall include all forms of revenue and all expenditures. Amendments to the budget will require the approval of the Governing Board. The ESP will provide to the Governing Board, on a monthly basis, an accounting of all School revenues and expenditures. In addition, the ESP will report on a monthly basis the current student enrollment of the School and the number of students on the waiting list if any. The School will make available monthly financials, which will include a statement of revenues and expenditures prepared in accordance with generally accepted accounting principles.

The ESP will be responsible for the day-to-day financial management of the School. All accounting procedures will be performed using General Accounting Standards Board's (GASB) 34 principles and will be maintained utilizing the "Financial and Program Cost Accounting and Reporting for Florida Schools" as stipulated in F.S. 1002.33(9) (h).

In compliance with F. S. 1002.33 (9) (g), the School will obtain an annual financial audit to be performed by an independent certified public accountant. The School's audited financial statements are to be comprised of three components:

1. Entity-wide financial statements;
2. Fund financial statements;
3. Notes to the financial statements. This report also contains other supplementary information in addition to the basic financial statements themselves.

Please refer to Section 18 for a more detailed explanation of the School's financial management processes and internal controls.

(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.

The relationship between the Governing Board and the ESP is codified with a performance-based contract. The proposed management agreement between the Governing Board and the ESP is provided as **Appendix D** and outlines the duties and responsibilities of each party and the specific performance requirements of the ESP. The Governing Board has complete authority to cancel the management agreement with the ESP for non-performance. Additionally, board members are forbidden from attaining any form of compensation from the School's operations. Employees of the School are not eligible to become board members nor are any of the vendors who supply services to the School. Governing board members have no financial interest in the School's operation in accordance with conflict of interest policy and its By Laws.

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

Charter School Management Services, LLC (CSMS) is an educational services provider (ESP) comprised of highly professional staff dedicated to academic excellence, character and leadership development, and positive youth transformation in a safe, monitored and bully free environment. CSMS helps students achieve their academic, social and leadership goals. Its schools are student centric, focused on teaching students how to motivate, monitor and manage themselves, thus becoming life-long successful adults. CSMS strongly believes that all students are capable of high achieving outcomes regardless of their social and economic circumstances. Students receive positive reinforcement on a daily basis and are recognized with medals and trophies throughout the school year. CSMS has a proven track record of improving school academic rating grades and student test scores, resulting in doubled school enrollment, content and involved parents and successful students.

Cynthia Dotson founded charter School Management Services, LLC, a Florida Limited Liability Corporation, in July 2012. She is the organization's President and CEO. Ms. Dotson is a seasoned educational professional having served in both the public and private sectors of education. She has devoted the past twenty years to the charter school movement. Career highlights include:

- Founded two charter schools
 - Crispus Attucks Youth Build Charter School York, PA
 - Youth Build Albuquerque Trade and Technology Charter School Albuquerque, NM
- Co-Founder and Vice President of Charter School Property Solutions, a non-profit which develops and finances charter and private school properties

- Appointed to governmental task forces:
 - New Mexico Governor Bill Richardson's Youth in Transition Task Force
 - Pennsylvania Congressman Bill Goodling's Youth Development Job Creation Committee

(G) Provide a list of other schools with which the ESP has contracts, including contact information and student and financial performance data using Addendum C (Form IEPC –M1A)

The chart below provides the other schools with which the ESP has contracts, including contact information and student and financial performance data. This information is also included on the Applicant History Worksheet found in **Appendix M** and in the Addendum following Section 19.

School	Year Started	Governing Board	Contact Info	Grades Served	Student Enrollment	Most Recent School Grade	Fund Balance
Championship Academy of Distinction Hollywood	April 2012	Championship Academy of Distinction at Hollywood, INC.	Melissa Bustamante 1100 Hillcrest Dr. Hollywood, FL 954.274.3986	K - 5	388	C	\$72,847
Championship Academy of Distinction Davie	April 2012	Championship Academy of Distinction at Hollywood, INC	Melissa Bustamante 1100 Hillcrest Dr. Hollywood, FL 954.274.3986	K - 8	611	A	\$86,079
Avant Garde Academy of Broward	August 2014	Avant Garde Academy, INC	Frank Bolanos 786.351.3605	6 - 8	88		\$37,553



**Championship Academy of
Distinction at Hollywood
Middle School
Part 2 – Organizational Plan
Section 12**

Human Resources and Employment

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

Championship Academy of Distinction Middle School intends to be a private employer in the state of Florida. It is our intention to set our salary to be competitive to that of the School District in order to attract and retain the highest quality teachers possible. The specific compensation schedule will be developed using the Florida Consortium of Public Charter Schools compensation development tool and will participate in the training required to utilize this system. Championship Academy of Distinction Middle School has decided that rather than developing a system, which may or may not align with the state expectations, that we will use the FCPCS Teacher/Principal Salary Allocation Schedule and will use the school's own data in order to develop the salary schedule. Championship Academy of Distinction Middle School does acknowledge that we will follow all applicable state and federal laws regarding compensation and evaluation that may apply to the school. Some of the key points we acknowledge we will be responsible for under the statutes as they currently stands are:

- The system used to evaluate teachers and administrators must incorporate student performance, the percentage of which is based on the individual's role, and the amount of data, which exists.
- Professional development will be Incorporated through a continuous quality improvement model
- Performance data used in the evaluation system shall be collected from multiple sources
- Special criteria and procedures may need to be developed for some specialty fields and job classifications
- The evaluation system will utilize the state approved performance levels (highly effective, effective, needs improvement (or developing for those within their first 3 years of employment) or Unsatisfactory
- Administrators will be trained in the proper use of the evaluation system
- The system will be evaluated to determine the effectiveness to improve student learning.
- Teacher salary schedules may not be based on advanced degrees, but salary supplements based on degrees are permitted.
- Championship Academy of Distinction Middle School will likely develop a single salary schedule in alignment with the performance salary schedule requirements of the law and require that all employees join this schedule initially in 2016-17 rather than having a second schedule that some employees can use the following year

Championship Academy of Distinction Middle School also wishes to acknowledge that should the laws change regarding the applicability of these laws to charter schools, we will follow all updated laws.

All people hired as staff members at Championship Academy of Distinction Middle School will be employees of Championship Academy of Distinction Middle School, Inc. CADMS will utilize a payroll service to make the most efficient use of public funds, as well as utilize the network's ability to pool employees from multiple schools to get the best possible group insurance rates for our employees. It is our intention to offer a comprehensive set of benefits to our employees as well.

(B) Describe the 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.

While the specific policies for Championship Academy of Distinction Middle School have not yet been developed, considerable work has been done to develop the content, the structure, and what will be included. Championship Academy of Distinction Middle School is formulating policies from the Florida Charter Support Unit and from other charter schools throughout the state of Florida into a comprehensive policy manual. This policy manual will be thoroughly vetted by an attorney prior to an approval by the Board of Directors. Most employee and personnel policies will be part of the Corporate Policy Manual, which will be set by the Governance Board of Directors. This will allow the network to ensure compliance with ever changing legal employment requirements. It is our intention that the Corporate Policy Manual will be completed and adopted by mid-February, 2013, prior to hiring any employees other than the Principal.

Teacher Evaluation

According to Section 1012.34, F.S. requires that school districts implement personnel evaluations that are based on several criteria, one of which is the performance of each educator's students. The law places a premium on using learning growth, so that educators can be credited with improving student learning regardless of how much the student knows when he/she first enters a teacher's classroom. There are a number of ways to measure learning growth. The Florida Department of Education approved using a value-added model (VAM) to measure learning growth for purposes of teacher evaluation, in part because of the model's capacity to reflect an individual educator's contribution to that learning growth. VAM results, along with the other components in districts' personnel evaluation systems, provide a tool for districts to more accurately evaluate teacher and principal performance.

Championship Academy of Distinction Middle School will be utilizing the Florida Consortium for Public Charter Schools Charter School Classroom Teacher Evaluation System outlined in **Appendix H**. This evaluation system follows all state and district guidelines with regard to personnel performance and may contribute to the determination of any pay for performance for individual employees. The FCPCS Evaluation is a performance evaluation system for classroom teachers that align to the six *Florida Educator Accomplished Practices* (FEAP's), State Board of Education Rule 6A-5.065. When administering the evaluation, the school administrator will enter the appropriate rating based on evidence collected over the designated period of time. Each domain will have a total rating. At the completion of the evaluation, a total rating based on all indicators will be calculated. Per s.1012.34, F.S., fifty percent (50%) of a teacher's annual performance rating will be based on criteria measured through the teacher evaluation instrument.

As indicated above, teachers will be evaluated by using several criteria; the performance appraisal system will evaluate competence in accordance with applicable Florida Statutes and student learning growth. All experienced teachers will be evaluated by the school administration twice yearly using a formal teacher evaluation system. New teachers will be evaluated four times per school year. Evaluations will focus on instructional strategies, classroom management skills, student engagement in classroom/lesson, and teacher performance. Evaluations will be used as a means of improving the quality of instruction and serve as a support system for the continuous improvement of teachers as follows:

- To improve the quality of teaching and services to students
- To enable the teacher to recognize his/her role in the total school program
- To assist the teacher in achieving the established goals of curriculum
- To help each teacher identify his/her strengths and weaknesses as a personal guide for his/her improvement
- To provide assistance to the teacher to help correct weakness
- To recognize the teachers' special talents and to facilitate and encourage their utilization
- To serve as a guide for renewed employment, termination of employment, promotion, assignment, and un-requested leave for teachers
- To protect the teacher from dismissal without just cause
- To protect the teaching profession from unethical and incompetent personnel

Professional Development

Championship Academy of Distinction Middle School will be developing a comprehensive professional development plan that will ensure teachers have and will be working to fine-tune the skills they need to be successful with the high needs population Championship Academy of Distinction Middle School will be serving. The professional development plan will be developed by the administrative team working with a group of teachers through a Curriculum and Professional Development team which will be formed at the school amongst the staff, as well as with the assistance of network staff and will be based on the assessed needs and performance of the teachers at the school. As such, it is not possible for us to specifically outline the details of the plan at this time, until we know more about the strengths and needs of the individual staff members who will be hired. We do intend that some of the possible topics that will be looked at to determine if professional development will be necessary will include:

- Direct Instruction
- Curriculum Mapping
- Use of Technology to support instruction
- Behavioral Analysis



**Championship Academy of
Distinction at Hollywood
Middle School
Part 2 – Organizational Plan
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.

We intend to market extensively within the 5-mile radius area around 1100 Hillcrest Drive Hollywood, FL 33021. The student recruitment plan to publicize the school will be designed to reach the entire community and, accordingly, all racial/ethnic groups within it. The School will implement a community school awareness and student recruitment plan that will target fifth-seventh graders from area elementary and middle schools, communities, and homeowner associations. Presentations will include information about charter schools in general and specifically about the school’s curriculum focus and the application procedure.

The School will take the measures below, among others, to ensure that students who are representative of the school’s local community are recruited:

- Championship Academy of Distinction at Hollywood Middle School will provide translation services for all promotional materials and any person-to-person as necessary to inform the community;
- Community meetings at local community centers and libraries;
- Post flyers and notices in local newspapers, supermarkets, communities of faith, community centers, and apartment complexes;
- Conduct open houses at the School and other public and private elementary schools, after-school programs and youth centers;
- Visit pre-schools and day care centers in the area
- Direct mail information;
- Visit local organizations in surrounding neighborhoods; and
- Canvass neighborhoods to further reach interested families

The charter school will also seek to work with local community civic organizations to provide information to the community. Once school facilities become available, open house forums and school tours will also be utilized.

The focus of all marketing materials will be to provide parents and students with clear and concise information about the academic focus and the college preparatory focus of Championship Academy of Distinction Middle School. Our goal will be to ensure parents have a clear understanding of how their child's needs would be met at our school prior to enrollment.

(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.

The mission of the CADMS is to provide students with an enriched, holistic, and nurturing experience, focused on character and leadership development through academic programs that foster teamwork, discipline, and citizenship while in pursuit of academic distinction. As such, reaching out to students from a broad array of diverse backgrounds will be essential to the success of the program we have developed. Students will be considered for admission without regard to ethnicity, national origin, gender, or achievement level. Although students will most likely come from the neighboring communities, students from anywhere within Broward County will be eligible, and the promotional plan to be followed in publicizing the school will be designed to reach the entire community and accordingly, all racial/ethnic groups within it. Marketing materials will be printed in the various languages that are representative of the community (English, Spanish, and Haitian Creole). The school will embrace all students, regardless of their racial, cultural, ethnic, or religious orientation. The ideals of the diverse international focus of our school will be central to the marketing message of the school. We believe that the idea of sending their children to a college-preparatory program will be attractive to all families regardless of race or background and that the school will attract a student population that is reflective of the community at large. The goal will be to maintain as closely as possible the balance reflective of the community served by the charter school.

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

The School will admit students of any race, color, nationality and ethnic origin, religion, sexual orientation, or gender. Pursuant to Section 1022.33(10) (b), the School shall enroll an eligible student who submits a timely application unless the number of applications exceeds the capacity of a program, class, grade level or building. In such cases, all applicants shall have an equal chance of being admitted through a random selection process. Enrollment will also follow FS 1002.33(15)(c), which includes enrolling students according to racial/ethnic balance, provisions in 1002.33(7)(a) 8. In accordance with 1002.33(10) (d), the School may give enrollment preference to the following populations:

- Students who are siblings of a student enrolled in the School
- Students who are children of a founding/governing board member of the School
- Students who are children of a School staff member
- Students who are the children of an active-duty member of any branch of the United States Armed Forces

The School will be open to all eligible students residing in the county with initial recruiting efforts focused on those residents living within a four-mile radius of the school site. Mass marketing efforts will target the entire county. The school will not discriminate on the basis of race, color, sex, religion, national, or ethnic origin, or disability in the admission of students. The school will be nonsectarian in its programs, admission

policies, employment practices, and operations. The school will not charge tuition or fees except for those fees normally charged by other public schools.

To ensure that the school is available to serve the residents of the school's neighborhood, the school may elect to focus some of its enrollment efforts to target students residing within the community. The school will use the reasonable distance definition as provided under FS. 1002.33 (10) (4)(e). Such students shall be subject to a random lottery and to the racial/ethnic balance provisions or any federal provisions that require a school to achieve a racial/ethnic balance reflective of the community it serves or within the racial/ethnic balance reflective of the community it serves or within the racial/ethnic range of other public schools in the same school district.

The table below indicates our anticipated enrollment timelines:

Date	Activity
Year 1	
January – March 2016	Initial Student Open Enrollment/Registration period
March 31, 2016	Initial enrollment period ends.
April 1, 2016	Student lottery held if enrollment exceeds capacity by grade, class or facility
April 1 – June 12, 2016	Second student registration period
April 7, 2016	Initial registration applicants notified of acceptance and/or results of lottery
June 12, 2016	Second registration period ends. Student lottery held if enrollment exceeds capacity
June 13 - Ongoing	Registration
Year 2	
January 2017	Recommit letters sent to current students
January – March 2017	Open Enrollment
March 31, 2017	Initial Open Enrollment period ends
April 1, 2017	Student lottery held if enrollment exceeds capacity by grade, class or facility
April 1 – June 12, 2017	Second student registration period
April 7, 2017	Initial registration applicants notified of acceptance and/or results of lottery
June 12, 2017	Second registration period ends. Student lottery held if enrollment exceeds capacity
June 13 - Ongoing	Registration

Should more applications be received than seats are available, students will be selected using a random lottery based on random numbers assigned to each student when they complete their application, ensuring that all applicants are afforded an equal chance of being admitted. Those students who are legally allowed to be granted preference (i.e. siblings of current students, children of employees or board members, and children of active duty military members) will be given first preference, but if there are more students with preference than seats available, an initial lottery of only those students will take place. In order to ensure no discrimination against any students and that all students have an equal chance of being selected by the lottery, Championship Academy of Distinction Middle School will use a third party to conduct the lottery process (such as an accounting firm). Championship Academy of Distinction Middle School will provide a

list of students along with any legally allowed preferences that may exist, and the third party shall conduct the lottery independent of the school, and return the list of accepted students along with a rank-ordered waiting list.

Enrollment Process

An Open Enrollment process will be utilized. Each year, an Open Enrollment period will be established and published. All applications received during this period will be treated as though received on the same day. All applications received after the close of the Open Enrollment period will be placed in the next available seat for that grade level in the order they are received, unless more applications were received than seats are available, in which case we will utilize the lottery process. Applications will not carry over from year to year and new applications will be required for each subsequent year. The deadline for the Open Enrollment period will be published annually and will be included with the student applications. The deadline will be scheduled as close to the district's open enrollment period as possible. Applications will be made available electronically and in paper version. Families will be encouraged to complete the electronic version if they are able to in order to minimize data entry requirements. The number of classrooms available at each grade level will be determined annually at the close of the open enrollment period, and the number of student seats available will be publicized. Information sessions will be held so that prospective parents can learn about the mission and vision of the School. As a school of choice, parents need to determine if this is the choice for their child.

During the initial year, the Principal will be responsible for collecting all applications for the first year of the school. Several software systems are being reviewed for use in tracking and monitoring applications, as well as conducting a student lottery in a transparent and legally acceptable method. After the school has started, an office staff member such as the Data Management Technician will be responsible for these tasks.

If a student who has been accepted chooses not to confirm their attendance at Championship Academy of Distinction Middle School within the allotted time period (which will generally be 3 weeks after the lottery, or within 2 days of being offered a spot after the lottery has been conducted), the first person on the waiting list will be given the opportunity to attend. This procedure will continue throughout the school year. The waiting list will only be in effect for one school year; students on a waiting list must reapply each year for open spaces in the School.

Student Enrollment Information

Parents of students accepted to Championship Academy of Distinction Middle School will receive an Enrollment Package containing information about the School, a list of items necessary for registration, and blank forms to be completed by the parents. The Enrollment Package will include a registration form; an Emergency Dismissal form designed to indicate where the student should go in the event that school is dismissed at an unscheduled time due to any unforeseen circumstances; and a Clinic Information card designed to indicate emergency contacts and the doctor that should be called in case of an accident. Parents will sign a release of student records so their child's Department of Health's Cumulative School Health Record form can be transferred, or must present one from their physician. Parents will be given a copy of the Student Handbook, with the policies described elsewhere in this application. They will be required to sign a form indicating that they have received the handbook and will read its contents. The form will be kept in the student's file. The Student Handbook will include descriptions of the policies and procedures that will be utilized to ensure student and parental due process rights.

We will follow the District's procedures for registering students. We will ask parents/guardians to state their address on the registration form and to mark a check box indicating that they are residents of Broward County. We will require parents to sign a statement that all the information that they have provided in the enrollment form is true. We will also require parents to provide two forms of address verification identification, such as a utility bill, a driver's license, or a lease. Unless the student is transferring from a public school in Florida, the child's original birth certificate must be presented at the

time of registration. A copy will be made for the file. All student records will be screened prior to the start of the school year. School officials will notify parents of the need for physical examinations and immunizations.

In order to provide the School System with necessary data for state funding reporting and enrollment monitoring, the Championship Academy of Distinction Middle School will use the school district's student information system in accordance with specifications identified by the district.

A student and parent orientation meeting for parents of students will be held to acquaint them with the facility, procedures, and information that would be of benefit for the first days of school takes place prior to the opening of the School. These meetings assist the recruitment process in disseminating information concerning the School and its programs throughout the community.

Students may withdraw from Championship Academy of Distinction Middle School at any time and enroll in another public school as determined by the district's policy. The Principal will attempt to meet with the parents of a student who wishes to withdraw from Championship Academy of Distinction Middle School to discern the reason for withdrawal and to review options for continuing the student's education. This Exit Interview will also serve to ensure that students are not coerced to withdraw from the school.

(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.

Active parental participation will be required at the School. Parental participation is the key to the success of the overall program and will be solicited for the development of the school goals and objectives. Parents must sign a parent obligation (Parent Contract) shown in Attachment J agreeing to volunteer a minimum of twenty hours per school year. The School Principal or other school designee verifies the completion of hours and credit is applied to the parent. At the time of recommitment (usually January), parents are sent a letter notifying them of their progress toward completion of their volunteer hours.

Enrollment is a parent(s)/student cooperative choice, wherein a parent obligates to be responsible for their child/children abiding by the rules and regulations applicable to attendance, classroom participation, behavior and uniform policy. The parent's failure to abide by the requirement to fulfill their contracted volunteer hours' obligation may result in a loss of re-enrollment opportunity the following year, according to a ruling of the Florida Department of Education Office of General Council Memorandum of Opinion No. 03-05.

While we are implementing this policy, it is important to note that it is not our intention to ever need to use such a rule. We will provide an overabundance of opportunities for fulfilling the volunteer requirement or other means of facilitating compliance by the parent/guardian to ensure that every family will be able to meet this requirement.

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

We recognize that parents are a child's first and most influential teachers. Championship Academy of Distinction Middle School seeks to work as a partner with families in order to maximize each student's

academic and behavioral success. We recognize the profound influence of family on a child's success and seek to empower parents and guardians to support their children academically and become active members of the school community. It is proven that parental involvement is essential to a student's success and therefore essential to the school.

Strategies that will be used to meaningfully engage families of CADMS students include:

Frequent Communication

The School will keep parents informed about their child's school performance and other relevant school news. Teachers will provide weekly syllabi detailing the work for the week ahead and will send weekly behavior updates. These updates will include information about the child's academic and behavioral success and parents will be expected to sign and return them the following day. Every family will also have access to teachers and staff by phone, email and in person. Teachers will communicate with families on a regular basis, making phone calls or sending notes home to share concerns as well as celebrate student success on a biweekly basis. A monthly newsletter will feature longer articles on how parents can help with their child's academic growth, showcase excellent student work, celebrate school success, and list opportunities for parents to be more involved on campus. Parents will be asked to complete a family satisfaction survey every grading period, the results of which are formally incorporated into our school's accountability plan.

Board of Directors' Meetings

Parents will be notified via routine postings in accordance with Florida Sunshine Law regarding the time and place of Governing Board meetings, and they will be invited to attend and participate. The Principal and the ESP will be present to discuss all issues pertaining to the management of the School, including; school finance, student achievement, benchmark results, institutional focus, personnel issues and facility issues.

Monthly Events

The School will also host monthly events, including parent-teacher conferences, workshops, and celebrations to provide parents with a better understanding of their child's education and also provide them hand-on practice of concrete strategies to support their child's success. The following is a sample calendar of possible monthly parent events:

September	Back to School Night
October	Supporting Homework Success
November	Parent-Teacher Conferences
December	Winter Holiday Celebration
January	Family Literacy Night
February	Understanding Educational Testing
March	Parent Teacher Conferences
April	Family Math Night
May	End of Year Field Trip
June	End of Year Celebration

Parent Association

CADMS will convene a Parent Teacher Association to offer parents the opportunity to take a more active role at the school. The Parent Association will also be involved in the planning of special events, fundraising, recruitment and coordinating volunteer efforts, and will meet on a monthly basis. Parent surveys will be distributed annually to monitor general parent opinion and satisfaction with the school program and results of that survey will be included in the Annual Report distributed to all parents. Less than satisfactory parent ratings will be addressed.

Parent involvement will be further encouraged via a volunteer requirement that reflects the parent's ongoing

commitment to their child's schooling. Parents will be provided opportunities to meet a minimum 20-hour commitment based on the belief that a parent should be able to dedicate time each month (September to June) to in-school or out-of-school activities in direct support of the school and their child. Specific involvement opportunities may include, but are not limited to:

- Chaperoning field trips
- Recess supervision (with staff)
- Club leadership (with staff)
- Clerical help
- Classroom help
- Mentoring new families and students
- Breakfast/lunch set up
- Special events
- Campus beautification

Community Outreach

The School will reach out to develop community partnerships that are in the best interest of both the School and community. These community partnerships will enhance the integration of the public entities that are charged with the welfare of our children and increase the quality of services provided at the School. Examples include:

- Law Enforcement Agencies
- Other Public Safety Entities
- Health & Human Services Agencies
- Not-for-Profit Organizations with Child Focused Missions
- Youth Programs/Organizations
- Chambers of Commerce
- Local Businesses

It is the intention of Championship Academy of Distinction Middle School to have strong active parent engagement. The support of parents in their child's education will contribute to achieving our mission of providing strong rigorous instruction and to building students with outstanding behavior and character.

Part 3



Business Plan



**Championship Academy of
Distinction at Hollywood
Middle School
Part 3 – Business Plan
Section 14**

Facilities

If the site is acquired:

(A) Explain the school's facility needs, including location, size, and layout of space.

Championship Academy of Distinction Middle School will be housed in the same facility as Championship Academy of Distinction at Hollywood located at 1100 Hillcrest Drive Hollywood, FL 33021. The specific space we will occupy is currently being used by Avant Garde Academy of Broward who will be vacating the facility, moving into a facility now under construction. A facility layout and site plan is included in **Appendix K**.

(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.

The facility is currently an operating school in full compliance with all applicable laws, regulations and policies. CADMS will be occupying space currently being used for educational purposes. We will continue to ensure all inspections; zoning and required licensing are kept up to date to comply with all laws, regulations and policies. Any and all items brought to our attention or we are made of aware of concerning the facility and its usage will be immediately addressed and corrected, if so required.

(C) Describe how the facility will meet the school's capacity needs for students to be served.

The approximately 41,000 square foot facility sits on a 3 acre property located in a residential community in Hollywood, FL. Initially 10 classrooms will be utilized by the incoming students. Administration offices, cafeteria for food services, gym, and computer lab, classrooms for electives and outdoor areas will be shared with CAD. As enrollment expands each year during the 5-year budget period, additional classrooms will be utilized as follows: 2 additional per year in Year's 2, 3 and 4. 1 additional classroom in Year 5, totaling 17 regular classrooms at full enrollment.

(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.*
-

The facility is now fully functional and operating as a school. No additional renovation or remodeling is required for move in. All furniture, fixtures and equipment are in place, requiring no further expenditures at this time. All utilities and maintenance costs for the facility will be shared with Championship Academy of Distinction at Hollywood (Elementary) on a 40%/60% pro-rated basis, i.e., CADMS will pay 40% of these expenses. Rent for the facility is set at \$1,000 per enrolled student per year.

The ESP, CSMS, will be providing a \$200,000 startup loan at zero percent (0%) to provide for startup expenses, including any facility costs, as needed which may arise.

(E) Describe the back-up facilities plan.

The Board fully anticipates and intends to co-occupy the current Championship Academy of Distinction facility at 1100 Hillcrest Drive Hollywood, FL 33021 for the start of the 2016-2017 school year. However, should this not become a reality, we have two options for a back-up plan. The first is we will seek out alternative locations that may be suitable to temporarily house a school (e.g., a closed private school, church facility, etc.) that would meet all requirements for short-term school use. The second is, if no such facility can be found, the Board of Directors will request a one (1) year deferment from the sponsor to provide enough time to complete any necessary renovations required for move-in to the permanent facility.

(J) Describe the plan and methods the school will employ to comply with Florida's constitutional class size requirement.

The Board is fully aware of its responsibility to comply with the State of Florida's constitutional class size requirements and will comply with all such requirements. CADMS will utilize a student management system that allows for tracking of key data such as attendance, enrollment, free and reduced lunch, etc. This allows the school's Administrative Team and the ESP to ensure that class size restrictions are not exceeded, as well as allow CADMS staff to monitor and follow up if any errors do occur. In short, it is our intention to never accept any more students than class size limits would allow, meaning that any students beyond the 22 per class Grade 6-8 limit would be added to the waiting list until a spot became available to them. The facilities layout was created to facilitate the school's staffing and class schedule with strict adherence to class-size requirements.



Championship Academy of Distinction at Hollywood Middle School Part 3 – Business Plan Section 15

Transportation Service

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

In accordance with F.S. §1002.33 (20) (c), transportation will not be a barrier to equal access for all students within a reasonable distance of the school. CADMS will provide free school bus transportation by contracting out the service to a vendor. Transportation will be provided for students who live beyond 2 miles and up to 5 miles from the school or whose walking path to the school presents safety concerns. CADMS acknowledges the requirements of §1006.23 with regards to the hazardous walking conditions. The statute indicates that CADMS and the district along with other government entities should work cooperatively to identify areas that would be considered hazardous walking conditions. If any of CADMS students reside within such an area, they will be offered transportation.

CADMS will issue an RFP for bus service provided by a 3rd party vendor. The RFP will call for the vendor to provide school buses with a maximum capacity and maximum mileage that meet all federal and state requirements for school bus transportation. The RFP will call for a total price per bus per day that includes the buses, drivers, maintenance, insurance, fuel and any other cost the vendor will incur to provide the service.

CADMS busses used to transport students shall meet the requirements of FAC 6A-3.003. Federal Motor Vehicle Safety Standards, National Standards for School Buses, and the Florida School Bus Specifications. In addition the transportation provider will ensure that all buses undergo the required maintenance inspections and upkeep as required by FAC 6A-3.0171. Specifically, the bus shall be inspected in accordance with the procedures and items listed in the State of Florida School Bus Safety Inspection Manual by a technician certified as a school bus inspector in accordance with the same manual. This inspection must occur at a maximum interval of thirty (30) school days, and any deficiencies discovered during the safety inspection must be cured and documented prior to the bus being returned to service. CADMS will work with the sponsor to ensure a procedure is in place to ensure appropriate personnel conduct within appropriate timelines and the inspections. The costs for these inspections and repairs will be included in the overall contract between CADMS and the transportation provider.

The contract with the transportation provider will also spell out the division of responsibilities between CADMS and the transportation company with regards to other required transportation tasks, such as FEFP reporting and required audit trails for students who ride the bus. CADMS acknowledges that CADMS’s administrator will be responsible for sending out annual notices to parents regarding the safe

transportation of their child. Specifically annual notices to parents shall include notice that the parent is responsible for planning safe travel to and from bus stop, ensuring that the student only rides in the assigned bus, that the student is still responsible for abiding by the code of student conduct, and that if the student requires any special assistance getting onto or off the bus, that the parent is responsible unless another document (such as an IEP) specifically identifies another individual as being responsible for this task. CADMS' administrator shall be responsible for dealing with any behavioral infractions that occur by students while on the bus, and working with the bus driver to ensure a safe bus environment. The Principal shall also be responsible for ensuring that a safe area exists on the property for loading and unloading of students as well as conducting emergency evacuation drills twice per year, during the first six weeks of each semester. The Principal shall also ensure that students are provided with any necessary instruction during the first six weeks of each semester regarding safe practices while on a school bus.

The contract between CADMS and the selected transportation provider will spell out the requirements for the bus drivers to meet all statutory requirements. Specifically §1012.45 will be followed which requires "Each school bus driver must be of good moral character, of good vision and hearing, able-bodied, free from communicable disease, mentally alert, and sufficiently strong physically to handle the bus with ease, and he or she must possess other qualifications prescribed by the Commissioner of Education..." Consistent with FAC 6A-3.0141, prior to transporting students the transportation provider must provide evidence that the driver has a valid commercial driver license with both passenger and school bus endorsements. In addition, the driver must have a valid certificate indicating the completion of the 40-hour pre service requirements consisting of at least 20-classroom hours and 8-behind the wheel hours. Finally, the provider shall also be required to provide a copy of the Commercial Driver Fitness Determination examination to prove the driver is physically capable of working as a bus driver. The provider must also deem the driver capable of completing all necessary written reports and that he or she is physically and mentally capable of carrying out all assigned responsibilities. CADMS will also work with the sponsor to ensure that the driver's history record is obtained from the Department of Highway Safety and Motor Vehicles by the first day of each fall semester and that no indications of issues arise on the weekly updates provided by the Department. At least annually, the driver shall be required to complete an eight (8) hour in-service training, pass a dexterity test and provide updated medical examiners certificates. And finally, the driver shall also be subject to federal requirements of 49 C.F.R., Parts 382 and 391 related to the substance abuse testing and alcohol detection program.

Given the experience of Championship Academy of Distinction Hollywood and the population of students we plan to serve, we have based our budget estimates on 35% of our students utilizing the buses. For the first year, for example, we anticipate 73 students will be transported daily. We intend to use a staggered bussing schedule to capitalize on the space available in each bus so that we can utilize the bus in rotation for transporting the students. We will also utilize a designated bus stop system where students will be picked up from predetermined pick up points in order to make the most efficient use of the buses available. We anticipate that we should be able to accomplish the transportation needs with one bus, and based on previous experience of other charter schools in Florida including CAD at Hollywood, we believe we can contract with a bus services for \$225 per bus per day. Based on these estimates, we anticipate that busing will cost approximately \$40,500 for the first year, and with the \$352 reimbursement level from the state, we are anticipating about \$25,696 in reimbursements.

Once students have enrolled for the school, a specific pick-up and drop-off plan will be developed which will be provided to families. CADMS will work closely with the selected transportation provider to ensure that routes are created to ensure the maximum regard for safety and adequate protection of the health and well being of students. The routes will be developed to ensure safe locations for student drop off and pick up, and to ensure that the capacity of the bus and safe transport of students is adhered to. We anticipate that this will be completed by the end of June 2016.



**Championship Academy of
Distinction at Hollywood
Middle School
Part 3 – Business Plan
Section 16**

Food Service

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

CADMS intends to provide breakfast and lunch daily under the National School Lunch Program guidelines. A CADMS Representative plans to attend and participate in the NSLP Training in order to allow the School to begin offering free and reduced lunch service to students at the start of the 2016 school year. After completing the training, it is our intention to send out RFPs to contract with a provider who will manage, provide all equipment and materials and prepare the food to the students of CADMS. We will hire an hourly person to assist in serving the food. The RFP will comply with the Florida Division of Food, Nutrition and Wellness procurement requirements for food service management companies. Only providers who fully meet the requirements of the NSLP, as well as, all local and state laws and regulations regarding health and safety will be considered.

Prior to issuing the RFP the School will determine whether pre-plated meals or meals prepared off site may be the best solution for the School. The RFP will reflect the School's preferred solution. The School will provide free and reduced priced meals for eligible children unable to pay the full price. The State dictates the criteria for those children from households with incomes of less than or equal to the income criteria required by the National School Lunch Program that may be eligible for either free or reduced priced meals. The CADMS staff will work with the Department of Education Department of Food and Nutrition Management to develop the required agreements for reimbursement and will attend all required workshops.

To apply for free or reduced priced meals, parents must fill out the application online or complete a paper application and return it to the School. After the application is processed, a response is forwarded to each child and the child's parents/guardians. In accordance with National School Lunch Act (42 U.S.C. 1751(b) (2) (C)), a confidential list is then compiled and forwarded to the cafeteria manager. Meal benefits begin on the day the application is approved at the school site and continue throughout the school year in which the application is approved and for approximately the first twenty days of the next school year (applicable when information is available). Any student who does not have a current application on file at the school site will be unable to receive meal benefits after September 22nd of each year.

Efforts will be made to ensure that all qualified applicants are given the opportunity to obtain free or reduced lunch. During the first week of school, as a backup for parents not applying online prior to school

opening, application forms are given to each student. Each teacher is required to complete a form recording each child's receipt of the free/reduced lunch applications. Administrative staff is made available to answer any questions and concerns. There will be a significant effort from the School to have as many families as possible complete the form, as the higher the rate of students who qualify for free or reduced lunch, the more assistance and support the School will be able to receive through any future eRate, Title 1 and financing credits.

If the School is unable to complete the requirements of the NSLP prior to opening in August 2016, the School will contact other local NSLP providers such as other charter schools to determine whether they are willing to partner in the offering of the NSLP to our students. This should not be an issue since we will be housed in the Championship Academy of Distinction Hollywood's facility and they are fully certified under the NSLP.



**Championship Academy of
Distinction at Hollywood
Middle School
Part 3 – Business Plan
Section 17**

Budget

(A) Provide an operating budget covering each year of the requested charter term that contains revenue projections, expenses and anticipated fund balances. The budget should be based on the projected student enrollment indicated on the cover page of the application.

A copy of the School's comprehensive, projected 5-year Budget is included in **Appendix C** and contains all revenue projections, expenses and anticipated fund balances.

The Charter Support Unit budget template was used to develop the attached budget and decisions were made as conservative as possible. For example, while we believe our comprehensive and thorough academic program will be extremely attractive to the community, we are basing the budget on only filling 95 percent of our available seats. Our budget also includes a 3 percent of FEFP reserve fund for each year of operation while still maintaining a positive balance every year. We believe these measures make our budget both realistic and obtainable.

During the fourth and fifth years there are larger revenues, which have intentionally not been budgeted as we assume that once the school is up and running we will have a better grasp of the needs of the community and best way to utilize the funds. The Board of Directors will evaluate the budget annually, and if additional revenues are realized, will determine how best to use the funds. It is not our intention to build large surpluses of funds; however, we chose not to develop budget projections that utilize all of the revenue increases at this point. We would prefer to make more educated decisions based on having a more thorough understanding of the needs of the school, as well as the actual revenue amounts from year to year.

(B) Provide a start-up budget that contains a balance sheet, revenue projections, including source of revenues, expenses, and anticipated fund balance. The start-up budget must cover any period prior to the beginning of FTE payments in which the school will expend funds on activities necessary for the successful start-up of the school.

A copy of the School's comprehensive, projected 5-year Budget is included in **Appendix C** and contains all revenue projections, expenses and anticipated fund balances. The planning costs for the School will be covered by a \$200,000 loan distributed over three years at zero percent (0%) from the ESP, Charter School Management Solutions and a payback over 10 years.

Principal and Registrar salaries and marketing/student enrollment costs for the Planning Year in order to achieve our student enrollment target. We believe the remainder of our expenditures can wait until July 2016. However, the loan from the ESP will cover any additional start up needs which need to be pulled into the Planning Year from the First Year Budget as necessary, as well as, assist in first and second year expense coverage, if necessary. As such, \$100,000 will be allocated for the Planning Year, \$85,000 for Year 1 and \$15,000 for Year 2.

(C) Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating and start-up budget are based. (The budget narrative should provide sufficient information to fully understand how budgetary figures were determined.)

Championship Academy of Distinction Middle School takes the fiduciary responsibilities of managing public monies very seriously, and as such carefully developed the comprehensive budget which is included as **Appendix C** to this application. Using data from existing charter schools with a similar growth pattern and looking at specific costs and items, we believe we have a comprehensive and realistic budget proposal. Listed in the charts below are the revenue and expense assumptions that have informed the development of our budget.

Revenue Assumptions

- FEFP: FEFP revenue was calculated using the 2014 -2015 charter school revenue estimator worksheet provided by the Florida DOE and is included in **Appendix C** with all other budget charts. In order to develop our revenue, we have conservatively estimated the number of students who will be in our school. For example, while we anticipate that we will have 220 students during our first year of operation, we have developed the entire budget assuming that 5% of the seats will be unfilled. In addition, we have assumed no increase in state FEFP funding from the current estimates (2014-2015) to the next year (2015- 2016), but have assumed a 1.5% increase in FEFP funding for future years.

Revenue Assumptions

4th - 8th Graders

	Year 1	Year 2	Year 3	Year 4	Year 5
Base FEFP	\$4,126	\$4,188	\$4,250	\$4,314	\$4,379
Other Categoricals	\$0	\$0	\$0	\$0	\$0
ESE Guarantee	\$1,187	\$1,187	\$1,187	\$1,187	\$1,187
Total Per Student	\$4,126	\$4,188	\$4,250	\$4,314	\$4,379
Budgeted Students	207	249	291	333	354
Total 4-8 Revenue	\$1,256,922	\$1,527,024	\$1,810,616	\$2,101,503	\$2,267,003

- ESE: ESE Guarantee amounts have been calculated using School District averages described in section 6 of this application totaling 24 ESE and 3 gifted students for the first year.

Detailed ESE Estimates

	Year 1	Year 2	Year 3	Year 4	Year 5
6th Grade	10	12	12	15	15
7th Grade	7	10	12	12	15
8th Grade	7	7	10	12	12
Total ESE Enrollment	24	29	34	39	42

Detailed Gifted Estimates

6th Grade	6th Grade	6th Grade	6th Grade	6th Grade	6th Grade
7th Grade	1	1	1	1	1
8th Grade	1	1	1	1	1
Total ESE Enrollment	3	3	3	3	3

- Transportation Service: Transportation amounts have been estimated assuming that 35% of our students will be utilizing transportation, the state estimates for reimbursement available on the DOE's transportation webpage (currently \$352 per students), and using a 1.5% annual increase in reimbursement.
- Food Service: We have assumed that 80% of our students will be eligible for free and reduced lunch, and that 75% of those students along with 80% of the non-FRL students will order lunch in order to estimate the NSLP Reimbursement and lunch collections amounts. This based on the experience of Championship Academy of Distinction at Hollywood. The revenue and expenses match these assumptions.
- Start Up Loan: the ESP, CSMS, is making a total of \$200,000 available to the school. In the Planning Year and Year 1, the ESP is providing an \$185,000 (\$100,000 Planning Year; \$85,000 Year 1) at 0% interest payable over 10 years to cover startup expenses. An additional \$15,000, if necessary is earmarked for Year 2.
- CSP Planning Grant: The School will apply for the Charter School Program Grant; however, those funds were not used in the budget because they are not a guaranteed source of revenue.
- Interest Income: Although interest income will be calculated at current market rates on the fund balance, this amount is not shown in the budget as a conservative measure.
- Title 1 Funds: Given the demographics of the area of the School's location, and that most of the surrounding schools are Title 1, we believe the School may qualify for Title 1 funds. However, we have decided to leave these funds out of this budget until such a time we can verify qualification.

Expense Assumptions

CADMS will be located in the same facility as Championship Academy of Distinction At Hollywood (Elementary) and as such will be sharing many expenses on a 40%/60% basis, i.e., CADMS will be allocated 40% of shared expenses where appropriate. This affords CADMS many economies of scale in administration, office support and educational support personnel as well as in the operation of the facility.

Staffing: We are assuming we will be hiring 21 staff members in total. However, most administration (except the Business Manager) and most support staff (except Maintenance person) will be shared with CAD (Elementary). Teachers will be hired exclusively for CADMS and we assume that the average teacher

salary will be approximately \$40,500 per teacher. We have allocated the Principal's salary who will be shared with CAD at \$40,000 and the Assistant Principal from CAD (who will spend less time at CADMS) at \$10,000. The Business Manager will work exclusively for CADMS and that salary is \$35,000. The compensation for all other employees who will be shared between CADMS and CAD were establish using a 40%/60% proration with 40% being allocated to CADMS. We have assumed a 1.5% cost of living increase in all staff positions. Below is a reiteration of our staffing plan which is incorporated into the budget:

Five Year Staffing Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
Classroom Teachers	10	12	14	16	17.4
ESE Teachers	0.8	1	1.2	1.3	1.4
Gifted Teachers	0.1	0.1	0.1	0.1	0.1
Principal	1	1	1	1	1
Assistant Principal	1	1	1	1	1
Curriculum Specialist	1	1	1	1	1
Registrar	1	1	1	1	1
Receptionist	1	1	1	1	1
Business Manager	1	1	1	1	1
School Administrator	1	1	1	1	1
Testing Coordinator	1	1	1	1	1
Maintenance 1	1	1	1	1	1
Other Hourly 5 (Lunch)	1	1	1	1	1
Total Employees	20.9	23.1	25.3	27.4	28.9

- **Employee Benefits:** In addition to salaries, federal income taxes, Medicare, workers compensation, and unemployment insurance we have also included employee Benefits. We have budgeted for an allowance of \$200 per month (\$2,400 annually) per employee for health insurance premiums. All full-time employees will be eligible for these benefits. We assume that not all employees will utilize the health insurance benefits, however, we have developed this budget on the possibility that everyone will. This is another method we have used to ensure we are budgeting conservatively.
- **Utilities, Maintenance, Services Expenses:** We have included the cost of utilities, maintenance and services to the facility to maintain and keep it operating in optimal condition. These costs were calculated based on the actual costs experienced by CAD. We have used 40% of their actual costs to serve as the base year. Each following year is increased by 2% to accommodate any inflationary expectations.
- **Academic Supplies, Textbooks Expense:** We have included funds for academic supplies, textbooks, special education services, and software for our students to use. To the greatest extent possible, these expenses were based on a per student basis (such as academic supplies, textbooks, etc.). For the first year, 100 sets of textbooks are being purchased since the school already possesses 120 sets. All expenses here are forecasted to increase 2% per year over the 5 year budget.
- **Furniture and Fixtures Expense:** Furniture costs are not included because the school is fully furnished with all classrooms ready to go since the space has previously been occupied by another school program. Additionally, all administration offices are fully furnished and equipped for operations.
- **Management Fee:** The budget includes payments from the School to the ESP for their services to

oversee the School, equivalent to 14.5% of FEFP.

- Legal Expense: We have set aside funds for legal counsel. All expenses here are forecasted to increase 2% per year over the 5 year budget.
- Facility Expense: Rent is set at \$1,000.00 per enrolled student per year per arrangement with the building developer.
- Insurance Expense: Amounts to cover all required insurances including Commercial General Liability, Errors and Omissions, Officers and Directors Liability, Worker's Compensation, Employer's Liability, Automotive Liability, Unemployment Insurance, and Property & Casualty coverage are included within the budget and are based on estimates derived from CAD's actual experience. All expenses here are forecasted to increase 2% per year over the 5 year budget.
- Professional Development: We have included funds to provide for staff development to assist staff members to become familiar with the educational plan described within this application and for the specialized skills they will need. All expenses here are forecasted to increase 2% per year over the 5-year budget.
- Marketing/Other Expenses: We have included \$10,000 in planning year funds to support the marketing and promotion of this school to ensure we are able to meet our enrollment targets.
- Transportation and Food Services: Funds for transportation and school lunch are also included. We anticipate that we will essentially break even on our lunch service fully intending to be NSLP Sponsors, and that we will have to provide additional operating funds in order to support the transportation services (as described in section 15). All bus expenses are forecasted to increase 2% per year over the 5-year budget.
- Reserve Fund: A reserve fund of 3% of FEFP has been established throughout the 5 year budget to serve as a buffer for any unforeseen expenses or issues.

(D) Explain how the governing board will monitor the budget, including a strategy for addressing revenue shortfalls due to lower than expected enrollment.

The Governing Board will be in charge of overall financial oversight of the School. The ESP will provide an annual budget each year for the Board's review and approval no later than June 30 each year. The Governing Board will not approve any budget with negative fund balances. Once approved, the School (and ESP) will be required to operate within the parameters of the budget. Prior to spending anything outside of an approved budget amount, the ESP and the administrative team must receive the approval of the Board of Directors.

The Board will receive from the ESP monthly financial reports, including student enrollment, that compare the actual expenditures to the budget in order to monitor the fiscal operations of the school, as well as, ensure that both short and long-term financial goals are being met. Any revenue shortfall in a given month will be addressed immediately so that the board can determine what actions need to be taken. The budget will be adjusted as necessary to reflect actual numbers once operating. If expected enrollment is not reached for a certain school year, the principal will work with the ESP and the Board of Directors to adjust the budget and school plans to avoid negative cash flows.

The process used to develop this budget is conservative in nature and, to the biggest extent possible, on per student expenditures, so that if student enrollment goes down, so does spending throughout the budget. We are only using 95 percent of our expected enrollment to develop the budget and have established a 3 percent reserve to cover any unforeseen circumstances. The Board will be able to closely monitor spending and revenues to ensure the budget benchmarks are met, and if necessary spending can be addressed to find places to limit spending.

(E) Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.

A copy of the School's monthly cash flow projections is included in **Appendix C**.

(F) Describe the school's fundraising plan, if applicable. Report on the current status of any fundraising efforts, including verification of any fundraising monies reported in the school's start-up or operating budgets.

The School's budget is designed so that the State FEFP needs will meet all of the ordinary and necessary costs of operating the School including capital. Although fundraising amounts are not included in the budget, fundraising may be provided by the school's parent organization and/or student fundraising campaigns. Examples of fund-raising activities include book fairs, yearbook sales, school pictures, and other such activities. The School will also seek grants from local and national sources to enrich the academic program. However, as noted above, none of these funds have been included in our budget estimates, which show that our budget is sustainable based only on the State FEFP.



**Championship Academy of
Distinction at Hollywood
Middle School
Part 3 – Business Plan
Section 18**

Financial Management and Oversight

(A) Describe who will manage the school's finances and how the school will ensure financial resources are properly managed.

The Governing Board will have the ultimate responsibility for the School's finances. The Governing Board will contract with the ESP, Charter School Management Solutions (CSMS), to provide financial management services to the School. The ESP has expertise in "Financial and Program Cost Accounting and Reporting for Florida Schools" as well as "not-for-profit" accounting procedures. CSMS has well-established processes and procedures to ensure fiscal responsibility and sound internal controls. The Governing Board will approve financial Processes and Procedures. The processes and procedures will include, at a minimum:

- A chart of accounts that uses the same numbering system as the DOE
- Internal controls that establish segregation of duties and authorization and processing of disbursements
- Establishment of a payroll system
- Process for meeting DOE data reporting requirements

The School will employ a Business Manager to work in tandem with the ESP to properly maintain all financial records. Detailed financial statements will be prepared on a monthly basis for analysis by the Governing Board. Policies and reporting procedures established by the District and State will be followed. The ESP will assist the School with the start-up requirements for setting up appropriate accounting procedures and controls. The School will maintain a number of internal financial controls and bookkeeping practices. Internal controls will be reviewed and evaluated annually by an independent auditor in accordance with generally accepted audit standards. The School's Business Manager will be responsible for collecting and depositing all monies at the school site following the written internal cash flow procedures as determined by the Board. The Business Manager will work with the ESP to ensure they are properly coded within the accounting system. The Business Manager will also receive and process all invoices, ensuring they have proper administrative approval, and forwarding them on to the ESP for payment. This additional entity will also help to ensure a division of responsibilities and additional fiscal accountability.

The ESP in collaboration with the Principal shall be responsible for overseeing the Business Manager and ensuring proper implementation of fiscal control policies, including the approval of all expenditures. The Board will oversee the ESP and Principal and remain responsible for all financial matters delegated to the both the ESP and Principal.

(B) Describe the financial controls, including an annual audit and regular board review of financial statements, which will be employed to safeguard finances.

The Governing Board shall adopt a comprehensive budget on an annual basis, which shall include all forms of revenue and expenditures. The budget is prepared conservatively and with the viability and sustainability of the charter school in mind. Any amendments to the budget require the approval of the Governing Board. In addition to preparing a conservative budget, the Governing Board has a rigorous budget management process to ensure that the School it governs achieves positive financial results. The Board's approach to budget management is a three part process including:

1. Review of financial statements
2. Review of budget vs. actual variances
3. Forecasting of future results

The first part of the process is the preparation of the school's monthly financial statements. These financial statements are prepared by the ESP and Business Manager and are distributed to both school leadership and the Governing Board. Monthly financial statements will be prepared using Generally Accepted Accounting Principles specific to governmental entities. The School will also follow the guidelines in the "Financial and Program Cost Accounting and Reporting for Florida Schools" (Red Book). Monthly financial statements will also include a comparison of actual results to the approved budget to facilitate the second part of the process. Through forecasting, the third part of the process, the Governing Board will be able to make timely decisions to ensure the financial health of the school.

In compliance with F. S. 1002.33 (9) (j) (1), the School will obtain an annual financial audit that is performed by an independent certified public accounting firm. The Governing Board will establish an RFP process for selecting an auditor to conduct the annual audit. The RFP will include such factors as the experience of the firm and its personnel, as well as and their ability to furnish the required services in a timely matter. While the cost of the service will be a factor, it will not be the sole or predominant factor used to evaluate the proposals, which are received.

In addition to the above, the School will employ a Business Manager who will act as a liaison to the ESP for human resources, payroll and financial matters relating to cash collection and accounts payable. The Business Manager in addition to the ESP will also work with the School Principal to ensure adherence to the Governing Board approved budget.

(C) Describe the method by which accounting records will be maintained.

The School through the ESP will utilize the enterprise version of QuickBooks to manage the School's accounting records and reports, which will align with the Red Book standards. If the Board elects to utilize another provider, a similar industry standards software and alignment will be required. The School will ensure that all records are stored safely and securely using online backup systems. Copies of all invoices and checks made at the School will be kept by the Business Manager using a filing system as will be described in the policies and procedures adopted by the Board of Directors.

In addition to the financial records, the School will be diligent about ensuring all paperwork is completed and stored properly. The ESP and Principal will assign the Business Manager the responsibility of ensuring all contracts, warranty, purchasing documentations, and business records are appropriately filed away and stored using the filing system adopted by the School. Inventory records will be maintained and capitalized items will be tagged and added to the capitalized inventory list when received.

(D) Describe how the school will store student and financial records.

Student records shall be maintained in a limited access area and shall be locked at all times. As per the Florida Statutes, Chapter 119, all permanent or archival records will be kept in a secured locked fireproof waterproof cabinet. Access to the records shall be confined to required school personnel, i.e., clerical personnel. The School will comply with all provisions of the Family Educational Rights and Privacy Act (FERPA), IDEA and other applicable state and federal regulations regarding the establishment, maintenance and disposal of student records. Accordingly, records shall not be made available to anyone outside the School except in accordance with the guidelines for public records or in the event of a lawful court order. Records shall be made available to District staff for the purpose of monitoring and oversight.

A system will be put into place to record who has accessed student records, and if they are checked out for review, a method to ensure they are returned within the day they are checked out. In addition, backup copies of all electronic records will be stored on servers with additional off-site, secure backups. Student records are official and, as stated above, confidential documents protected by Florida Statute 1002.22 and the Federal Family Educational Rights and Privacy Act (FERPA) and will be treated as such.

(E) Describe the insurance coverage the school will obtain, including applicable health, workers compensation, general liability, property insurance and directors and officer's liability coverage.

The School will comply with requirements for insurance coverage as described within the negotiated charter contract. The School understands the need to maintain, and pay for, appropriate Commercial General Liability Insurance, Automobile Liability Insurance, Workers' Compensation Insurance and Professional Liability Insurance. The school intends to use a company that has an AM Best rating of an "A-" or better and a financial size category of "IV" or better. The School will provide evidence of insurance to the Sponsor before the initial opening day of classes. Limitations on policies will comply with state statute and the Charter School Agreement. The following is what we assume the requirements will be:

- **School Leaders Errors and Omission Insurance** - \$1M per claim/annual aggregate. Maximum of \$25K deductible.
- **Commercial General Liability Insurance** - \$1M per occurrence/\$3M annual aggregate. Maximum deductible for property damage will be \$1,000.
- **Automobile Liability Insurance** - \$1M per occurrence/\$3M aggregate. This policy will cover non-owned and hired autos as well.
- **Workers' Compensation Insurance** - As required by Florida statutes.
- **Property Coverage** - To cover all owned real property, furniture, fixtures and equipment.
- **Fidelity Bond** - Not less than \$1M.
- **Employees Liability Insurance** - \$1M per disease, accident and employee.

In addition to the insurance policies that cover the school itself, the School will also secure appropriate group policies for employees such as health insurance, dental, life, short- and long-term disability, etc. Where applicable, the School Board will be named as an additional insured. The Charter School shall, at its sole expense, maintain current policies throughout the entire term the Charter.



Championship Academy of Distinction at Hollywood Middle School Part 3 – Business Plan Section 19

Action Plan

(A) Present a projected timetable for the school’s start-up, including but not limited to the following key activities: identifying and securing facility, recruiting and hiring staff, staff training, governing board training, policy adoption by Board, lottery, and student enrollment.

In compliance with F.S. 1002.33(7) (16), the following start up timeline is proposed. A model project timeline for school opening next year would include, but not be limited to the following tasks/benchmarks. Each represents broad areas of activity. Detailed project plans will be built for each area of the project. Some of the action items are meant for backup contingency since the facility and administrative personnel already exist. The ESP (CSMS) will track all tasks within a comprehensive Excel workbook/project management worksheet available to all participants.

Description	Deadline	Responsibility
Corporate Tasks		
Develop Board of Directors	4/1/2015	FB
Prepare/Complete Corporate Board Policy Manual	11/1/2015	FB & ESP
Approve Corporate Board Policy Manual	12/31/2015	GB
Complete Governing Board Training	12/31/2015	GB
Prepare/Complete School Policy Manual	2/15/2016	ESP & GB
Approve School Policy Manual	3/15/2016	GB
Finalize School Budgets/Forecasts	6/15/2016	GB & ESP
Contractual/District		
Submit Charter Application for Review	5/1/2015	ESP & FB
Complete Charter Application	7/31/2015	ESP & FB
Application Approval	10/31/2015	District
Complete Contract negotiation with District	1/15/2016	GB, ESP & District
Facility		
Determine Potential Sites	2/1/2015	FB & ESP
Select Existing Facility Site	3/1/2015	FB & ESP

Conduct Traffic Study	5/1/2015	FB & ESP
Negotiate Lease with Landlord	6/1/2015	FB & ESP
Engage Architect	7/1/2015	FB & ESP
Finalize Architectural Plans	8/1/2015	FB & ESP
Obtain permits and municipality approvals	1/31/2016	GB & ESP
RFP's for Vendor's ○ FF&E ○ Technology	3/31/2016	SP & ESP
Complete any required renovations	6/30/2016	SP & ESP
RFP's for Services ○ Food ○ Transportation	6/30/2016	SP & ESP
FF&E Installation	7/31/2016	SP, ESP & District
Obtain all local & District Signoffs	7/31/2016	SP & ESP & District
Inventory all assets	8/1/2016	SP & ESP
Staff move into facility	8/1/2016	SP & ESP
Staffing		
Post and recruit for School Principal	11/16/2015	ESP
Hire School Principal	1/15/2016	ESP & GB
Post teaching positions	1/15/2016	SP & ESP
Begin offering contracts for teachers	3/15/2016	SP & ESP
Post hourly staff positions	5/15/2016	SP & ESP
Conduct Background checks, finger printing	8/1/2016	SP & ESP
Teacher Professional Development	8/15/2016	SP & ESP
Staff orientation	8/15/2016	SP & ESP
Students		
Finalize Marketing Plan	11/30/2015	GB & ESP
Complete marketing materials	12/15/2015	GB & ESP
Enrollment Opens	1/1/2016	GB & ESP
Direct mailings to local families	1/15/2016	GB & ESP
Conduct Open Houses	Ongoing	GB, ESP & SP
Initial Student Lottery	3/31/2016	SP & ESP
Parents informed of application status	4/7/2016	SP
Enrollment Continues	Ongoing	SP
Second Student Lottery if Needed	6/31/16	SP & ESP
School Begins (Estimated)	8/22/2016	SP & ESP
Academic		
Request sample textbooks	1/31/2016	SP & ESP
Select Textbooks	2/28/2016	SP & ESP
Complete Curriculum Map/Standards Alignment	5/31/2016	SP & ESP
Order all materials	6/30/2015	SP & ESP
Inventory All Materials	8/1/2016	SP & ESP

FB = Founding Board GB = Governing Board ESP = Education Service Provider District = District School Board
SP= School Principal

***Addendum – Governance/Management Information**

Please include as part of the application and insert after Section 19: Action Plan, before the Assurance Page and note in the Table of Contents

1. Does anyone, who is part of the founding group, governing board, Management Company or a paid consultant for this application have prior experience in the operation of a charter school? **Yes**
 - a. What is his/her name? Cyndi Dotson (ESP)
 - b. What is the name of the charter school(s)? Championship Academy of Distinction at Hollywood, Championship Academy of Distinction at Davie and Avant Garde Academy of Broward
 - c. In what district is the charter school(s) located? All charter schools are located in the Broward County Public School District
 - a. What is his/her name? Melissa Bustamante, Keri Diaz and Maxine (Governing Board Members)
 - b. What is the name of the charter school(s)? Championship Academy of Distinction at Hollywood, Championship Academy of Distinction at Davie and Avant Garde Academy of Broward
 - c. In what district is the charter school(s) located? All charter schools are located in the Broward County Public School District
 - a. What is his/her name? Cheri Shannon (Paid consultant)(formerly with University Preparatory Academy)
 - b. What is the name of the charter school(s)? University Preparatory Academy
 - c. In what district is the charter school(s) located? Pinellas County School District
2. Has any individual involved in the application for a charter school in Broward County been involved in a charter school that has closed? If so, in what capacity was the individual involved? **NO**
3. If you answered YES to number 2, what were the circumstances of the closure? **N/A**
4. Are any of the individuals involved in this application associated with a current charter school operating in the state? **YES**
 - a. What is his/her name? Cyndi Dotson (ESP)

- b. What is the name of the charter school(s)? Championship Academy of Distinction at Hollywood, Championship Academy of Distinction at Davie and Avant Garde Academy of Broward
- c. In what district is the charter school(s)located? All charter schools are located in the Broward County Public School District
- a. What is his/her name? Melissa Bustamante, Keri Diaz and Maxine Mason (Governing Board Members)
- b. What is the name of the charter school(s)? Championship Academy of Distinction at Hollywood, Championship Academy of Distinction at Davie and Avant Garde Academy of Broward
- c. In what district is the charter school(s)located? All charter schools are located in the Broward County Public School District
- a. What is his/her name? Cheri Shannon (Paid consultant)(formerly with University Preparatory Academy)
- b. What is the name of the charter school(s)? University Preparatory Academy
- c. In what district is the charter school(s)located? Pinellas County School District

- 5. Are any of the individuals associated with this application part of a founding group, governing board, Management Company or a paid consultant for a charter school in academic or financial corrective action? **NO**

(Academic corrective action would be defined as having received a D or F on a State assessment or the point equivalent, or in the case of an SIR school, a rating of declining. Financial corrective action would be defined as meeting any of the criteria noted on Section 218, Florida Statutes).

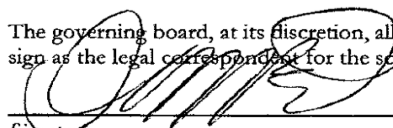
IV. STATEMENT OF ASSURANCES

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

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for a charter for CADMS-Hollywood is accurate and true to the best of my knowledge and belief; and further, I certify that, if awarded a charter, the school:

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

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


Signature

4/20/15

Date

Melissa Bustamante
Printed Name



Championship Academy of Distinction at Hollywood Middle School Part 4 – Additional Information

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**Championship Academy of
Distinction at Hollywood
Middle School
Part 4 – Additional Information**

Appendices

Appendix A:	Bylaws
Appendix B:	Articles of Incorporation
Appendix C:	Budget Documents
Appendix D:	Sample ESP Management Agreement
Appendix E:	Organizational Chart
Appendix F:	Job Descriptions
Appendix G:	Sample Employee Handbook
Appendix H:	Sample Evaluation Forms
Appendix I:	Sample Parent/Student Handbook
Appendix J:	Sample Parent Contract
Appendix K:	Site Plan/Facility Layout
Appendix L:	Curriculum Alignment - Sample ELA Pacing Guides - Grades 6, 7 & 8
Appendix M:	Applicant History Worksheet

BY-LAWS
Of
Championship Academy of Distinction (CAD)
A Not-for-Profit Florida corporation

Date of Incorporation: April 30, 2014

State of Incorporation: Florida

Fiscal Year End: June 30

Part One

INTRODUCTION

1.1 References to Articles. Any reference herein made to the Articles will be deemed to refer to its Articles of Incorporation and all amendments thereto as at any given time on file with the Florida Secretary of State, together with any and all certificates theretofore filed by the corporation with the Florida Secretary of State pursuant to Florida law.

1.2 Seniority of Laws, Articles, by-laws, Policies and Resolutions. The governing law relevant to the conduct of this corporation shall be the laws of the United States, laws of the State of Florida, the Articles of Incorporation of this corporation, the by-laws of this corporation, and the corporate policies and resolutions that are passed from time to time by the directors. If there is any inconsistency between these controlling bodies of law, then any inconsistency is to be resolved in favor of the senior body of law and the junior bodies of law are deemed automatically amended. The officers and directors of the corporation shall make every effort to generally amend the junior bodies of law whenever necessary so that inconsistencies will be corrected. However, whether or not these inconsistencies are corrected, the senior body of law will still prevail until such correction is made. The priority of the governing bodies of law are as follows: (a) laws of the United States; (b) laws of the State of Florida; (c) Articles of incorporation of this corporation; (d) by-laws of this corporation; (e) policies of this corporation; and (f) resolutions passed by this corporation.

1.3 Policies. In addition to the Articles, by-laws and resolutions, the directors or executive committee may adopt, from time to time, certain "policies." These policies shall be considered as controlling regulations for the conduct of the corporation and shall be permanent until amended. It is contemplated that the by-laws of this corporation shall contain those permanent legal provisions which are required by statute or some legal and parliamentary custom, are not subject to frequent change and are usually prepared upon the legal advice of a lawyer; whereas policies are adopted by the management of the corporation to conduct the non-legal affairs of the corporation and will not require the presence or concurrence of a lawyer or other professional adviser.

a. The purpose of setting up a distinction between the by-laws and policies is to reduce the amount of involvement of the attorney in the day-to-day affairs of the corporation and to give the corporation the leeway to adopt policies of all types without creating complex and lengthy documentation which must be reviewed by corporate counsel, the corporate certified public accountant on an audit, or by tax auditors of the government. Wherever possible, the policies of the corporation shall be kept in a separate policy book so as not to confuse them with the by-laws and Articles. Whenever it is apparent to any director, officer or adviser that any of the policies are inconsistent with the laws of the United States, laws of the State of Florida, Articles of this corporation, or by-laws of this corporation, they shall forthwith be amended.

b. An up-to-date copy of all policies which have been adopted by the board of directors or executive committee shall be kept by the president and no policy shall be deemed in effect until it has been placed in the policy notebook of the corporation with the signature of the president on the policy and the initials of the president on each page of the policy. The purpose of this signing and initialing requirement is to eliminate any doubt as to which policies are in effect and which policies are not. The effective date of each policy shall be designated at the end of the text of each policy when it has been adopted and should a page of the policy be amended from time to time, the corporation shall place the effective date of the change on that replacement page, indicating the date of the amended page, that it is an amendment, and the signature of the president. Should any person of the corporation desire to ascertain the then existing policies of the corporation, he may contact the president and make copies of the duly signed and initialed policies of the corporation.

c. The initial policies of this corporation shall be the Application made by the corporation to become a Charter School as defined by the Chapter 228, Florida Statutes, as amended in the 1999 Legislative Session, and as may thereafter be amended from time to time, including all state and local requirements applicable to public schools as they relate to civil rights, student health, safety, and welfare; public records; public meetings; public inspections. And penalties.

d. In compliance with Chapter 228, the Corporation shall conduct background checks and fingerprinting for all of its proposes, employees and board members.

Part Two

NONPROFIT CORPORATION.

2.1 The Corporation shall be operated exclusively for religious, charitable, scientific, literary and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or comparable provisions of subsequent legislation as a nonprofit corporation. No Trustee or the Corporation shall have any title to or interest in the corporate property or earnings in his or her individual or private capacity and no part of the net earnings of the Corporation shall inure to the benefit of any trustee, director, or officer or any member or individual. No substantial part of the activities of the Corporation shall consist of carrying on propaganda or otherwise attempting to influence legislation, nor shall the Corporation participate in or intervene in any political campaign on behalf of (or in opposition to) any candidate for public office.

2.2 Purposes. The purpose of the Corporation is as stated in the Articles of Incorporation.

2.3 Non-Discrimination Policy: FIA prohibits any employee who has authority to take certain personnel actions from discriminating for or against employees or applicants for employment on the bases of race, color, national origin, religion, sex, age or disability. It also provides that certain personnel actions can not be based on attributes or conduct that do not adversely affect employee performance, such as marital status and political affiliation. This includes the prohibition of discrimination based on conduct to include discrimination based on sexual orientation.

Part Three

PUBLIC PARTICIPATION

3.1 The Corporation shall comply with Chapter 119 and Chapter 286 Florida Statutes as applicable. Other than Special Meetings, all meetings of the board of directors shall be with two (2) weeks advanced notice and open to the public. To the extent possible, monthly meetings of the board of directors shall be held at the same time and place. All meetings shall be announced via local newspapers, or the school bulletin and other accommodating media as well as postings to the corporation's web site (if and when operational.) All minutes of the meetings of the board of directors shall be available to the public in accordance with Section 119.07 Florida Statutes.

Part Four

BOARD OF DIRECTORS

4.1 Number and Classes.

a. Number. The board of directors shall consist of not less than three nor more than five persons, all of whom shall be of lawful age. The initial board shall have five (3) members.

4.2 Eligibility

- a. Residence. Members of the board of directors shall be residents of the State of Florida.

4.3 Elections. The directors shall be elected by a majority of the board members not standing for election at the annual meeting. The members of the board in electing additional directors shall give first consideration to members of the community and shall give next consideration as to the qualifications of a particular nominee for the board of directors. Nominations may be made by any board member or any parent having a child enrolled in the school.

4.4 Annual Meeting and Election of Members of the Board. Immediately after the adjournment of the annual meeting, the board of directors elected thereat shall convene an annual meeting and shall elect a chairman from among its number, who shall hold office for the period of one year or until his or her successor has been duly elected and qualified. It shall be the duty of the chairman to preside at all meetings of the board of directors, and to insure compliance with the laws of the state, the Articles of Incorporation, and the by-laws as herein set forth, and to perform such duties as may be delegated to him and prescribed by the board of directors.

4.5 Election of Officers. At the annual meeting of the board of directors, the board shall elect the officers of the corporation as follows: a president, a vice president, a secretary, a treasurer, and such other officers with such titles and with such powers and duties as may be deemed necessary by the board of directors.

4.6 Special Meetings.

- a. Special meetings of the board of directors may be held from time to time upon call issued by the chairman, the president or a majority of the directors of the corporation. Such meetings may be held either within or without the State of Florida, and may be held by means of conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, and participation in a meeting pursuant to this provision shall constitute presence in person at such meetings.

- b. Attendance of a director at a meeting shall constitute a waiver of notice of such meeting, except where a director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

- c. Notice of special meetings of the board shall be signed by the person or persons calling the same as aforesaid, or by someone designated and so authorized and instructed by the person or persons calling the same, and shall be sent by mail to each director at his post office address of record with the corporation not less than five calendar days and not more than 20 calendar days prior to the date of the meeting. Such notice shall state the time and place of the meeting and the purposes for which it was called. Notice to the public shall be at the same time in the manner set forth above in Section 3.1.

4.7 Quorum and Waiver of Notice. A majority of the members of the board at the time holding office shall constitute a quorum for the transaction of business. No special meeting of the board shall be valid unless notice of the meeting has been mailed to each member of the board or a phone call placed to each member of the board as provided in paragraph 4.5 above, or the giving of such notice shall have been waived in writing. Board members may participate by phone.

4.8 Voting. Each director present shall be entitled to one vote at each director's meeting. The act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

4.9 Presumption of Assent. A director of the corporation who is present at a meeting of the board of directors or of any committee, at which action is taken on any corporate matter, will be presumed to have assented to the action taken unless his dissent is entered in the minutes of the meeting, or unless he filed his written dissent of such action with the

person acting as secretary of the meeting before the adjournment of the meeting, or forwards his dissent by registered mail to the secretary of the corporation immediately after the adjournment of the meeting. The right to dissent will not be available to a director who voted in favor of the action.

4.10 Filling Vacancies. Any vacancy in the board of directors or in the officers of the corporation caused by the death, resignation, removal or other disqualification of a director or an officer may be filled by a majority vote of the remaining directors, even though not constituting a quorum, by the election of some other person who shall hold such office of director or officer by like tenure for the unexpired term.

4.11 Tenure. The directors shall hold office from the time of their election until the next annual election of directors, as provided by these by-laws, or until their successors are duly elected and qualified. Any member of the board of directors who absents himself from three consecutive meetings of the board may have his office declared vacant by a majority of the directors present at any subsequent meeting.

4.12 Powers. The business of this corporation shall be conducted by the board of directors, and the board shall have the right to prescribe the duties and powers of all officers.

4.13 Action by Resolution. The board of directors shall, except as otherwise herein provided by law, have power to act in the following manner: A resolution in writing, signed by all the members of the board of directors shall be deemed to be action by such board to the effect therein expressed, with the same force and effect as if the same had been duly passed by the same vote at a duly convened meeting, and it shall be the duty of the secretary of the corporation to record such resolution in the minute book of the corporation under its proper date.

4.14 Lack of Quorum. If a sufficient number of directors constituting a quorum is not present, the chairman so presiding may adjourn the meeting to a date and hour fixed by the chairman, provided he gives reasonable notice in writing, by telephone, telegram, personal visit, or other appropriate means of the date and time of the continued meeting. A quorum may be obtained by having board members participate by phone.

4.15 Informalities and Irregularities. All informalities or irregularities in any call or notice of a meeting, or in the areas of credentials, quorums, voting and similar matters, will be deemed waived if no objection is made at the meeting.

4.16 Arbitration of Deadlocks Within Board of Directors.

a. If the Board of Directors of this corporation ever is composed of an even number of directors and these directors are deadlocked as to a major issue affecting the corporation, which deadlock prevents a necessary decision of the corporation, then, in that event, the directors shall agree on an arbiter, who will arbitrate the issue; or, if they cannot agree on a disinterested, objective, qualified arbiter, then the existing attorney and CPA for the corporation shall select a disinterested arbiter, and the corporate attorney, who is familiar with the legal problems, and the corporate CPA, who is familiar with the financial problems of the company, and the disinterested third person, whom these two professionals believe is objective and qualified to decide the issue involved, shall arbitrate the issue at a meeting of the Board of Directors held for that purpose, and the directors agree to be bound by their decision with regard to the deadlock.

b. Prior to the decision by the arbitrator or board of arbitrators, all directors shall have the opportunity to present facts and arguments with regard to the issue before a decision is rendered by the arbitrators. This provision recognizes that in all human endeavors there will be times when honest and reasonable men cannot agree. It further recognizes that the directors and other persons who have chartered and formed this company are interested in continuity and interested in having the corporate purposes placed above what may be an honest difference of opinion. Therefore, this by-law has been enacted to allow the corporation to move past impasses caused by such deadlocks.

4.17 Executive Committee. The Board of Directors, by resolution adopted by a majority of the full board, may designate two or more of its members to constitute an Executive committee. The designation of such committee and the obligation thereto of authority shall not operate to relieve the Board of directors, or any members thereof, of any responsibility imposed by law.

a. Authority. The Executive Committee, when the board of directors is not in session, shall have and may exercise all the authority of the Board of Directors except to the extent, if any, that such authority shall be limited by the resolution appointing the Executive committee and except also that the Executive Committee shall not have the authority of the Board of Directors in reference to amending the Articles of Incorporation, adopting a plan of merger or

consolidation, recommending to the sale, lease or other disposition of all or substantially all the property and assets of the corporation otherwise than in the usual and regular course of its business, recommending to the voluntary dissolution of the corporation or a revocation thereof, or amending the by-laws of the corporation.

b. **Tenure and Qualifications.** Each member of the Executive Committee shall hold office until the next regular annual meeting of the Board of Directors following his designation and until his successor is designated as a member of the Executive Committee and is elected and qualified.

c. **Meetings.** Regular meetings of the Executive committee may be held without notice at such times and places as the Executive Committee may fix from time to time by resolution. Special meetings of the Executive Committee may be called by any member thereof upon not less than one day's notice stating the place, date and hour of the meeting, which notice may be written or oral, and if mailed, shall be deemed to be delivered when deposited in the United States mail addressed to the member of the Executive Committee at his business address. Any member of the Executive Committee may waive notice of any meeting and no notice of any meeting need be given to any member thereof who attends in person. The notice of a meeting of the Executive Committee need not state the business proposed to be transacted at the meeting.

d. **Quorum.** A majority of the members of the Executive Committee shall constitute a quorum for the transaction of business at any meeting thereof and action of the Executive Committee must be authorized by the affirmative vote of a majority of the members present at a meeting at which a quorum is present.

d. **Action Without a Meeting.** Any action that may be taken by the Executive Committee at a meeting may be taken without a meeting if a consent in writing, setting forth the action so to be taken, shall be signed before such action by all the members of the Executive Committee.

e. **Vacancies.** Any vacancy in the Executive committee may be filled by a resolution adopted by a majority of the full Board of Directors.

f. **Resignations and Removal.** Any member of the Executive Committee may be removed at any time with or without cause by resolution adopted by a majority of the full Board of Directors. Any member of the Executive Committee may resign from the Executive committee at any time by giving written notice to the president or secretary of the corporation, and unless otherwise specified thereof, the acceptance of such resignation shall not be necessary to make it effective. Any member who misses three or more consecutive meetings shall automatically be removed from the board.

h. **Procedure.** The Executive committee shall elect a presiding officer from its members and may fix its own rules of procedure which shall not be inconsistent with these by-laws. It shall keep regular minutes of its proceedings and report the same to the Board of Directors for its information at the meeting thereof held next after the proceedings shall have been taken.

4.18 **Special Committees.** The board of directors may also, from time to time, appoint any other special committees deemed by it expedient, and refer to such special committees any special matters with instructions and/or powers to act. All such special committees shall keep regular minutes of the transaction of their meetings and make such minutes available to the board of directors at the next meeting thereof following the proceedings of the special committee.

Part Five

OFFICERS.

5.1 **Officers.** The officers of this corporation shall consist of a president, a vice president, a secretary, a treasurer, and such other officers with such titles, powers and duties as may be prescribed by the board of directors.

5.2 **Tenure.** All officers shall hold office from the time of their election until the next annual election of officers or until their respective successors are elected and qualified, provided, however, any officer may be removed from office by a majority vote of the directors at any legally held meeting of the board.

5.3 **Bonds and Other Requirements.** The board of directors may require any officer to give bond to the corporation (with sufficient surety and conditioned for the faithful performance of the duties of his office) and to comply with such

other conditions as may from time to time be required of him by the board.

5.4 Removal of Officers. If the majority of the board concurs, the board of directors may at any time, with or without cause, remove any officer or agent of the corporation and declare his office or offices vacant or, in the case of the absence or disability of any officer or for any other reason considered sufficient, the board may temporarily delegate his powers and duties to any other officer or to any director. The appointment of an Officer does not itself create contract rights. An Officer's removal does not affect the Officer's contract rights, if any, with the Corporation. An Officer's resignation does not affect the Corporation's contract rights, if any, with the Officer.

5.5 President. The President shall be the chief executive officer of the Corporation, and, under the direction of the board of directors, shall have general responsibility for the management and direction of the business, properties and affairs of the Corporation. He shall have general executive powers, including all powers required by law to be exercised by a president of a corporation as such, as well as the specific powers conferred by these By-laws or by the board of directors. In the absence of the chairman, the president shall preside at all meetings of the board of directors. The president, along with other authorized officers, shall sign for and on behalf of the corporation, or in its name, deeds, mortgages, contracts and other instruments in writing, except that contracts may be signed with like effect by any other officer or employee of the corporation specified in these by-laws or designated by the board of directors.

5.6 President Elect. The board of directors may elect a "president elect" who shall be designated to succeed the president after the expiration of his term, when the board of directors deems it advisable, for purposes of continuity, to name the next succeeding president. When a president elect is elected, his duties will be to familiarize himself with the duties of the president and to prepare a written report of his observations of the previous year and his recommendations as to objectives, standards, amendments, changes, or other action that he proposes to take upon the beginning of his tenure as president.

5.7 Vice President. The vice president shall have and may exercise such powers and shall perform such duties as may be delegated to him by the board of directors or the president of the corporation. The vice president shall, in the event of the death, absence, or other disability of the president, perform all the duties and exercise all the authority of the president.

5.8 Secretary. It shall be the duty of the secretary to record and keep the minutes of all meetings of the board of directors and the executive committee of the board of directors. At the discretion of the board, he shall give bond made by a duly authorized surety company in such sum as may be required of him by the board, conditioned for the proper accounting of all moneys and property coming into his hands by virtue of this office. The premium on such bond shall be paid by the corporation. He shall keep the seal of the corporation and affix and attest the same upon any instrument executed by the corporation requiring a seal, except as otherwise ordered by the board of directors. At the expiration of his term, from whatever cause, he shall surrender all books, moneys, papers and property of the corporation to his successor.

If an assistant secretary be elected by the board of directors, he shall have and may exercise the same powers and perform the same duties as the secretary; and if an assistant treasurer be elected by the board, he shall have and may exercise the same powers and perform the same duties as the treasurer. Such assistant secretary, assistant treasurer, and any and all other officers elected by the board, shall have and may exercise such powers and perform such duties as may be assigned to them by the board.

5.9 Treasurer. The treasurer shall be the custodian of all moneys belonging to the corporation and shall hold all funds of the corporation subject to the order of the board of directors or persons thereunto authorized by the board of directors. He shall deposit the funds of the corporation with such bank or banks as the board of directors may approve and designate. At each annual meeting of the directors and whenever called upon at any other directors' meeting, he shall make a complete and correct report of his accounts and disclose the true financial condition of the corporation. He shall submit his books and accounts for audit when so requested by the board of directors. At the discretion of the board, he shall give bond, made by a duly authorized surety company, in such sum as may be required of him by the board, conditioned for the proper accounting of all moneys and property coming into his hands by virtue of his office. The premium on such bond shall be paid by the corporation. At the expiration of his term of office, from whatever cause, he shall deliver up all books, papers and moneys of the corporation to his successor.

5.10 Executive Director. The Executive Director shall be known as the School Principal and he or she shall have general and active management of the day-to-day business of and affairs of the Corporation. The School Principal

shall have and perform such other duties as may from time to time be prescribed by the Board of Directors.

5.11 Delegation of Duties. In the case of the absence of an Officer of the Corporation or for any other reason that the Board of Directors may deem sufficient, the Board may delegate for the time being the powers and duties of such officers to any other officer or officers or to any Board Member or Board Members or to any other individual or individuals.

5.12 Compensation.

a. Expenses: By resolution of the Board of Directors, the Officers and Employees may be paid their properly documented, reasonable expenses incurred in connection with the performance of their duties as Officers or Employees, if any.

b. Salaries: The Officers of the Corporation shall not be entitled to any compensation for services rendered in their capacity as officers to the Corporation with the exception of the Executive Director, whose compensation shall be determined by the Board of Directors.

c. Nothing contained in this Section 5.12 shall be construed to preclude any Director from serving this Corporation in any other capacity and receiving just and reasonable compensation compatible with the restrictions imposed upon a non-profit, charitable, tax-exempt corporation, and unless there is also approval of the compensation by a majority of the board of directors in attendance at a duly held meeting, with the person seeking compensation abstaining from voting on the matter.

5.13 Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

5.14 Trustees. The board of directors may, in its discretion, elect one or more trustees for the purpose of transferring to those trustees either money or property belonging to the corporation for the purpose of investing, safeguarding, or otherwise protecting those funds or property for a period of years designated in the trust documents. The purpose of this provision is to allow the corporation, in cases where officers rotate from year to year, to maintain long-range stability in investments and in the maintenance of property, that might not otherwise be provided for where the officers fluctuate from year to year. Further, it is contemplated that the trustees shall be highly qualified specialists in investments, property management, or other fields akin to the purpose of the trust, in order to have high quality of performance over a long-range period. The trustees, once established, shall serve for the tenure of the trust and their replacement trustees may be either selected by the remaining trustees, or if there are none, designated by the board of directors.

Part Six

SCHOOL COUNCIL

6.1 The board of directors shall establish a special committee to be known as the School Council.

- a. The School Council shall be appointed by the board and shall consist of at least one (1) teacher/employee, one student members of the school's student council, and the school principal. This special committee will attend all board meetings and will respond to questions from the board or make suggestions to the board, as either deems appropriate.
- b. The School Council shall have the opportunity to be heard at each board meeting.
- c. It is the intention that the School Council shall give input to the board on issues of importance to the students and teachers of the school and to give the board feedback on how actions of the board may affect the school.
- d. The School Council have such powers as may be granted by the board of directors but in no event shall it have authority contrary to Section 617.025 Florida Statutes.

Part Seven

CONTRACTS, DEPOSITS AND WITHDRAWALS OF CORPORATE FUNDS

7.1 General. All moneys of every kind belonging to the corporation shall be deposited to its credit in a bank or banks designated by the board of directors, and no moneys shall be withdrawn therefrom unless the checks or other orders

- a. Fiscal Year. The fiscal year of the corporation is set forth on the caption page of these by-laws.
- b. Financial Statements.
- i. This Corporation shall prepare a balance sheet showing in reasonable detail the financial condition of the Corporation as of the close of its fiscal year and a profit and loss statement showing the results of the operations of the Corporation during its fiscal year.
 - ii. The balance sheet and profit and loss statements shall be filed in the registered office of the Corporation in this State and shall be kept for at least eight (8) years.
- c. Annual Reports. On or after January 1, and on or before July 1 of each year, the Corporation shall deliver to the Florida Department of State for filing a sworn annual report, on such forms as the Department of State may prescribe and containing such information as is prescribed by law. Similar reports shall be filed as required by law in those jurisdictions other than the State of Florida where the corporation may be authorized to transact business.

Part Nine

AMENDMENTS AND TERMINATION

- 9.1 Amendments. These by-laws may be enlarged, amended or repealed by a two-thirds vote of the board of directors at any non emergency meeting of the board of directors called for that purpose.
- 9.2 Termination. Should the school charter not be renewed or if it is terminated, the school shall be dissolved under the provisions of law under which the school was organized, and any unencumbered funds from the charter school shall revert to the district school board. In the event a charter school is dissolved or is otherwise terminated, all district school board property and improvements furnishings and equipment purchased with public funds shall automatically revert to full ownership by the district school board.

Part Ten

PROHIBITED ACTIONS AND ACTIVITIES

- 10.1 Dividends Prohibited. The Board of Directors of the Corporation may not declare or pay dividends in cash or property to any Director or Officer, and no part of the net income of the Corporation shall otherwise be distributed to or inure to the benefit of any Officer or Director, for furtherance of purposes other than those set forth in the Articles of Incorporation.
- 10.2 Prohibited Activities.
- a. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate or intervene in (including the publishing or distribution of statements) any political campaign on behalf of (or against) any candidate for public office.
 - b) Notwithstanding any other provision of these Bylaws, the Corporation shall not carry on any activities not permitted to be carried on
 - (i) by a corporation exempt from Federal income tax under 501(3)(c) of the Code;
 - (ii) by a corporation, contributions to which are deductible under Code Section 170.
- 10.3 Loans Prohibited. Loans, other than through the purchase of bonds, debentures, or similar obligations of the type customarily sold in public offerings, or through ordinary deposit of funds in a bank, or prohibited by a corporation exempt from Federal income tax under the Code may not be made by a corporation to its directors, officers, employees, or to any other corporation, firm, association, or other entity in which one or more of its directors, officers, or employees is a director, officer, or employee or holds a substantial financial interest. A loan made in violation of this section is a violation of the duty to the Corporation of the Directors and Officers authorizing it or participating in it, but the obligation of the borrower with respect to the loan may not be affected hereby.

Part Eleven

MISCELLANEOUS

11.1 Exempt Activities. Notwithstanding any other provision of these by-laws, no member, trustee, officer, employee, or representative of this corporation shall take any action or carry on any activity by or on behalf of the corporation not permitted to be taken or carried on by an organization exempt under 501(c)(3) of the Internal Revenue Code and its regulations as they now exist or as they may hereafter be amended, or by an organization, contributions to which are deductible under 170(c)(2) of such Code and Regulations as they now exist or as they may hereafter be amended.

11.2 Election of Chairman Pro Tem. In the absence of the chairman, the president, and any vice president at any directors meeting, the directors present shall elect a chairman pro tem, who shall preside at the meeting and exercise the same powers as the chairman, the president, or the vice president could if present.

11.3 Parliamentary Law. When not in conflict with these by-laws, Robert's Rules of Order, Revised, 75th Anniversary Edition, or newer, shall establish the rule of procedure at all directors meetings and the provisions of that publication are incorporated by reference herein as the governing rules for all directors meetings of this corporation.

11.4 Power to Vote Stock Held by the Corporation. In the event that this corporation owns stock of another corporation, the president of this corporation shall be authorized to vote that stock on behalf of this corporation. A certified copy of this by-law shall be prepared to accompany the president at any stockholders' meeting which he attends for purposes of voting stock on behalf of this corporation, or a certified copy of this by-law should be attached to any proxy which the president may execute for the purpose of permitting another person to act as his proxy to vote the stock of another corporation.

11.5 Singular or Plural Words. Whenever used, the singular pronoun will include the plural, the plural will include the singular, and the uses of any gender will include all genders as required or necessary for proper grammatical reading or as the sense or context requires.

11.6 Dealings by Directors. No contract or other transaction between this corporation and any other corporation, whether or not a majority of the shares of the capital stock of such other corporation is owned by this corporation, and no act of this corporation shall in any way be affected or invalidated by the fact that any of the directors of this corporation are pecuniary or otherwise interested in, or are directors or officers of, such other corporation. Any director individually, or any firm of which that director may be a member, may be a party to or may be pecuniary or otherwise interested in any contract or transaction of this corporation, provided that the fact that he or his firm have an interest in the transaction shall be disclosed to a majority of the board of directors of this corporation. Any director of this corporation who is also a director or officer of another corporation dealing with this corporation, or who has any personal interest in a matter before the board of this corporation, may be counted in determining the existence of a quorum at any meeting of the board of directors of this corporation which shall authorize any action that may affect that director or that other corporation. That director may vote at such a meeting as if he were not a director or officer of the other corporation or was not personally interested.

10.7 Settlement of Disputes. Any dispute arising out of or in connection with these by-laws, including disputes between or among the corporation, the incorporators, and the directors shall be settled by the negotiation, mediation and arbitration provisions of that certain "Dispute Resolution Procedures" entered into by the parties prior to or concurrently with the adoption of these by-laws.

10.8 Interpretation. Should there be any question in the interpretation of any provision of the Articles of Incorporation or by-laws of this corporation, then an interpretation given in writing by the school's attorney who will be determined at a later date shall be binding.

10.9 Non-Liability of Officers and Directors. The officers and directors of this corporation shall not be individually liable for the corporation debts or other liabilities, and private property of such individuals shall be exempt from corporation debts or liabilities.

10.10 Indemnification of Officers. The corporation shall indemnify every person, his heirs, executors and administrators, against all expenses reasonably incurred by such person in connection with any action, suit or proceeding to which such person may be made a party by reason of that person being or having been a director or officer of this corporation, or by reason of that person being or having been a director or officer of any other corporation of which this corporation is a shareholder or creditor, and from which other corporation such person is not entitled to be indemnified, or by reason of such officer or director or former officer or former director becoming a party to any such action, suit or

proceeding at the request of or at the direction of this corporation or any successor hereto; provided, however, there shall be no indemnification in relation to any matter as to which such person shall be finally adjudged in such action, suit or proceeding to be liable for negligence or misconduct. In the event of a settlement of such action, suit or proceeding, indemnification of such person shall be provided only in connection with such matters covered by such settlements to which the corporation is advised by counsel that such person to be indemnified did not commit such a breach of duty. This right of indemnification shall be exclusive of other rights to which such person may be entitled. As used in this by-law, expenses shall include, but shall not be limited to, amounts of judgments, penalties or fines and interest thereon for reasonable periods of time, rendered, levied or adjudged against such persons, costs of the action, suit or proceeding, attorneys' fees, expert witness fees and amounts paid in settlement by such persons, provided that such settlement shall have been or is thereafter approved by the board of directors of this corporation. This by-law is made a part of these by-laws to comply with and to take full advantage of Florida laws governing such indemnification.

10.11 Authority to Sell Corporate Assets. The board of directors will have the powers and authority to lease, sell, assign, transfer, convey or otherwise dispose of the entire property of the corporation, irrespective of the effects thereof upon the continuance of the purposes of the corporation and the exercise of its franchise; but the corporation may not be dissolved except as provided by the laws of the State of Florida.

Part Eleven

EMERGENCY BY-LAWS

11.1 When Operative. The emergency by-laws provided herein shall be operative during any emergency in the conduct of the purposes of the corporation resulting from an attack on the United States or any nuclear or atomic disaster, notwithstanding any different provision in other paragraphs of these by-laws, in the Articles of Incorporation, or in the statutes governing non-profit corporations. To the extent not inconsistent with the provisions of this Part Eleven, the other provisions of the by-laws shall remain in effect during such emergency, and upon its termination these emergency by-laws shall cease to be operative.

11.2 Event of Emergency. During any such emergency as described in provision 11.1, the following actions shall be taken:

a. A meeting of the Board of Directors may be called by any officer or director of the corporation. Notice of the time and place of the meeting shall be given by the person calling the meeting to such of the directors as it may be feasible to reach by any available means of communication. Such notice shall be given at such time in advance of the meeting as circumstances permit in the judgment of the person calling the meeting.

b. At any such meeting of the Board of Directors, a quorum shall consist of any two directors, one director and one officer, or any two officers. For the purpose of attaining a quorum in times of such emergency to effect the continued conduct of the corporation, all officers of the corporation shall immediately become temporary directors of the corporation until the termination of the emergency, without election or appointment by the Board of Directors.

c. The Board of Directors, either before or during any such emergency, may provide, and from time to time modify, lines of succession in the event that during such an emergency any or all officers or agents of the corporation shall for any reason be rendered incapable of discharging their duties.

d. The Board of Directors, either before or during any such emergency, may, effective in the emergency, change the head office or designate several alternative head offices or regional offices, or authorize the officers so to do.

11.3 Non-Liability. No officer, director or employee acting in accordance with these emergency by-laws shall be liable except for willful misconduct.

11.4 Amendment or Repeal. These emergency by-laws shall be subject to repeal or change by further action of the Board of Directors, but no such repeal or change shall modify the provisions of the preceding paragraph (11.3) with regard to action taken prior to the time of such repeal or change. Any amendment of these emergency by-laws may make any further or different provision that may be practical and necessary for the circumstances of the emergency.

**Electronic Articles of Incorporation
For**

N14000004273
FILED
April 30
2014 Sec. Of
State tchang

CHAMPIONSHIP ACADEMY OF DISTINCTION AT HOLLYWOOD
MIDDLE, INC.

The undersigned incorporator, for the purpose of forming a Florida not-
for-profit corporation, hereby adopts the following Articles of
Incorporation:

Article I

The name of the corporation is:

CHAMPIONSHIP ACADEMY OF DISTINCTION AT HOLLYWOOD
MIDDLE, INC.

Article II

The principal place of business address:

1830 S. OCEAN DRIVE
UNIT 4411
HOLLYWOOD, FL. 33009

The mailing address of the corporation is:

1830 S. OCEAN DRIVE
UNIT 4411
HOLLYWOOD, FL. 33009

Article III

The specific purpose for which this corporation is organized is:

OPERATING A NON-PROFIT CHARTER MIDDLE SCHOOL IN HOLLYWOOD
FLORIDA; EDUCATING MIDDLE SCHOOL CHILDREN.

Article IV

The manner in which directors are elected or appointed is:

AS PROVIDED FOR IN THE BYLAWS.

Article V

The name and Florida street address of the registered agent is:

BRUCE J SMOLER
2611 HOLLYWOOD BOULEVARD
HOLLYWOOD, FL. 33020

I certify that I am familiar with and accept the responsibilities
of registered agent.

Registered Agent Signature: BRUCE J. SMOLER

Championship Academy of Distinction at Hollywood Middle's Five Year Budget Projection.

Complete Budget - Broward County

	Year 1	Year 2	Year 3	Year 4	Year 5
Maximum Students	220	264	308	352	374
Budgetted Students	207	249	291	333	354

Income Estimates

Func	Obj	Description	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
FEFP Calculations								
	3310	FEFP - Base Funding		\$ 878,888	\$ 1,073,490	\$ 1,273,733	\$ 1,479,107	\$ 1,595,825
	3310	FEFP - ESE Guarantee		\$ 32,049	\$ 37,984	\$ 43,919	\$ 49,854	\$ 53,415
	3310	FEFP - Supplemental Academic Instruction		\$ 42,228	\$ 51,558	\$ 61,158	\$ 71,035	\$ 76,647
	3310	FEFP - Class Size Reductions		\$ 197,020	\$ 233,744	\$ 277,268	\$ 322,046	\$ 347,490
	3310	FEFP - Other FEFP (WFTE Share)		\$ 4,586	\$ 5,601	\$ 6,646	\$ 7,718	\$ 8,327
	3310	FEFP - Discretionary Local Effort		\$ 82,759	\$ 101,083	\$ 119,938	\$ 139,277	\$ 150,267
	3310	FEFP - Proration to Funds Available		\$ (307)	\$ (375)	\$ (446)	\$ (517)	\$ (558)
	3310	FEFP - Discretionary Lottery		\$ 1,996	\$ 2,438	\$ 2,892	\$ 3,359	\$ 3,624
	3310	FEFP - Instructional Materials Allocation		\$ 15,833	\$ 19,331	\$ 22,930	\$ 26,633	\$ 28,738
	3310	FEFP - Digital Classroom Allocation		\$ 1,872	\$ 2,171	\$ 2,576	\$ 2,991	\$ 3,227
	3492	Transportation (All Riders)		\$ 25,696	\$ 31,441	\$ 36,989	\$ 43,065	\$ 46,326
Other Income								
	3261	School Lunch Reimbursements	\$ -	\$ 65,347	\$ 79,020	\$ 91,663	\$ 105,336	\$ 112,208
	3397	Capital Outlay Funds	\$ -	\$ -	\$ -	\$ -	\$ 157,362	\$ 167,286
	3451	School Lunch Collections	\$ -	\$ 23,742	\$ 28,800	\$ 33,786	\$ 38,844	\$ 41,022
	3720	Financing / Loan Proceeds	\$ 100,000	\$ 85,000	\$ 15,000	\$ -	\$ -	\$ -
		Total Income	\$ 100,000	\$ 1,456,707	\$ 1,681,285	\$ 1,973,055	\$ 2,446,111	\$ 2,633,846

Expense Estimates

Function 5100 - Basic Instruction								
5100	120	Classroom Teacher Salaries	\$ -	\$ 407,000	\$ 495,726	\$ 587,022	\$ 680,946	\$ 751,636
5100	140	Substitute Teachers	\$ -	\$ 5,220	\$ 6,264	\$ 7,308	\$ 8,352	\$ 9,083
5100	160	Other Support Personnel	\$ -	\$ 5,000	\$ 5,075	\$ 5,151	\$ 5,228	\$ 5,307
5100	220	FICA	\$ -	\$ 31,518	\$ 38,311	\$ 45,301	\$ 52,492	\$ 57,906
5100	240	Worker's Compensation	\$ -	\$ 5,150	\$ 6,260	\$ 7,402	\$ 8,577	\$ 9,462
5100	250	Unemployment Compensation	\$ -	\$ 2,295	\$ 2,729	\$ 3,163	\$ 3,597	\$ 4,031
5100	290	Other Employee Benefits	\$ -	\$ 26,400	\$ 31,200	\$ 36,000	\$ 40,800	\$ 44,160
5100	510	Supplies	\$ -	\$ 3,105	\$ 3,810	\$ 4,541	\$ 5,301	\$ 5,748
5100	520	Textbooks	\$ -	\$ 20,828	\$ 10,816	\$ 11,211	\$ 27,614	\$ 27,933
5100	690	Computer Software	\$ -	\$ 8,000	\$ 8,160	\$ 8,323	\$ 8,490	\$ 8,659
		5100 Sub Total	\$ -	\$ 514,516	\$ 608,351	\$ 715,423	\$ 841,397	\$ 923,925

Function 5200 - Exceptional Education

5200	130	Other Certified Staff Member	\$ -	\$ 36,630	\$ 45,442	\$ 54,509	\$ 59,583	\$ 64,796
5200	140	Substitute Teachers	\$ -	\$ 470	\$ 574	\$ 679	\$ 731	\$ 783
5200	220	FICA	\$ -	\$ 2,802	\$ 3,476	\$ 4,170	\$ 4,558	\$ 4,957
5200	240	Worker's Compensation	\$ -	\$ 458	\$ 568	\$ 681	\$ 745	\$ 810
5200	250	Unemployment Compensation	\$ -	\$ 326	\$ 328	\$ 545	\$ 547	\$ 549
5200	290	Other Employee Benefits	\$ -	\$ 2,160	\$ 2,640	\$ 3,120	\$ 3,360	\$ 3,600
5200 Sub Total			\$ -	\$ 42,846	\$ 53,028	\$ 63,704	\$ 69,523	\$ 75,495
Function 6100 - Pupil Services								
Function 6200 - Instructional Media Services								
Function 6300 - Instructional/Curriculum Development								
6300	130	Other Certified Staff Member	\$ -	\$ 10	\$ 10	\$ 10	\$ 10	\$ 11
6300	220	FICA	\$ -	\$ 1	\$ 1	\$ 1	\$ 1	\$ 1
6300	240	Worker's Compensation	\$ -	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6300	250	Unemployment Compensation	\$ -	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6300	290	Other Employee Benefits	\$ -	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400
6300 Sub Total			\$ -	\$ 2,411	\$ 2,411	\$ 2,411	\$ 2,412	\$ 2,412
Function 6400 - Instructional Staff Training								
6400	140	Substitute Teachers	\$ -	\$ 1,000	\$ 1,020	\$ 1,040	\$ 1,061	\$ 1,082
6400	310	Professional and Technical Services	\$ -	\$ 1,500	\$ 1,530	\$ 1,561	\$ 1,592	\$ 1,624
6400	330	Travel	\$ -	\$ 1,000	\$ 1,020	\$ 1,040	\$ 1,061	\$ 1,082
6400 Sub Total			\$ -	\$ 3,500	\$ 3,570	\$ 3,641	\$ 3,714	\$ 3,789
Function 6500 - Instructional-Related Technology								
6500	310	Professional and Technical Services	\$ -	\$ 1,900	\$ 1,938	\$ 1,977	\$ 2,016	\$ 2,057
6500 Sub Total			\$ -	\$ 1,900	\$ 1,938	\$ 1,977	\$ 2,016	\$ 2,057
Function 7100 - Board								
7100	310	Professional and Technical Services	\$ -	\$ 3,900	\$ 3,060	\$ 4,058	\$ 3,184	\$ 3,247
7100	320	Insurance and Bond Premiums	\$ -	\$ 4,750	\$ 4,845	\$ 4,942	\$ 5,041	\$ 5,142
7100 Sub Total			\$ -	\$ 8,650	\$ 7,905	\$ 8,999	\$ 8,224	\$ 8,389
Function 7200 - General / District Administration								
7200	730	Dues and Fees	\$ -	\$ 64,131	\$ 77,923	\$ 79,364	\$ 80,502	\$ 81,685
7200 Sub Total			\$ -	\$ 64,131	\$ 77,923	\$ 79,364	\$ 80,502	\$ 81,685
Function 7300 - School Administration								
7300	110	Administrator Salaries	\$ 12,000	\$ 50,000	\$ 50,750	\$ 51,511	\$ 52,284	\$ 53,068
7300	160	Other Support Personnel	\$ 2,100	\$ 60,000	\$ 60,900	\$ 61,814	\$ 62,741	\$ 63,682
7300	220	FICA	\$ 1,079	\$ 8,415	\$ 8,541	\$ 8,669	\$ 8,799	\$ 8,931
7300	240	Worker's Compensation	\$ 176	\$ 1,375	\$ 1,396	\$ 1,417	\$ 1,438	\$ 1,459
7300	250	Unemployment Compensation	\$ 273	\$ 1,269	\$ 1,272	\$ 1,275	\$ 1,278	\$ 1,281
7300	290	Other Employee Benefits	\$ 1,440	\$ 14,400	\$ 14,400	\$ 14,400	\$ 14,400	\$ 14,400
7300	310	Professional and Technical Services	\$ -	\$ 185,980	\$ 225,977	\$ 267,903	\$ 310,962	\$ 335,433
7300	370	Communications	\$ 1,000	\$ 414	\$ 508	\$ 606	\$ 707	\$ 766
7300	390	Other Purchased Services	\$ 10,000	\$ -	\$ -	\$ -	\$ -	\$ -

7300	510	Supplies	\$ 1,000	\$ 2,070	\$ 2,540	\$ 3,028	\$ 3,534	\$ 3,832
7300	644	Computer Hardware (Non Capitalized)	\$ -	\$ 414	\$ 508	\$ 606	\$ 707	\$ 766
7300	730	Dues and Fees	\$ -	\$ 414	\$ 508	\$ 606	\$ 707	\$ 766
7300 Sub Total			\$ 29,068	\$ 324,751	\$ 367,300	\$ 411,832	\$ 457,556	\$ 484,385
Function 7500 - Fiscal Services								
7500	310	Professional and Technical Services	\$ -	\$ 12,000	\$ 12,240	\$ 12,485	\$ 12,734	\$ 12,989
7500	720	Interest Payment / Debt Service	\$ -	\$ 18,500	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
7500 Sub Total			\$ -	\$ 30,500	\$ 32,240	\$ 32,485	\$ 32,734	\$ 32,989
Function 7600 - Food Services								
7600	160	Other Support Personnel	\$ -	\$ 9,720	\$ 9,866	\$ 10,014	\$ 10,164	\$ 10,316
7600	220	FICA	\$ -	\$ 744	\$ 755	\$ 766	\$ 778	\$ 789
7600	240	Worker's Compensation	\$ -	\$ 122	\$ 123	\$ 125	\$ 127	\$ 129
7600	250	Unemployment Compensation	\$ -	\$ 216	\$ 216	\$ 216	\$ 216	\$ 216
7600	290	Other Employee Benefits	\$ -	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400
7600	570	Food	\$ -	\$ 91,845	\$ 111,150	\$ 129,285	\$ 148,590	\$ 157,950
7600 Sub Total			\$ -	\$ 105,046	\$ 124,510	\$ 142,806	\$ 162,275	\$ 171,801
Function 7800 - Pupil Transportation								
7800	390	Other Purchased Services	\$ -	\$ 40,500	\$ 41,310	\$ 42,136	\$ 85,958	\$ 131,516
7800 Sub Total			\$ -	\$ 40,500	\$ 41,310	\$ 42,136	\$ 85,958	\$ 131,516
Function 7900 - Operation of Plant								
7900	160	Other Support Personnel	\$ -	\$ 12,960	\$ 13,154	\$ 13,352	\$ 13,552	\$ 13,755
7900	220	FICA	\$ -	\$ 991	\$ 1,006	\$ 1,021	\$ 1,037	\$ 1,052
7900	240	Worker's Compensation	\$ -	\$ 162	\$ 164	\$ 167	\$ 169	\$ 172
7900	250	Unemployment Compensation	\$ -	\$ 216	\$ 216	\$ 216	\$ 216	\$ 216
7900	290	Other Employee Benefits	\$ -	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400	\$ 2,400
7900	320	Insurance and Bond Premiums	\$ -	\$ 18,900	\$ 19,278	\$ 19,664	\$ 20,057	\$ 20,458
7900	350	Repairs and Maintenance	\$ -	\$ 1,000	\$ 1,020	\$ 1,040	\$ 1,061	\$ 1,082
7900	360	Rentals	\$ -	\$ 207,000	\$ 249,000	\$ 291,000	\$ 333,000	\$ 354,000
7900	380	Public Utilities	\$ -	\$ 621	\$ 762	\$ 908	\$ 1,060	\$ 1,150
7900	390	Other Purchased Services	\$ -	\$ 2,400	\$ 2,530	\$ 2,663	\$ 2,802	\$ 2,901
7900	430	Electricity	\$ -	\$ 4,114	\$ 4,196	\$ 4,280	\$ 4,366	\$ 4,453
7900	510	Supplies	\$ -	\$ 3,105	\$ 3,810	\$ 4,541	\$ 5,301	\$ 5,748
7900 Sub Total			\$ -	\$ 253,869	\$ 297,537	\$ 341,253	\$ 385,020	\$ 407,387
Function 9100 - Community Service								
		Reserve Fund	\$ -	\$ 38,479	\$ 46,754	\$ 55,428	\$ 64,337	\$ 69,400
Total Expenses			\$ 29,068	\$ 1,431,098	\$ 1,664,776	\$ 1,901,462	\$ 2,195,669	\$ 2,395,228
Total Income			\$ 100,000	\$ 1,456,707	\$ 1,681,285	\$ 1,973,055	\$ 2,446,111	\$ 2,633,846
Net Revenue			\$ 70,932	\$ 25,609	\$ 16,509	\$ 71,593	\$ 250,442	\$ 238,617
Cash On Hand			\$ 70,932	\$ 96,541	\$ 113,050	\$ 184,642	\$ 435,084	\$ 673,701

Championship Academy of Distinction at Hollywood Middle's Five Year Budget Projections
Planning Year Cash Flow Estimates

		Directions (Mouse Over Here)															
Func	Obj	Description	Planning Year	Select	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total
FEPP Calculations																	
Other Income																	
	2720	Financing / Loan Proceeds	\$ 100,000	1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 100,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 100,000
		Total Income	\$ 100,000	T	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 100,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 100,000
Expense Estimates																	
Function 7300 - School Administration																	
7300	110	Administrator Salaries	\$ 12,000	1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 2,000	\$ 12,000
7300	100	Other Support Personnel	\$ 2,100	1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 350	\$ 350	\$ 350	\$ 350	\$ 350	\$ 350	\$ 2,100
7300	220	FICA	\$ 1,079	1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 179.78	\$ 179.78	\$ 179.78	\$ 179.78	\$ 179.78	\$ 179.78	\$ 1,079
7300	240	Worker's Compensation	\$ 176	1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 29.38	\$ 29.38	\$ 29.38	\$ 29.38	\$ 29.38	\$ 29.38	\$ 176
7300	250	Unemployment Compensation	\$ 273	1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 45.45	\$ 45.45	\$ 45.45	\$ 45.45	\$ 45.45	\$ 45.45	\$ 273
7300	290	Other Employee Benefits	\$ 1,440	1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 240	\$ 240	\$ 240	\$ 240	\$ 240	\$ 240	\$ 1,440
7300	370	Communications	\$ 1,000	1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 166.67	\$ 166.67	\$ 166.67	\$ 166.67	\$ 166.67	\$ 166.67	\$ 1,000
7300	390	Marketing / Printing / Services	\$ 10,000	1	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 1,666.67	\$ 10,000
7300	510	Supplies	\$ 1,000	5	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 166.67	\$ 166.67	\$ 166.67	\$ 166.67	\$ 166.67	\$ 166.67	\$ 1,000
		7300 Sub Total	\$ 29,068	T	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,845	\$ 4,845	\$ 4,845	\$ 4,845	\$ 4,845	\$ 4,845	\$ 29,068
		0 Reserve Fund	\$ -	3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
		Total Expenses	\$ 29,068		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,845	\$ 4,845	\$ 4,845	\$ 4,845	\$ 4,845	\$ 4,845	\$ 29,068
		Total Income	\$ 100,000		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 100,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 100,000
		Net Revenue	\$ 70,932		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 95,155	\$ (4,845)	\$ (4,845)	\$ (4,845)	\$ (4,845)	\$ (4,845)	\$ 70,932
		Cash On Hand	\$ 70,932		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 95,155	\$ 90,311	\$ 85,466	\$ 80,622	\$ 75,777	\$ 70,932	

Championship Academy of Distinction at Hollywood Middle's Five Year Budget Projections
Year 1 Cash Flow Estimates

		Directions (Mouse Over Here)																		
Func	Obj	Description	Year 1 Total	Select Distrib.	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total			
FEFP Calculations																				
	3310	FEFP - Base Funding	\$ 878,888	1	\$ 73,241	\$ 73,241	\$ 73,241	\$ 73,241	\$ 73,241	\$ 73,241	\$ 73,241	\$ 73,241	\$ 73,241	\$ 73,241	\$ 73,241	\$ 73,241	\$ 878,888			
	3310	FEFP - LSE Guarantee	\$ 32,049	1	\$ 2,671	\$ 2,671	\$ 2,671	\$ 2,671	\$ 2,671	\$ 2,671	\$ 2,671	\$ 2,671	\$ 2,671	\$ 2,671	\$ 2,671	\$ 2,671	\$ 32,049			
	3310	FEFP - Supplemental Academic Instruction	\$ 42,228	1	\$ 3,519	\$ 3,519	\$ 3,519	\$ 3,519	\$ 3,519	\$ 3,519	\$ 3,519	\$ 3,519	\$ 3,519	\$ 3,519	\$ 3,519	\$ 3,519	\$ 42,228			
	3310	FEFP - Class Size Reductions	\$ 197,020	1	\$ 16,418	\$ 16,418	\$ 16,418	\$ 16,418	\$ 16,418	\$ 16,418	\$ 16,418	\$ 16,418	\$ 16,418	\$ 16,418	\$ 16,418	\$ 16,418	\$ 197,020			
	3310	FEFP - Other FEFP (WYTE share)	\$ 4,586	1	\$ 382	\$ 382	\$ 382	\$ 382	\$ 382	\$ 382	\$ 382	\$ 382	\$ 382	\$ 382	\$ 382	\$ 382	\$ 4,586			
	3310	FEFP - Discretionary Local Effort	\$ 82,759	1	\$ 6,897	\$ 6,897	\$ 6,897	\$ 6,897	\$ 6,897	\$ 6,897	\$ 6,897	\$ 6,897	\$ 6,897	\$ 6,897	\$ 6,897	\$ 6,897	\$ 82,759			
	3310	FEFP - Proration to Funds Available	\$ (307)	1	\$ (26)	\$ (26)	\$ (26)	\$ (26)	\$ (26)	\$ (26)	\$ (26)	\$ (26)	\$ (26)	\$ (26)	\$ (26)	\$ (26)	\$ (307)			
	3310	FEFP - Discretionary Lottery	\$ 1,996	1	\$ 166	\$ 166	\$ 166	\$ 166	\$ 166	\$ 166	\$ 166	\$ 166	\$ 166	\$ 166	\$ 166	\$ 166	\$ 1,996			
	3310	FEFP - Instructional Materials Allocation	\$ 15,833	1	\$ 1,319	\$ 1,319	\$ 1,319	\$ 1,319	\$ 1,319	\$ 1,319	\$ 1,319	\$ 1,319	\$ 1,319	\$ 1,319	\$ 1,319	\$ 1,319	\$ 15,833			
	3310	FEFP - Digital Classroom Allocation	\$ 1,872	1	\$ 156	\$ 156	\$ 156	\$ 156	\$ 156	\$ 156	\$ 156	\$ 156	\$ 156	\$ 156	\$ 156	\$ 156	\$ 1,872			
	3402	Transportation (All Riders)	\$ 25,696	3	\$ -	\$ -	\$ 2,570	\$ 2,570	\$ 2,570	\$ 2,570	\$ 2,570	\$ 2,570	\$ 2,570	\$ 2,570	\$ 2,570	\$ 2,570	\$ 25,696			
Other Income																				
	3401	School Lunch Reimbursements	\$ 65,347	4	\$ -	\$ -	\$ -	\$ 7,261	\$ 7,261	\$ 7,261	\$ 7,261	\$ 7,261	\$ 7,261	\$ 7,261	\$ 7,261	\$ 7,261	\$ 65,347			
	3401	School Lunch Collections	\$ 23,742	3	\$ -	\$ -	\$ 2,374	\$ 2,374	\$ 2,374	\$ 2,374	\$ 2,374	\$ 2,374	\$ 2,374	\$ 2,374	\$ 2,374	\$ 2,374	\$ 23,742			
	3720	Financing / Loan Proceeds	\$ 85,000	1	\$ -	\$ -	\$ 8,500	\$ 8,500	\$ 8,500	\$ 8,500	\$ 8,500	\$ 8,500	\$ 8,500	\$ 8,500	\$ 8,500	\$ 8,500	\$ 85,000			
		Total Income	\$ 1,456,707	T	\$ 104,743	\$ 104,743	\$ 118,187	\$ 125,448	\$ 125,448	\$ 125,448	\$ 125,448	\$ 125,448	\$ 125,448	\$ 125,448	\$ 125,448	\$ 125,448	\$ 1,456,707			
Expense Estimates																				
Function 5100 - Basic Instruction																				
5100	120	Classroom Teacher Salaries	\$ 407,200	3	\$ -	\$ -	\$ 40,700	\$ 40,700	\$ 40,700	\$ 40,700	\$ 40,700	\$ 40,700	\$ 40,700	\$ 40,700	\$ 40,700	\$ 40,700	\$ 407,200			
5100	140	Substitute Teachers	\$ 5,220	3	\$ -	\$ -	\$ 522	\$ 522	\$ 522	\$ 522	\$ 522	\$ 522	\$ 522	\$ 522	\$ 522	\$ 522	\$ 5,220			
5100	160	Other Support Personnel	\$ 5,000	3	\$ -	\$ -	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500	\$ 5,000			
5100	220	RICA	\$ 31,518	3	\$ -	\$ -	\$ 3,152	\$ 3,152	\$ 3,152	\$ 3,152	\$ 3,152	\$ 3,152	\$ 3,152	\$ 3,152	\$ 3,152	\$ 3,152	\$ 31,518			
5100	240	Worker's Compensation	\$ 5,150	3	\$ -	\$ -	\$ 515	\$ 515	\$ 515	\$ 515	\$ 515	\$ 515	\$ 515	\$ 515	\$ 515	\$ 515	\$ 5,150			
5100	250	Unemployment Compensation	\$ 2,295	3	\$ -	\$ -	\$ 230	\$ 230	\$ 230	\$ 230	\$ 230	\$ 230	\$ 230	\$ 230	\$ 230	\$ 230	\$ 2,295			
5100	290	Other Employee Benefits	\$ 26,400	3	\$ -	\$ -	\$ 2,640	\$ 2,640	\$ 2,640	\$ 2,640	\$ 2,640	\$ 2,640	\$ 2,640	\$ 2,640	\$ 2,640	\$ 2,640	\$ 26,400			
5100	510	Supplies	\$ 3,105	5	\$ 1,164	\$ 1,164	\$ 78	\$ 78	\$ 78	\$ 78	\$ 78	\$ 78	\$ 78	\$ 78	\$ 78	\$ 78	\$ 3,105			
5100	520	Textbooks	\$ 20,828	7	\$ -	\$ -	\$ 10,414	\$ 5,207	\$ 5,207	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 20,828			
5100	690	Computer Software	\$ 8,000	5	\$ 3,000	\$ 3,000	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200	\$ 8,000			
		5100 Sub Total	\$ 514,518	T	\$ 4,164	\$ 4,164	\$ 58,950	\$ 53,743	\$ 53,743	\$ 48,536	\$ 48,536	\$ 48,536	\$ 48,536	\$ 48,536	\$ 48,536	\$ 48,536	\$ 514,518			
Function 5200 - Exceptional Education																				
5200	130	Other Certified Staff Member	\$ 36,630	3	\$ -	\$ -	\$ 3,663	\$ 3,663	\$ 3,663	\$ 3,663	\$ 3,663	\$ 3,663	\$ 3,663	\$ 3,663	\$ 3,663	\$ 3,663	\$ 36,630			
5200	140	Substitute Teachers	\$ 470	3	\$ -	\$ -	\$ 47	\$ 47	\$ 47	\$ 47	\$ 47	\$ 47	\$ 47	\$ 47	\$ 47	\$ 47	\$ 470			
5200	220	RICA	\$ 2,802	3	\$ -	\$ -	\$ 280	\$ 280	\$ 280	\$ 280	\$ 280	\$ 280	\$ 280	\$ 280	\$ 280	\$ 280	\$ 2,802			
5200	240	Worker's Compensation	\$ 458	3	\$ -	\$ -	\$ 46	\$ 46	\$ 46	\$ 46	\$ 46	\$ 46	\$ 46	\$ 46	\$ 46	\$ 46	\$ 458			
5200	250	Unemployment Compensation	\$ 326	3	\$ -	\$ -	\$ 33	\$ 33	\$ 33	\$ 33	\$ 33	\$ 33	\$ 33	\$ 33	\$ 33	\$ 33	\$ 326			
5200	290	Other Employee Benefits	\$ 2,160	3	\$ -	\$ -	\$ 216	\$ 216	\$ 216	\$ 216	\$ 216	\$ 216	\$ 216	\$ 216	\$ 216	\$ 216	\$ 2,160			
		5200 Sub Total	\$ 42,846	T	\$ -	\$ -	\$ 4,285	\$ 4,285	\$ 4,285	\$ 4,285	\$ 4,285	\$ 4,285	\$ 4,285	\$ 4,285	\$ 4,285	\$ 4,285	\$ 42,846			
Function 6300 - Instructional/Curriculum Development																				
6300	130	Other Certified Staff Member	\$ 10	3	\$ -	\$ -	\$ 1	\$ 1	\$ 1	\$ 1	\$ 1	\$ 1	\$ 1	\$ 1	\$ 1	\$ 1	\$ 10			
6300	220	RICA	\$ 1	3	\$ -	\$ -	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 1			
6300	240	Worker's Compensation	\$ 0	3	\$ -	\$ -	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0			
6300	250	Unemployment Compensation	\$ 0	3	\$ -	\$ -	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0			
6300	290	Other Employee Benefits	\$ 2,400	3	\$ -	\$ -	\$ 240	\$ 240	\$ 240	\$ 240	\$ 240	\$ 240	\$ 240	\$ 240	\$ 240	\$ 240	\$ 2,400			
		6300 Sub Total	\$ 2,411	T	\$ -	\$ -	\$ 241	\$ 241	\$ 241	\$ 241	\$ 241	\$ 241	\$ 241	\$ 241	\$ 241	\$ 241	\$ 2,411			
Function 6400 - Instructional Staff Training																				
6400	140	Substitute Teachers	\$ 1,000	3	\$ -	\$ -	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 1,000			
6400	310	Professional and Technical Services	\$ 1,500	1	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125	\$ 125	\$ 1,500			
6400	330	Travel	\$ 1,000	3	\$ -	\$ -	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 100	\$ 1,000			
		6400 Sub Total	\$ 3,500	T	\$ 125	\$ 125	\$ 325	\$ 325	\$ 325	\$ 325	\$ 325	\$ 325	\$ 325	\$ 325	\$ 325	\$ 325	\$ 3,500			
Function 6500 - Instructional-Related Technology																				
6500	310	Professional and Technical Services	\$ 1,900	1	\$ 158	\$ 158	\$ 158	\$ 158	\$ 158	\$ 158	\$ 158	\$ 158	\$ 158	\$ 158	\$ 158	\$ 158	\$ 1,900			
		6500 Sub Total	\$ 1,900	T	\$ 158	\$ 158	\$ 158	\$ 158	\$ 158	\$ 158	\$ 158	\$ 158	\$ 158	\$ 158	\$ 158	\$ 158	\$ 1,900			
Function 7100 - Board																				
7100	310	Professional and Technical Services	\$ 3,900	1	\$ 325	\$ 325	\$ 325	\$ 325	\$ 325	\$ 325	\$ 325	\$ 325	\$ 325	\$ 325	\$ 325	\$ 325	\$ 3,900			
7100	320	Insurance and Bond Premiums	\$ 4,750	7	\$ 2,375	\$ 2,375	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 4,750			
		7100 Sub Total	\$ 8,650	T	\$ 2,700	\$ 2,700	\$ 325	\$ 325	\$ 325	\$ 325	\$ 325	\$ 325	\$ 325	\$ 325	\$ 325	\$ 325	\$ 8,650			
Function 7200 - General / District Administration																				
7200	730	Dues and Fees	\$ 64,131	1	\$ 5,344	\$ 5,344	\$ 5,344	\$ 5,344	\$ 5,344	\$ 5,344	\$ 5,344	\$ 5,344	\$ 5,344	\$ 5,344	\$ 5,344	\$ 5,344	\$ 64,131			
		7200 Sub Total	\$ 64,131	T	\$ 5,344	\$ 5,344	\$ 5,344	\$ 5,344	\$ 5,344	\$ 5,344	\$ 5,344	\$ 5,344	\$ 5,344	\$ 5,344	\$ 5,344	\$ 5,344	\$ 64,131			
Function 7300 - School Administration																				
7300	110	Administrator Salaries	\$ 50,000	1	\$ 4,167	\$ 4,167	\$ 4,167	\$ 4,167	\$ 4,167	\$ 4,167	\$ 4,167	\$ 4,167	\$ 4,167	\$ 4,167	\$ 4,167	\$ 4,167	\$ 50,000			
7300	160	Other Support Personnel	\$ 60,000	1	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 60,000			

Championship Academy of Distinction at Hollywood Middle's Five Year Budget Project Detailed Budget Summary

Florida Charter Support Unit Budget Template - Summary #2

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Revenue						
FEFP State Revenue	\$ -	\$ 1,256,922	\$ 1,527,024	\$ 1,810,616	\$ 2,101,503	\$ 2,267,003
Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ 157,362	\$ 167,286
NSLP Funds	\$ -	\$ 89,089	\$ 107,820	\$ 125,449	\$ 144,180	\$ 153,230
Transportation Funds	\$ -	\$ 25,696	\$ 31,441	\$ 36,989	\$ 43,065	\$ 46,326
Interest on Loans	\$ 100,000	\$ 85,000	\$ 15,000	\$ -	\$ -	\$ -
Total Revenue	\$ 100,000	\$ 1,456,707	\$ 1,681,285	\$ 1,973,055	\$ 2,446,111	\$ 2,633,846
Expenses						
Academic Expenses						
Employee Totals	\$ -	\$ 528,840	\$ 642,024	\$ 758,504	\$ 872,989	\$ 960,574
Services	\$ -	\$ 3,400	\$ 3,468	\$ 3,537	\$ 3,608	\$ 3,680
Supplies and Materials	\$ -	\$ 23,933	\$ 14,626	\$ 15,752	\$ 32,914	\$ 33,680
Software	\$ -	\$ 8,000	\$ 8,160	\$ 8,323	\$ 8,490	\$ 8,659
Travel	\$ -	\$ 1,000	\$ 1,020	\$ 1,040	\$ 1,061	\$ 1,082
Total Academic Expenses	\$ -	\$ 565,173	\$ 669,298	\$ 787,157	\$ 919,062	\$ 1,007,677
Administrative Expenses						
Employee Totals	\$ 17,068	\$ 135,459	\$ 137,259	\$ 139,085	\$ 140,939	\$ 142,821
Services	\$ 11,000	\$ 198,394	\$ 238,725	\$ 280,993	\$ 324,404	\$ 349,188
Supplies and Materials	\$ 1,000	\$ 2,070	\$ 2,540	\$ 3,028	\$ 3,534	\$ 3,832
Computers	\$ -	\$ 414	\$ 508	\$ 606	\$ 707	\$ 766
Other Expenses	\$ -	\$ 18,914	\$ 20,508	\$ 20,606	\$ 20,707	\$ 20,766
Total Administrative Expenses	\$ 29,068	\$ 355,251	\$ 399,540	\$ 444,317	\$ 490,290	\$ 517,374
Governance Expenses						
Services	\$ -	\$ 3,900	\$ 3,060	\$ 4,058	\$ 3,184	\$ 3,247
Insurance	\$ -	\$ 4,750	\$ 4,845	\$ 4,942	\$ 5,041	\$ 5,142

Total Governance Expenses	\$ -	\$ 8,650	\$ 7,905	\$ 8,999	\$ 8,224	\$ 8,389

Facilities Expenses

Employee Totals	\$ -	\$ 16,729	\$ 16,941	\$ 17,156	\$ 17,374	\$ 17,595
Facility Cost	\$ -	\$ 207,000	\$ 249,000	\$ 291,000	\$ 333,000	\$ 354,000
Services	\$ -	\$ 2,400	\$ 2,530	\$ 2,663	\$ 2,802	\$ 2,901
Insurance	\$ -	\$ 18,900	\$ 19,278	\$ 19,664	\$ 20,057	\$ 20,458
Supplies and Materials	\$ -	\$ 3,105	\$ 3,810	\$ 4,541	\$ 5,301	\$ 5,748
Maintenance	\$ -	\$ 1,000	\$ 1,020	\$ 1,040	\$ 1,061	\$ 1,082
Utilities	\$ -	\$ 4,735	\$ 4,958	\$ 5,188	\$ 5,426	\$ 5,603
Total Facilities Expenses	\$ -	\$ 253,869	\$ 297,537	\$ 341,253	\$ 385,020	\$ 407,387

Food Services Expenses

Employee Totals	\$ -	\$ 13,201	\$ 13,360	\$ 13,521	\$ 13,685	\$ 13,851
Food	\$ -	\$ 91,845	\$ 111,150	\$ 129,285	\$ 148,590	\$ 157,950
Total Food Services Expenses	\$ -	\$ 105,046	\$ 124,510	\$ 142,806	\$ 162,275	\$ 171,801

Transportation Services

Services	\$ -	\$ 40,500	\$ 41,310	\$ 42,136	\$ 85,958	\$ 131,516
Total Transportation Services	\$ -	\$ 40,500	\$ 41,310	\$ 42,136	\$ 85,958	\$ 131,516

Other Expenses

District Administrative Fee	\$ -	\$ 64,131	\$ 77,923	\$ 79,364	\$ 80,502	\$ 81,685
Reserve Fund	\$ -	\$ 38,479	\$ 46,754	\$ 55,428	\$ 64,337	\$ 69,400
Total Other Expenses	\$ -	\$ 102,609	\$ 124,677	\$ 134,793	\$ 144,839	\$ 151,085

Total Expenses	\$ 29,068	\$ 1,431,098	\$ 1,664,776	\$ 1,901,462	\$ 2,195,669	\$ 2,395,228
Net Revenue	\$ 70,932	\$ 25,609	\$ 16,509	\$ 71,593	\$ 250,442	\$ 238,617

Revenue Estimate Worksheet for Championship Academy of Distinction at Hollywood Middle Charter School
Based on the Second Calculation of the FEFP 2014-15

School District:

Broward

1. 2014-15 FEFP State and Local Funding

Base Student Allocation		\$4,031.77	District Cost Differential:		1.0233
Program (a)	Number of FTE (b)	Program Cost Factor (c)	Weighted FTE x (c) (d)	2014-15 Base Funding WFTE x BSA x DCD (e)	
101 Basic K-3	0.00	1.126	0.0000	\$	-
111 Basic K-3 with ESE Services	0.00	1.126	0.0000	\$	-
102 Basic 4-8	139.00	1.000	139.0000	\$	573,474
112 Basic 4-8 with ESE Services	27.00	1.000	27.0000	\$	111,394
103 Basic 9-12	0.00	1.004	0.0000	\$	-
113 Basic 9-12 with ESE Services	0.00	1.004	0.0000	\$	-
254 ESE Level 4 (Grade Level PK-3)	0.00	3.548	0.0000	\$	-
254 ESE Level 4 (Grade Level 4-8)	0.00	3.548	0.0000	\$	-
254 ESE Level 4 (Grade Level 9-12)	0.00	3.548	0.0000	\$	-
255 ESE Level 5 (Grade Level PK-3)	0.00	5.104	0.0000	\$	-
255 ESE Level 5 (Grade Level 4-8)	0.00	5.104	0.0000	\$	-
255 ESE Level 5 (Grade Level 9-12)	0.00	5.104	0.0000	\$	-
130 ESOL (Grade Level PK-3)	0.00	1.147	0.0000	\$	-
130 ESOL (Grade Level 4-8)	41.00	1.147	47.0270	\$	194,020
130 ESOL (Grade Level 9-12)	0.00	1.147	0.0000	\$	-
300 Career Education (Grades 9-12)	0.00	1.004	0.0000	\$	-
Totals	207.00		213.0270	\$	878,888

2. ESE Guaranteed Allocation:

	FTE	Grade Level	Matrix Level	Guarantee Per Student	
Additional Funding from the ESE	0.00	PK-3	251	\$ 1,058	\$ -
Guaranteed Allocation. Enter the FTE	0.00	PK-3	252	\$ 3,418	\$ -
from 111,112, & 113 by grade and	0.00	PK-3	253	\$ 6,974	\$ -
matrix level. Students who do not have	27.00	4-8	251	\$ 1,187	\$ 32,049
a matrix level should be considered 251.	0.00	4-8	252	\$ 3,546	\$ -
This total should equal all FTE from	0.00	4-8	253	\$ 7,102	\$ -
programs 111, 112 & 113 above.	0.00	9-12	251	\$ 845	\$ -
	0.00	9-12	252	\$ 3,204	\$ -
	0.00	9-12	253	\$ 6,760	\$ -
Total FTE with ESE Services	27.00			Total from ESE Guarantee	\$ 32,049

3. Supplemental Academic Instruction:

District SAI Allocation	\$ 53,302,026	Per Student	
divided by district FTE	261,831.03	\$ 204	\$ 42,228
(with eligible services)			

4. Reading Allocation:

Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

Total Base Funding, ESE Guarantee, and SAI \$ 953,165

5. Class size Reduction Funds:

	Weighted FTE (From Section 1)	X	DCD	X	Allocation factors	
PK - 3	0.0000		1.0233	1325.01	=	0
4-8	213.0270		1.0233	903.80	=	197,020
9-12	0.0000		1.0233	905.98	=	0
Total *	213.0270			Total Class Size Reduction Funds	\$	197,020

(*Total FTE should equal total in Section 1, column (d).)

6A. Divide school's Weighted FTE (WFTE) total computed					
in (d) above:	<u>213.0270</u>	by district's WFTE:	<u>283,801.90</u>		
to obtain school's WFTE share.					0.0751%
6B. Divide school's Unweighted FTE (UFTE) total computed					
in (b) above:	<u>207.00</u>	by district's UFTE:	<u>261,831.03</u>		
to obtain school's UFTE share.					0.0791%
Letters Refer to Notes At Bottom:					
7. Other FEFP (WFTE share)	(a)	<u>6,109,616</u>	x	0.0751%	\$ <u>4,588</u>
Applicable to all Charter Schools:					
Declining Enrollment		0			
Sparsity Supplement		0			
Program Related Requirements:					
Safe Schools		6,109,616			
Lab School Discretionary		0			
8. Discretionary Local Effort (WFTE share)	(c)	<u>110,253,826</u>	x	0.0751%	\$ <u>82,801</u>
9. Discretionary Millage Compression Allocation					
.748 mills (UFTE share)	(b)	<u>0</u>	x	0.0791%	\$ <u>-</u>
10. Proration to Funds Available (WFTE share)	(a)	<u>-409,562</u>	x	0.0751%	\$ <u>308</u>
11. Discretionary Lottery (WFTE share)	(a)	<u>2,658,799</u>	x	0.0751%	\$ <u>1,997</u>
12. Instructional Materials Allocation (UFTE share)	(b)	<u>20,026,564</u>	x	0.0791%	\$ <u>15,841</u>
Dual Enrollment Instructional Materials Allocation (See footnote i below)					
ESE Applications Allocation:					
Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Application funds.					
13. Student Transportation	(d)				
Enter All Riders		<u>73.00</u>	x	352	\$ <u>25,696</u>
Enter ESE Student Riders		<u>0.00</u>	x	1,326	\$ <u>-</u>
14. Digital Classrooms Allocation (UFTE share)	(e)	<u>2,367,673</u>	x	0.0791%	\$ <u>1,873</u>
15. Florida Teachers Classroom Supply Assistance Program	(f)				
16. Food Service Allocation	(g)				
				Total	\$ <u>1,282,673</u>
17. Funding for the purpose of calculating the administrative fee for ESE Charters.					
				(h)	
If you have more than a 75% ESE student population please place a 1 in the following box:					0 \$ <u>-</u>

NOTES:

- (a) District allocations multiplied by percentage from item 6A.
(b) District allocations multiplied by percentage from item 6B.
(c) Proceeds of 0.748 millage levy (s. 1011.71(3)(b), Florida Statutes) multiplied by percentage from item 6A.
(d) Consistent with Section 1006.21, Florida Statutes and DOE Student Transportation General Instructions. Numbers entered here will be multiplied by the district level transportation funding per rider. "All Riders" should include both basic and ESE Riders. "ESE Student Riders" should include only ESE Riders.
(e) The Digital Classroom Allocation is provided pursuant to House Bill 5101 and requires that charter school submit a digital classrooms plan to their school district for approval by the Department of Education.
(f) Teacher Classroom Supply Assistance Program Allocation per Section 1012.71, Florida Statutes
(g) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.
(h) Consistent with Section 1002.33(20)(a), Florida Statutes, for charter schools with a population of 75% or more ESE students, the administrative fee shall be calculated based on unweighted full-time equivalent students.
(i) As provided in the 2013 General Appropriations Act, school districts are required to pay for instructional materials used for the instruction of public school high school students who are earning credit toward high school graduation under the dual enrollment program as provided in section 1011.62(l)(i), Florida Statutes.

Administrative fees charged by the school district shall be calculated based upon 5 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 5%.

For high performing charter schools, administrative fees charged by the school district shall be calculated based upon 2 percent of available funds from the FEFP and categorical funding for which charter students may be eligible. For charter schools with a population of 251 or more students the difference in the fee calculation and the fee withheld may only be used for capital outlay purposes specified in Section 1013.62(2) F.S. To calculate the administrative fee to be withheld for schools with more than 250 students, divide the school population into 250. Multiply that fraction times the funds available, then times 2 percent.

FEFP and categorical funding are recalculated during the year to reflect the revised number of full-time equivalent students reported during the survey periods designated by the Commissioner of Education.

Revenues flow to districts from state sources and from county tax collectors on various distribution schedules.

MANAGEMENT AGREEMENT

THIS MANAGEMENT AGREEMENT (the "Agreement") is made and entered into by and between CHAMPIONSHIP ACADEMY OF DISTINCTION LLC, a Florida limited liability company, located at 1830 S. Ocean Drive Suite 4411, Hallandale Beach, Florida 33009 (hereinafter referred to as "CHAMPIONSHIP") and the CHAMPIONSHIP ACADEMY OF DISTINCTION AT HOLLYWOOD MIDDLE, INC., a Florida non-profit corporation located at 1100 Hillcrest Drive, Hollywood, Florida 33021 (hereinafter referred to as "SCHOOL"). CHAMPIONSHIP and the SCHOOL agree to the terms set forth below and in the appendices, exhibits and schedules attached hereto and incorporated herein. An index of all defined terms used herein is set forth in Appendix A.

WITNESSETH

WHEREAS, the SCHOOL desires to contract with CHAMPIONSHIP to manage the day-to-day educational and operational affairs and aspects of SCHOOL,

WHEREAS, CHAMPIONSHIP is an experienced educational management organization who is desirous of an agreement to provide such management services to the SCHOOL; and

WHEREAS, the SCHOOL and CHAMPIONSHIP have agreed to do so on the terms and conditions set forth herein;

NOW, THEREFORE, in consideration of the mutual covenants and agreements herein set forth, CHAMPIONSHIP and the SCHOOL do hereby agree as follows:

ARTICLE 1 RELATIONSHIP; AUTHORITY

1.1. Governance. The SCHOOL will be governed by a Board of Directors (the "Board") which is responsible for overseeing the operations of the SCHOOL. SCHOOL shall provide prompt written notice to CHAMPIONSHIP of any changes in the composition of the Board.

1.2. Appointment. Under the Florida Charter School Law (the "Charter Law") and the Charter granted to the SCHOOL (the "Charter"), the Board is vested with all powers necessary or desirable for carrying out the SCHOOL's program, including, but not limited to, the power to contract with an educational management company to provide educational programs and management services. Acting under and in the exercise of such powers, the SCHOOL hereby contracts with CHAMPIONSHIP, to the extent permitted by law, for the provision of CHAMPIONSHIP education management services for the SCHOOL, subject to the terms and conditions set forth in this Agreement and the Charter, and further subject to the oversight of the Board. CHAMPIONSHIP acknowledges that this Agreement is subject to the terms of the Charter and the SCHOOL agrees to notify CHAMPIONSHIP of any proposed changes to the Charter promptly after becoming aware of such proposed changes, and to provide to CHAMPIONSHIP promptly any amendments to the Charter effected during the term of this Agreement (the "Term").

1.3. Authority. The Board shall have the authority to decide matters related to the operation of the SCHOOL, including but not limited to, budgeting, curriculum, and operating procedures, subject to the Charter and the Charter Law. CHAMPIONSHIP may make suggestions to the Board regarding the proper and efficient operation of the SCHOOL, but the Board shall retain authority over the SCHOOL's operations.

ARTICLE 2 TERM AND RENEWAL

2.1 Term. The Term shall commence on July 1, 2014, or on the date upon which a Charter is granted to the SCHOOL, whichever is later, and shall continue for one (1) academic year, unless terminated earlier or extended in accordance with the terms and conditions of this Agreement.

2.2 Renewal. Unless terminated earlier in accordance with the terms and conditions of this Agreement, this Agreement shall automatically renew for a term of one (1) year.

ARTICLE 3 CHARTER SCHOOL

3.1 Charter SCHOOL. CHAMPIONSHIP shall provide the services contemplated by this Agreement for the following grade levels and expected enrollment projections:

SCHOOL Year(s) Expected	Grades	Enrollment
2014-15	K-6	150 students
2014-15	K-7	150 students

3.2 Expansion. Subject to the approval of the Chartering Authority and in accordance with applicable law, the SCHOOL may be expanded by mutual agreement of the SCHOOL and CHAMPIONSHIP provided that the Charter is amended to incorporate the expansion.

3.3 Admissions and Recruitment. An admissions lottery will be conducted each year to fill open spaces. All student who apply with have equal chance for admission. A sibling preference will apply to families seeking to enroll more than one child in the SCHOOL and preference shall be given to siblings of students already enrolled in the Charter SCHOOL. Preference will be given to a child of a parent who has actively participated in the development of the SCHOOL. CHAMPIONSHIP and the SCHOOL shall be jointly responsible for the recruitment of students for the SCHOOL. CHAMPIONSHIP and the SCHOOL shall plan and administer the recruitment process (including, for example, management of publicity, waiting lists or admission lotteries).

ARTICLE 4 SCHOOL DESIGN

4.1 SCHOOL Calendar. The number of instructional days at the SCHOOL will meet or exceed applicable State laws or regulations.

4.2 Special Education and Related Services. The SCHOOL shall identify students with special needs, develop student Individual Education Programs ("IEP's"), and determine appropriate placements, as necessary. SCHOOL students requiring special education services shall be served in conformity with their IEPs. The SCHOOL and CHAMPIONSHIP shall work together to ensure compliance with the requirements of IDEA, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, to the extent such cooperation is not inconsistent with other parts of this Agreement. CHAMPIONSHIP shall provide special education and related services to students who attend the SCHOOL in a manner that complies with federal, State and local laws and any other applicable rules and regulations.

4.3 Bilingual and ESOL Education. CHAMPIONSHIP shall ensure that appropriate bilingual and/or "English for speakers of other languages" ("ESOL") education services to the limited English proficient students in the SCHOOL through programs consistent with the SCHOOL's "Programs for English Language Learners" and consistent with the requirements of federal law and with those requirements of State law that have not been waived by operation of the Charter Law.

4.4 State Curriculum Requirements. CHAMPIONSHIP shall ensure that the SCHOOL is implementing its educational program in a manner that is consistent with State and federal law, including requirements regarding content and subjects of instruction.

4.5 Rules and Regulations. The SCHOOL hereby authorizes CHAMPIONSHIP to adopt and enforce such rules, regulations and procedures applicable to the day to day operations of the SCHOOL that do not conflict with federal or State laws, rules, regulations or policies that have not been waived, including rules and regulations concerning student attendance, standards of conduct, discipline, compulsory attendance and calendar, all subject to the continuing oversight of the SCHOOL. As required by Florida law, the Board of Directors shall have the sole authority to expel students from the SCHOOL for a period in excess of 10 days. The SCHOOL shall comply with all applicable federal and state laws concerning the welfare, safety and health of students.

4.6 Student Records. The operation of the SCHOOL shall comply with all applicable federal and state laws, concerning the maintenance and disclosure of student records. The SCHOOL hereby designates employees of CHAMPIONSHIP as having a legitimate educational interest such that they are entitled to access to education records under 20 U.S.C. § 1232g of the Family Educational Rights and Privacy Act. CHAMPIONSHIP, its officers and employees shall comply with the Family Educational Rights and Privacy Act at all times.

4.7 Assessment of Success. CHAMPIONSHIP agrees that the SCHOOL may measure the success of the SCHOOL on the basis of student achievement and by measures of parent and student satisfaction. Said performance shall be measured in accordance with the performance

evaluation systems, and such other assessment strategies as may be agreed to in writing by CHAMPIONSHIP and the Board. The SCHOOL shall administer any and all standardized tests required under State law.

CHAMPIONSHIP and the SCHOOL shall strive to achieve AYP towards state achievement benchmarks. If the SCHOOL does not make AYP for the second consecutive year in a row (using the first year of the SCHOOL's operations as the baseline year), CHAMPIONSHIP shall be required to present to the Board, for its approval, an intervention plan to address the academic deficiencies of the students which may include additional resources and/or strategic activities for the SCHOOL. The intervention plan shall be reevaluated and amended, if necessary, as part of the Board's monitoring process.

4.8 Reports to the Board. In addition to year-to-date site detail and site monthly financial reports provided by CHAMPIONSHIP to the Board on a monthly basis, upon reasonable notice, CHAMPIONSHIP shall provide the Board with other information regarding the SCHOOL that the Board requires in order to timely file such reports as may be required by the Chartering Authority and other governmental authorities.

ARTICLE 5 EQUIPMENT & SERVICES

5.1. Technology, Curriculum & Furniture.

(a) In order for CHAMPIONSHIP to provide its services hereunder in accordance with the SCHOOL's School Design, the SCHOOL agrees that throughout the term, and at CHAMPIONSHIP's direction, it shall provide:

- (i) desks and other furniture and furnishings appropriate to the enrollment size and grade levels to be served at the SCHOOL, in accordance with CHAMPIONSHIP's recommendations;
- (ii) technology equipment integral to the SCHOOL's School Design;
- (iii) curriculum materials required by the SCHOOL's School Design to be used at the SCHOOL, including periodic updates;
- (iv) on-line and/or e-File of purchases for inventory tracking system

(b) Asset Leasing. The SCHOOL may enter into equipment leasing transactions with independent leasing companies, or with CHAMPIONSHIP directly, for the provision of the Assets. Any lease payments made pursuant to such equipment leasing transactions shall be considered an Operating Cost (as defined below). Ownership of assets leased through such transactions shall be subject to the terms of the lease agreement.

5.2 Cleaning & Maintenance. CHAMPIONSHIP shall arrange for, on behalf of the SCHOOL, services for the cleaning, maintenance and operation of the SCHOOL Facilities. CHAMPIONSHIP may subcontract for the provision of cleaning and maintenance services. CHAMPIONSHIP shall not enter into any contracts or subcontracts for the provision of such services without the prior approval of the Board.

5.3 Transportation and Food. To the extent not otherwise provided under state law, CHAMPIONSHIP shall arrange, on behalf of the SCHOOL, for the provision of transportation and food service for the SCHOOL, subject to applicable law. CHAMPIONSHIP may subcontract for the provision of food and transportation services. CHAMPIONSHIP shall not enter into any contracts or subcontracts for the provision of such services without the prior approval of the Board.

5.4 School Facilities.

- (a) The SCHOOL shall throughout the Term provide a SCHOOL Facility that is compliant with all applicable codes and regulations, and that is suitable for the operation of the SCHOOL with the expected enrollment and grade levels set forth in Section 3.1.
- (b) CHAMPIONSHIP, upon the Board's approval, shall be responsible for arranging for major repairs, capital improvements or replacements or construction at the SCHOOL Facilities. The SCHOOL hereby designates CHAMPIONSHIP as its agent for purposes of carrying out such responsibilities under this Subsection 5.4(b).

ARTICLE 6 FINANCIAL

6.1. Application for State and Other Public Funding. The SCHOOL shall comply with the requirements, terms, and conditions of the Charter Law for the purpose of receiving or maintaining the SCHOOL'S eligibility to receive from the State the per pupil allowance for each student enrolled and in attendance in the SCHOOL. The SCHOOL shall also comply with the requirements, terms, and conditions of any external public funding to which the SCHOOL or its students may be entitled. The SCHOOL shall report enrollment and attendance data to the SCHOOL districts of residence of the SCHOOL students as required under the Charter in order to allow the SCHOOL to receive the funding to which it is entitled. CHAMPIONSHIP and the SCHOOL shall cooperate in applying for any other State or federal aid, funds or resources for which the SCHOOL or its students may be eligible. Upon reasonable advance request, CHAMPIONSHIP shall provide evidence to the Board that the SCHOOL is in compliance with the requirements, terms and conditions of all funds remitted to CHAMPIONSHIP, and shall provide all reports, data, and information reasonably necessary for the SCHOOL to meet any reporting, certification or other requirements for such funding. Upon reasonable advance notice, the SCHOOL shall have the right to request from CHAMPIONSHIP, financial information pertaining to the SCHOOL's operations. The SCHOOL shall promptly supply to CHAMPIONSHIP copies of any communications received in relation to the receipt of any External Public Funds.

- 6.2. 6.2. Championship Fees and SCHOOL Expenses.
The SCHOOL shall apply for and promptly deposit all funds it receives, including but not limited specified grants, donations and all charitable donations received pursuant to Section 6.7 below. The SCHOOL shall reimburse CHAMPIONSHIP for any expenditure paid by CHAMPIONSHIP on behalf of the SCHOOL in the current SCHOOL year and have enough

funds to pay the CHAMPIONSHIP Management Fee (as defined in Section 6.5 below). CHAMPIONSHIP shall expend the funds it receives from the SCHOOL in compliance with the terms and conditions, if any, applicable to those funds.

6.3. Expenditures. CHAMPIONSHIP shall pay the costs associated with operating the SCHOOL in conformity with the Charter School Design and substantially in accordance with the Budget as set forth in Section 6.4 below. Such costs shall include all expenses incurred by, or on behalf of the SCHOOL, including without limitation, personnel and non-personnel costs related to instruction, technology costs including Benchmark Assessments, facilities support costs, insurance, the Management Fee (as defined below) and other administrative costs ("Operating Costs"). CHAMPIONSHIP shall not be required to pay Operating Costs with funds other than those remitted to the SCHOOL pursuant to Section 6.1 and CHAMPIONSHIP shall not be required to use its own capital or the Management Fee in order to pay Operating Costs.

6.4. Budgets

(a) Annual Budgets. The Board shall prepare an annual projected budget ("Annual Budget"), in reasonable detail, for the SCHOOL prior to the beginning of each school year. The annual budget for each year shall be provided to CHAMPIONSHIP. Any expenditures made by CHAMPIONSHIP's on behalf of the SCHOOL shall not in the aggregate deviate materially from the approved budget without prior notice to the Board.

(b) Budget Targets. The SCHOOL acknowledges that it has the obligation to meet its Management Fee obligations as set forth in Section 6.5 below. Therefore, if the actual funds reasonably projected to be remitted to CHAMPIONSHIP during a particular fiscal year with respect to the SCHOOL fall below those projected in the Annual Budget, the SCHOOL shall be obligated to implement all necessary measures to increase such revenues (including, without limitation, increasing enrollment targets) or to reduce expenses to offset such reduction in revenues, provided that such measures shall comply with all applicable laws and the Charter. If actual funds reasonably projected to be paid as Operating Costs are higher than those projected in the Annual Budget, the SCHOOL shall be obligated to implement all necessary measures to reduce such amounts or to increase enrollment to offset such increases, provided that any such measures shall comply with all applicable laws and the Charter.

6.5. Championship Management Fee. CHAMPIONSHIP's Management Fee ("Management Fee") shall be an annual fixed fee equal to fifteen percent (15%) of External Public Funding revenue ("Fixed Fee") as compensation for the variety of educational management services CHAMPIONSHIP provides under this Agreement. Any funds donated to the SCHOOL for charitable purposes as discussed in Section 6.7 shall not be considered "revenues" for purposes of this provision, nor shall it include any revenues that are collected by the SCHOOL for a specific purpose and intent that by regulations cannot be used for this purpose. Any charitable donations generated directly as a result of CHAMPIONSHIP'S efforts shall be considered "revenues" for purposes of this provision.

State school aid payments made to the SCHOOL for a particular academic year. The monthly pro-rata share of the Fixed Fee shall be determined by taking the total Fixed Fee owed to CHAMPIONSHIP and dividing by the total number of State school aid payments made to the SCHOOL for that particular academic year. In the event that the SCHOOL's revenue in any year is insufficient to cover all expenses and pay the full Fixed Fee as detailed above, the portion of the Fixed Fee unpaid at CHAMPIONSHIP'S election shall carry over and be payable in a subsequent year to such time as the SCHOOL is able to pay.

6.6. Financial and Business Records.

6.6.1. CHAMPIONSHIP shall, on behalf of the SCHOOL, maintain accurate financial and business records pertaining to the operation of the SCHOOL. CHAMPIONSHIP agrees to maintain such records at all times during the Term of this Agreement. Upon the termination or expiration of this Agreement, CHAMPIONSHIP agrees to transfer or transfer control of such records to the SCHOOL. CHAMPIONSHIP also agrees that, consistent with applicable federal and State laws and regulations concerning the maintenance and disclosure of such records, SCHOOL's financial records shall be made available to the Board or the Chartering Authority upon request, or any appropriate regulatory agency entitled by law to review such records. CHAMPIONSHIP also acknowledges that all financial statements and records pertaining to the SCHOOL are subject to an independent annual audit. CHAMPIONSHIP agrees to cooperate fully with the independent auditor selected or retained by the Board and to make available all financial and other records pertaining to the SCHOOL to such independent auditor as requested in a timely manner.

6.6.2. At the end of each SCHOOL year, CHAMPIONSHIP shall provide to the Board a copy of each monthly bank statement it received throughout the year.

6.7. Grant Applications.

6.7.1. The parties recognize that the CHAMPIONSHIP design provides programs and services that are supplemental to the prevailing area public Schools' educational program(s) and that as such CHAMPIONSHIP on behalf of the SCHOOL reserves the right to seek External Public Funding revenues (i.e., competitive grants) to assist in the provision of these enriched programs. CHAMPIONSHIP shall have the right to apply for and receive grant money on its own or together with the Board, and to retain any such funds for its sole purpose and use consistent with the terms of such grants. Any such monies received by CHAMPIONSHIP shall not reduce the fees due under this Agreement.

6.7.2. The SCHOOL may also solicit and receive grants and donations for its own use consistent with the mission of the SCHOOL provided that CHAMPIONSHIP's prior approval shall be required for any grants or donations that require implementation in the SCHOOL. Such approval shall not be unreasonably withheld. As long as the SCHOOL does not require CHAMPIONSHIP to solicit, administer or manage such funds, CHAMPIONSHIP shall have no entitlement to such funds under this Agreement. CHAMPIONSHIP and the SCHOOL intend to work cooperatively to apply for grants for curriculum plans and purposes approved by CHAMPIONSHIP.

6.7.3. If programs funded with such External Public Funding revenues retained by the Board incur additional rental or other overhead expense which would otherwise be the responsibility of CHAMPIONSHIP, CHAMPIONSHIP reserves the right to negotiate a mutually acceptable charge for such expenses from the External Public Funding revenue.

6.7.4. All External Public Funding revenues not meeting the foregoing conditions are to be retained by CHAMPIONSHIP for the payment of the SCHOOL expenses.

6.8. Championship External Program Revenue. CHAMPIONSHIP may share equally with the SCHOOL in, reasonable fees, consistent with other public or private schools or educational services of any type (i.e., tutoring, athletic events) in the region, for program expenses and or additional program revenue for which other public or private schools or educational services of any type in the region customarily charge fees or for extra services such as after-school programs, tutoring, athletics and other similar activities, services, or other educational events.

ARTICLE 7 PERSONNEL

7.1. Personnel Responsibilities. All personnel working at the SCHOOL shall be employees of the SCHOOL. The SCHOOL shall have the right to determine staffing levels in the SCHOOL. The SCHOOL shall have the right to select, evaluate, assign, and discipline personnel consistent with federal and State laws, rules, and regulations. The Board of Directors shall determine the level of compensation and all terms and conditions of employment of the staff.

7.2 Selection of Personnel. The Board shall have the authority to select the SCHOOL principal and all professional and nonprofessional employees of the SCHOOL. The Board shall hire, supervise, and discipline the principal, teachers, and the non-instructional staff in the SCHOOL. The principal will report to the Board.

7.3 Employee Salaries and Benefits. CHAMPIONSHIP shall, on behalf of the SCHOOL, administer payroll including payment of salaries, fringe benefits and employment taxes of SCHOOL employees.

7.4 Training. In order to implement the SCHOOL's School Design, CHAMPIONSHIP shall evaluate and assist in training in its methods, curriculum, program, and technology to all SCHOOL instructional personnel on a regular basis. Such training may be held onsite or offsite, at locations selected by CHAMPIONSHIP. CHAMPIONSHIP shall also provide ongoing professional development programs throughout the school year. Costs (including but not limited to travel) for attendance shall be a SCHOOL expense.

7.6 Personnel Policies

(a) CHAMPIONSHIP and the SCHOOL shall ensure that the SCHOOL complies with applicable federal and State laws concerning employee welfare, safety and health, including, without limitation, State background check requirements and the requirements of federal law for a drug free workplace.

(b) CHAMPIONSHIP and the SCHOOL shall ensure that the SCHOOL complies with all applicable federal and State laws and regulations concerning the maintenance and disclosure of employee records.

(c) CHAMPIONSHIP and the SCHOOL shall not illegally discriminate against any employee or applicant for employment on the basis of race, creed, color, sex, national origin, religion, ancestry, age, disability, marital status, citizenship, veteran status, or sexual orientation in its recruitment, selection, training, utilization, termination or other employment related activities.

(d) Employees of the SCHOOL may organize under the Public Employee Relations Act.

ARTICLE 8 PROPRIETARY INFORMATION

8.1. Intentionally Deleted.

ARTICLE 9 REPRESENTATIONS AND UNDERTAKINGS

9.I. Representations and Warranties of the School.

(a) The SCHOOL represents and warrants to CHAMPIONSHIP that, as of the Effective Date of this Agreement, it has all requisite authority under State law and pursuant to its organizational documents, including the Charter, to perform this Agreement. The Board represents and warrants to CHAMPIONSHIP that it has granted authority to the undersigned to execute this Agreement on behalf of the SCHOOL.

(b) The execution, delivery and due performance of the terms of this Agreement shall not violate or constitute a default under, nor shall it conflict with, any other agreement to which the SCHOOL is a party.

(c) This Agreement constitutes a legal, valid and binding obligation of the SCHOOL enforceable against it in accordance with the terms hereof.

(d) To the best of the SCHOOL's knowledge, there is no pending or threatened litigation against the SCHOOL or its Board members.

9.2. Undertakings of the SCHOOL. The SCHOOL undertakes to:

- (a) Comply with all federal and State laws, including, without limitation, all requirements necessary to maintain its status as a non-profit corporation in good standing under the laws of the State, as well as any such requirements for obtaining and maintaining its status as a tax exempt organization under Section 501(c)(3) of the United States Internal Revenue Code of 1986, as amended.
- (b) Comply with all aspects of the Charter.
- (c) At all times during the term hereof appoint two members of the Board as President and Treasurer, respectively, and, SCHOOL shall take reasonable measures to ensure that the President and Treasurer, respectively, shall be available by phone or, if necessary, in person (or in their stead other Board members shall be designated to perform such responsibilities) at normal business hours during the Term and such persons shall be responsive when contacted by CHAMPIONSHIP.

9.3. Representations of Championship. CHAMPIONSHIP represents and warrants that:

- (a) CHAMPIONSHIP is a corporation duly organized validly existing, and in good standing under the laws of the State of Florida, and is (or will, prior to the effective date of this Agreement become) duly authorized and qualified to do business in the State of Florida, with lawful power and authority to enter into this Agreement, acting by and through its duly authorized officers.
- (b) This Agreement constitutes a legal, valid and binding obligation of CHAMPIONSHIP enforceable against it in accordance with the terms hereof.

9.4 Undertaking of Championship. At all times during the term hereof, CHAMPIONSHIP shall designate at least one Board member who shall be available by phone or, if necessary, in person at normal business hours during the Term and such persons shall be responsive when contacted by SCHOOL.

ARTICLE 10 INDEMNIFICATION

10.1. Legal Representation and Costs; Cooperation. Except as expressly provided herein or in connection with insurance coverage required to be provided in this Agreement by one party for the benefit of the other, each party shall be responsible for its own legal representation and legal costs. Except where there is an actual or potential conflict of interest, the SCHOOL and CHAMPIONSHIP shall fully cooperate with legal counsel for one another in connection with any legal claim asserted against either of them. Notwithstanding any other provision of this Agreement, neither party shall settle or compromise any claim against the other without the express written permission of that party.

10.2 Challenges to the Legality of this Agreement. Should any claim, demand, or suit be filed against the SCHOOL which arises out of any claim that this Agreement or any part

thereof is in violation of law, or of any constitutional provision, statute, law, rule, contract, the SCHOOL agrees to promptly notify CHAMPIONSHIP and shall actively seek its assistance and participation in the defense of such claim.

10.3 Indemnification.

(a) CHAMPIONSHIP shall indemnify, defend and save and hold the SCHOOL, the Board, their employees, officers, directors, subcontractors and agents, harmless against any and all claims, demands, suits, costs, judgments, or other forms of liability to third parties, actual or claimed, including reasonable attorneys' fees (collectively, "Losses"), for injury to property or persons, occurring or allegedly occurring in connection with the operation of the SCHOOL arising from conduct committed by CHAMPIONSHIP or by its employees, officers, directors, subcontractors, agents or by SCHOOL employees while assigned to and under the supervision of CHAMPIONSHIP during the term of this Agreement or any renewal thereof except to the extent such Losses may arise due to the negligence or misconduct of the SCHOOL or its employees acting outside of the scope of CHAMPIONSHIP's duties hereunder. Upon timely written notice from the SCHOOL, CHAMPIONSHIP shall defend the SCHOOL, the Board, their employees, officers, directors, subcontractors and agents in any such action or proceeding brought thereon.

(b) The SCHOOL shall indemnify, defend and save and hold CHAMPIONSHIP, its employees, officers, directors, subcontractors and agents, harmless against any and all Losses, for injury to property or persons, occurring or allegedly occurring or arising out of (i) environmental conditions at the SCHOOL, unless such conditions were created by substances brought onto the site by CHAMPIONSHIP, (ii) any actions taken, or failed to be taken, solely by SCHOOL without the involvement or authorization of CHAMPIONSHIP or conduct by the SCHOOL or its employees or agents which constitutes negligence or misconduct or (iii) a violation of the Americans with Disabilities Act, as amended, unless such violation was caused by CHAMPIONSHIP. Upon timely written notice from CHAMPIONSHIP, the SCHOOL shall defend CHAMPIONSHIP, its employees, officers, directors, subcontractors and agents in any such action or proceeding brought thereon.

(c) The SCHOOL shall indemnify, defend and hold CHAMPIONSHIP, its officers, directors, agents, employees and other related parties harmless from and against any and all liabilities, damages, losses, expenses, claims, demands, suits, fines, or judgments that include reasonable attorneys' fees, costs and expenses, incidental thereto, which may be suffered by, accrued against, charges to or recoverable from any party, by reason of any claim arising out of or relating to any act or error or omission, or misconduct of SCHOOL, its officers, directors, agents, employees or subcontractors prior to the Effective date of this Agreement.

10.4. No Waiver. The foregoing provisions shall not be deemed a relinquishment or waiver of any kind of applicable limitations of liability to third parties provided or available to any of the parties under applicable state governmental immunities laws.

10.5 Limitation of Liability. Notwithstanding any provision of this Agreement to the

contrary, CHAMPIONSHIP shall only be liable for the SCHOOL'S actual damages incurred as a result of a loss, with such liability not to exceed the amount of the maximum limits of insurance which CHAMPIONSHIP is required to obtain under this Agreement.

ARTICLE 11 DEFAULT AND TERMINATION

11.1. SCHOOL Termination for Cause.

(a) The SCHOOL may terminate this Agreement for cause prior to the end of the Term, in accordance with the procedures set forth below:

1) if at any time after the first academic year under CHAMPIONSHIP'S management, the SCHOOL has failed to make reasonable progress toward student academic achievement; provided that the SCHOOL has advised CHAMPIONSHIP in writing that its performance has been deficient and has allowed CHAMPIONSHIP at least six (6) months from the time such notice is given in which to remedy such deficiencies;

2) if CHAMPIONSHIP materially breaches any of the material terms and conditions of this Agreement and fails to remedy such breach within sixty (60) days after receipt of written notice of such breach from the SCHOOL, unless such breach is incapable of being cured within sixty (60) days in which case this Agreement may be terminated if CHAMPIONSHIP fails to initiate and continue a cure for such breach within sixty (60) days after receipt of such written notice; or

3) if there occurs an enactment, repeal, promulgation or withdrawal of any federal, State, or local law, regulation, or court or administrative decision or order which, after exhausting all possible appeals, results in a final judgment or finding that this Agreement or the operation of the SCHOOL in conformity with this Agreement, would violate the SCHOOL'S responsibilities, duties or obligations under the State or federal constitutions, statutes, laws, rules or regulations.

(b) The following procedures shall apply to any termination pursuant to this Section 11.1 (a) (2). The SCHOOL shall give CHAMPIONSHIP written notice of its intent to terminate this Agreement at least sixty (60) days prior to the effective date of termination stated in the notice. The cause for termination shall immediately be submitted to the Board President and CHAMPIONSHIP'S Chief Executive Officer, or their respective designees, for consideration and discussions to attempt to resolve the matter. If these representatives are unable to resolve the matter, then termination shall become effective in accordance with the SCHOOL's termination notice unless the alleged default is cured within sixty (60) days of the date of the notice. Notwithstanding, the foregoing, any termination will not become effective until the end of a SCHOOL year unless there are unusual and compelling circumstances which would justify the disruption to the educational program and the students which would be caused by a mid-year termination, and the SCHOOL must fulfill its obligations set

11.2. Championship Termination for Cause.

(a) In addition to the causes of termination set forth elsewhere in this Agreement, CHAMPIONSHIP may terminate the Agreement for cause prior to the end of the Term, in accordance with the procedures set forth in subsection (b) below, for any of the reasons set forth in subparagraphs (1), (2), (3), or (4) below:

1) if the SCHOOL unreasonably withholds its consent of the adoption of the reasonable budget, personnel, curriculum, program or similar recommendations of CHAMPIONSHIP with respect to the SCHOOL, which CHAMPIONSHIP reasonably determines to be necessary for the implementation of the SCHOOL'S School Design at the SCHOOL;

2) if the SCHOOL fails to pay when due any monetary obligation of the SCHOOL as required by the provisions of this Agreement (with the exception of a reasonable dispute over setoffs to the Management Fee that the SCHOOL has provided written notice of such to CHAMPIONSHIP pursuant to Section 11.1), and such obligation remains unpaid for a period of thirty (30) days after receiving written notice of the delinquent payment from CHAMPIONSHIP;

3) if the SCHOOL materially breaches any of the material non-monetary provisions of this Agreement and fails to remedy such breach within sixty (60) days after receipt of written notice of such breach from CHAMPIONSHIP, unless such breach is incapable of being cured within sixty (60) days in which case this Agreement may be terminated if the SCHOOL fails to initiate and continue a cure for such breach within sixty (60) days after receipt of such written notice;

4) a material reduction in the funding or revenue for the SCHOOL in comparison to the funding or revenue for the prior fiscal year; "material reduction" shall mean a reduction in funding or revenue of thirty (30%) or greater over the prior fiscal year.

5) the enactment, repeal, promulgation or withdrawal of any federal, state, or local law, regulation, or court or administrative decision or order which has a material adverse effect on CHAMPIONSHIP'S ability to operate the SCHOOL in accordance with the budget or the Charter; or

(b) The following procedures shall apply to any termination pursuant to Section 11.2 (a) (1), (3), and (4):

CHAMPIONSHIP shall give the Board written notice of its intent to terminate this Agreement at least sixty (60) days prior to the effective date of the termination stated in the notice. The cause of termination shall immediately be submitted to the Board President and CHAMPIONSHIP'S Chief Executive Officer, or their respective designees, for consideration and discussions to attempt to resolve the matter. If these representatives are unable to resolve the matter, then termination shall become effective in accordance with CHAMPIONSHIP'S termination notice unless the alleged default is cured within sixty (60) days of the date of the notice. Notwithstanding the foregoing, any termination will not become effective until the

end of a SCHOOL year unless there are unusual and compelling circumstances that justify the disruption to the educational program and the students which would be caused by a mid-year termination. In the case of a termination pursuant to Section 11.2(a) (2), termination shall be effective upon notice thereof provided that the cure period specified above has lapsed without cure.

11.3. Disposition of Assets upon Termination. Upon the termination or expiration of this Agreement for any reason, the SCHOOL shall pay CHAMPIONSHIP within thirty (30) days of such termination or expiration, all amounts due to CHAMPIONSHIP hereunder, including, but not limited to, amounts owed with respect to the Management Fee, up to the date of termination or expiration.

11.4. Remedies. The sole remedies for breaches of this Agreement shall be specific performance of the obligations outlined herein or termination of this Agreement in accordance with Sections 11.1 and 11.2, with two exceptions. First, if there is a breach of any obligation to make monetary payments to the other party. Second, if either party fails to perform a material service obligation required under this Agreement and fails to cure its breach after proper notice pursuant to Sections 11.1 or 11.2, and the other party incurs actual out-of-pocket expenses to arrange for a substitute performance, the breaching party shall be responsible for those costs.

ARTICLE 12 INSURANCE

12.1. Liability Insurance.

(a) The Board and CHAMPIONSHIP shall secure for the protection of the SCHOOL, employees, and their respective officers, directors, employees, students, teachers and volunteers, insurance, including but not limited to general liability insurance coverage for bodily injury and property damage, as set forth in the attached Appendix B. Such insurance policies shall be issued by an insurance company or companies licensed to do business in Florida. Except as otherwise agreed in writing by the SCHOOL and CHAMPIONSHIP, all such insurance coverage shall be primary insurance, with deductibles or self-insured retentions which are outside the policy limits. The costs of all insurance obtained and maintained pursuant to this Article 12 shall be treated as an Operating Cost.

(b) The insurance policies maintained by each party pursuant to this Agreement shall be endorsed to state that coverage shall not be suspended, voided, cancelled, or reduced, in coverage or limits, except after thirty (30) days prior written notice to CHAMPIONSHIP and the SCHOOL. The parties shall furnish one another certified copies of the insurance or certificates of insurance which name one another as an additional insured and which demonstrate compliance with this Agreement.

12.2. Property Insurance

(a) CHAMPIONSHIP shall maintain property insurance for all personal property provided by CHAMPIONSHIP at the SCHOOL Facilities, on which the SCHOOL shall be named as an additional insured. CHAMPIONSHIP shall secure from its insurers waivers of subrogation as against the SCHOOL with respect to damages to the site, and

shall otherwise hold the SCHOOL harmless against liabilities arising out of any such damages.

(b) The SCHOOL shall pay a prorated amount, based on enrollment, of the property insurance for the SCHOOL Facilities and for all personal property on the site provided by the SCHOOL, on which CHAMPIONSHIP and its personnel shall be named as additional insured. The SCHOOL shall secure from its insurers waivers of subrogation as against CHAMPIONSHIP and its personnel, with respect to damages to the site, and shall otherwise hold CHAMPIONSHIP and its personnel, and their respective officers, employees and agents, harmless against liabilities arising out of any such damages.

12.3. **Workers' Compensation Insurance.** Each party shall secure and maintain workers' compensation insurance covering its employees.

12.4. **Coordination of Risk Management.** The parties shall coordinate risk management activities with one another. This will include the prompt reporting of any and all pending or threatened claims, filing of timely notices of claim, cooperating fully with one another in the defense of any claims and complying with any defense and reimbursement provisions of state governmental immunity laws and applicable insurance policies. Neither party shall compromise, settle, negotiate or otherwise affect any disposition of any claim nor are potential claims asserted against it to the extent such claims insured by or through the other party without the approval of the other party.

ARTICLE 13 MISCELLANEOUS

13.1. **Alternate Dispute Resolution.** The parties agree to cooperate in good faith in all actions relating to the Agreement, to communicate openly and honestly, and generally to attempt to avoid disputes in connection with the Agreement. If, nevertheless, a dispute should arise in connection with the Agreement, the parties agree to use their best efforts to resolve such dispute in a fair and equitable manner and without the need for expensive and time-consuming litigation. Except as otherwise set forth in Article 11 of this Agreement, in the event any dispute arises between the SCHOOL and CHAMPIONSHIP concerning this Agreement, it shall be resolved in accordance with the alternate dispute resolution procedure that is set forth in Appendix C hereto. If a dispute arises over the amount of funds that the SCHOOL is to remit to CHAMPIONSHIP, the SCHOOL shall remit all funds that are not in dispute to CHAMPIONSHIP, hold the disputed funds in escrow, and the amount in dispute shall be resolved in accordance with Appendix C.

13.2. **Force Majeure.** Neither party shall be liable if the performance of any part or all of this contract is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

13.3. **Independent Contractor Status.** The parties to this Agreement intend that the relationship between them created by this Agreement is that of an independent contractor, and not employer-employee. No agent, employee, or servant of CHAMPIONSHIP shall be deemed to be the employee, agent or servant of the SCHOOL.

13.4 Subcontracting. CHAMPIONSHIP reserves the right to subcontract any and all services specified in this Agreement to the SCHOOL and/or to public or private subcontractors, except as prohibited by law.

13.5 No Third Party Beneficiary Rights. No third party, whether a constituent of the SCHOOL or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of, the SCHOOL or CHAMPIONSHIP in this Agreement. This Agreement is not intended to create any rights of a third party beneficiary.

13.6 Appendices and Exhibits. The parties agree to the terms and conditions of this Agreement and the Appendices and Exhibits attached hereto and incorporated herein by reference.

13.7 Entire Agreement. This Agreement and the Appendices and Exhibits hereto shall constitute the full and complete agreement between the parties. All prior representations, understandings and agreements are merged herein and are superseded by this Agreement.

13.8 Construction and Enforcement. The Agreement shall not be construed against the party that drafted the Agreement and shall be construed and enforced in accordance with the laws of the State of Florida.

13.9 Amendments. This Agreement may be altered, amended, changed or modified only by agreement in writing executed by CHAMPIONSHIP and the officer of the Board authorized to so execute by action of the Board on behalf of the SCHOOL.

13.10 Section Headings. The section headings shall not be treated as part of this Agreement or as affecting the true meaning of the provisions hereof. The reference to section numbers herein shall be deemed to refer to the numbers preceding each section.

13.11 Invalidity of Provisions of this Agreement. If, for any reason, any provision hereof shall be determined to be invalid or unenforceable, the validity and effect of the other provisions hereof shall not be affected thereby.

13.12 Assignment. This Agreement shall not be assigned by either party without the prior written consent of the other party, provided that (i) CHAMPIONSHIP may, without consent of the SCHOOL, delegate the performance but not responsibility for such duties and obligations of CHAMPIONSHIP as specifically set forth herein; and (ii) CHAMPIONSHIP may assign this Agreement to a successor entity that acquires through a corporate reorganization substantially all of CHAMPIONSHIP's assets and liabilities.

13.13 No Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

13.14 Survival. All representations, warranties and indemnities made herein shall survive termination of this Agreement.

13.15 Notices. All notices required or permitted by this Agreement shall be in writing and shall be either personally delivered or sent by nationally-recognized overnight courier, facsimile or by registered or certified U.S. mail, postage prepaid, addressed as set forth below (except that a party may from time to time give notice changing the address for this purpose). A notice shall be effective on the date personally delivered, on the date delivered by a nationally-recognized overnight courier, on the date set forth on the receipt of a telecopy or facsimile, or upon the earlier of the date set forth on the receipt of registered or certified mail or on the fifth day after mailing.

To CHAMPIONSHIP at:
Championship Academy of Distinction,
LLC
1830 S. Ocean Drive Suite 4411
Hallandale Beach, FL 33009
Attn: Cynthia Dotson

To SCHOOL at:
CHAMPIONSHIP ACADEMY OF
DISTINCTION AT HOLLYWOOD
MIDDLE, Inc.
1100 Hillcrest Drive
Hollywood, FL 33021
Attn: Melissa Bustamante, Board
President

13.16. Confidentiality. SCHOOL shall treat all of the terms of this Agreement confidentially and shall not disclose the terms hereof to any third party other than as required by federal and State law and by the Chartering Authority.

13.17 Injunctive Relief. The parties agree that a violation of the provisions contained in 13.16 would cause irreparable harm to CHAMPIONSHIP, the cost of which would be difficult to measure, and, therefore, CHAMPIONSHIP may seek injunctive relief in connection with any such violations or threatened violations.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year first above written.

CHAMPIONSHIP ACADEMY OF DISTINCTION AT HOLLYWOOD MIDDLE, INC.:

By Members of its Board of Directors

CHAMPIONSHIP ACADEMY OF DISINCTION. LLC:

By: Cynthia Dotson, Operating Manager

DRAFT

APPENDICES AND EXHIBITS

APPENDIX A	Definitions Index
APPENDIX B	Insurance
APPENDIX C	Alternative Dispute Resolution
EXHIBIT 1	Charter
EXHIBIT 2	Compendium of Services

APPENDIX A
Definitions Index

1. "Assets" is defined in Section 5.1.
2. "AYP" is defined in Section 4.7.
3. "Annual Budget" is defined in Section 6.4.
4. "Board" is defined in Section 1.1.
5. "Charter" is defined in Section 1.2.
6. "SCHOOL" is defined in the Recitals.
7. "SCHOOL Operating Costs" is defined in Section 6.3.
8. "ESOL" is defined in Section 4.3.
9. "External Public Funds" is defined in Section 6.1.
10. "IEPs" is defined in Section 4.2.
11. "Losses" is defined in Section 10.3.
12. "Management Fee" is defined in Section 6.5.
13. "Operating Costs" is defined in Section 6.3.
14. "Term" is defined in Section 1.2.

APPENDIX B INSURANCE

CHAMPIONSHIP shall secure and maintain the following minimum insurance:

- Commercial general liability insurance with limits of one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) aggregate;
- Automobile liability insurance of one million dollars (\$1,000,000); and
- Employee dishonesty insurance with limits of five hundred thousand dollars (\$500,000)
- Aggregate umbrella liability coverage of \$5,000,000 in excess of the primary commercial general, automobile and employer's liability insurance.

APPENDIX C
ALTERNATE DISPUTE RESOLUTION PROCEDURE

1. SCHOOL and CHAMPIONSHIP agree that the existence and details of a dispute notwithstanding, both parties shall continue without delay their performance hereunder, except for any performance which may be directly affected by such dispute.

2. Any and all disputes which cannot be resolved informally shall be settled by final and binding arbitration in accordance with the Expedited Rules of the Commercial Arbitration Rules of the American Arbitration Association, except as otherwise expressly provided herein or agreed to in writing by the parties, or to the extent inconsistent with the requirements of applicable law. The arbitration shall take place in the city in which the SCHOOL is located and that judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction thereof, in accordance with the laws of applicable.

3. Each party shall pay one-half of the reasonable fees and expenses of the neutral arbitrator. All other fees and expenses of each party, including without limitation, the fees and expenses of its counsel, witnesses and others acting for it, arbitrators not jointly appointed, shall be paid by the party incurring such costs.

4. The arbitrator(s) shall have no authority to add to, delete from, or otherwise modify any provision of this Agreement or the SCHOOL'S School Design, or to issue an award having such effect.

EXHIBIT 1
[Charter – To be added upon issuance]

DRAFT

EXHIBIT 2

Compendium of Services for Championship Academy of Distinction LLC. Partnership with CHAMPIONSHIP ACADEMY OF DISTINCTION AT HOLLYWOOD MIDDLE, Inc.

The document is designed to improve student achievement, fiscal management, and operational Excellence. It identifies services and resources provided by CHAMPIONSHIP in connection with, and subject to the terms of, the management agreement between the parties. The description provided here is intended to clarify, rather than change, limit, or add to, the provisions of that agreement.

A. Education Support Services

I. Support the Core Curriculum and School Program & Design

- Monitor alignment of the academic program to state standards, high stakes tests and state initiatives when and as changes occur at the state level.
- Provide staff development, including effective teaching strategies designed to support current and amended state standards and objectives in the following areas: reading, writing, language arts, mathematics, science, technology, history, geography, civics, economics, physical fitness, health, World Language, music, visual arts, dance, drama, and practical/fine arts, depending on the school and pursuant to the terms of the Management Agreement.
- Provide SCHOOL with detailed purchasing catalogs of instructional materials necessary to teach core curriculum, including durable and consumable material catalogs.
- Provide SCHOOL with systems to purchase other necessary materials for instruction and to support technology, facility and administrative needs.
- Provide systems and linkages between the SCHOOL'S on-site curriculum, and Sped and ELL coordinators.
- Provide resources (planning templates) and assistance (advice and guidance on effective planning and monitoring) to SCHOOL administration in the creation of the SCHOOL's annual Student Achievement Plan and SCHOOL Improvement Plan. (Also see Professional Development section.)
- Build site capacity to work by developing knowledge and skills of site-based lead teachers, curriculum coordinators, and other instructional leaders through intentional professional development and effective learning communities.
- Assist SCHOOL in providing a comprehensive program to build a positive learning environment, classroom management techniques, school-wide student

Management plans. Provide SCHOOL instructional training, as requested, to support the teaching of the SCHOOL's core values.

II. Support for Special Education

- Assist teachers and coordinators with training and support to effectively implement the SCHOOL's Responsible Inclusion Special Education Program. If the SCHOOL has self-contained needs beyond inclusion, assist in the establishment of such classrooms.
- Assist SCHOOL with specialized instructional programs to support achievement of students with special needs. Work with site staff to ensure that all compliance requirements are met.

III. Support for English as a Second Language

- Assist and support SCHOOL with training and assessment tools necessary to evaluate student eligibility for appropriate placement in programs for English Language Learners (ELL).
- Assist SCHOOL with suggested materials and teaching models to accommodate English as a Second Language Learner needs.
- Provide SCHOOL with a linkage to a national support model with other schools that have ELL needs. Work with dedicated site staff to ensure that all compliance requirements are being met.

IV. Student Support Services and Counseling

- Provide SCHOOL with comprehensive Family and Student Support Team training to aid students with academic and non-academic problems interfering with achievement.
- Provide SCHOOL with evaluation tools and programmatic support to address serious behavioral interventions.
- Support SCHOOL with coordinating the delivery of additional student support efforts as needed, whether directly or subcontracted, such as for counseling, school psychologist or other specialists in behavioral or learning disabilities, in order to ensure that all student support needs are met.

V. School Organization

- Provide SCHOOL with student and teacher scheduling models to effectively deliver the SCHOOL's model, to support the meeting of house and leadership teams, as well as accommodate any local or state mandated educational time requirements.

- Provide SCHOOL with the protocols and program materials to run effective house team and leadership team meetings, including recommended daily and weekly agendas and suggested menu of topics to address at meetings to focus on student and teacher progress.
- Provide SCHOOL with strategies for team building.
- Provide staffing model that includes operational support to Principal or who is responsible for financial and operational management of the SCHOOL, reporting to the principal. Activities/responsibilities include budget management, payroll, enrollment, and procurement. Additional support comes from regular training sessions and other field support.
- Evaluate the SCHOOL'S technology staffing plan and support model that supports the educational goals of the SCHOOL.

VI. Staff Supervision and Evaluation Support

- Provide SCHOOL with research-based models and training for the effective evaluation and support of teachers and administrators.
- Provide SCHOOL with protocols for formal and informal teacher/administrator/support staff evaluations.

VII. Student Achievement Support

- Provide SCHOOL with systems, materials and tools to: analyze high stakes test data, supporting core curriculum, embed preparation for state tests in core curriculum, provide properly targeted professional development, promote a strong culture of achievement, prepare optimal test administration protocols, and monitor the implementation of the student achievement plan.
- Conduct internal assessments of the SCHOOL on a monthly basis whereby the CHAMPIONSHIP and the Principal examine the many facets of the SCHOOL to determine if the SCHOOL is tracking toward acceptable goals and where intervention is needed.

VIII. Parent Involvement Strategies

- Provide training and support for Principal to effectively implement plans and protocols for building effective parent outreach.
- Provide SCHOOL with suggestions for increasing parent involvement.

IX Professional Development

a) Teachers and Other Professional Staff

- Teaching Academy- Provide a five-day pre-service training for all new teachers to their grade level or subject area, including courses at all grade levels for novice teachers (first days of school, classroom management, classroom organization, lesson planning, transitions), reading, writing, math, science, social studies, science, assessment, special education, ELL, and special subject teachers, as well as sessions for school-based curriculum coordinators.
- On-Site Training - Follow-up and advanced training on any topic in curriculum, instruction, or assessment (available as requested by SCHOOL).

b) Leadership Team

- CHAMPIONSHIP Leadership Team Training -Annual four day training for new teams, or school with new principals, with lead teachers and other leadership team members (SpEd Coordinator, Curriculum Specialist, etc.), addressing the fundamentals of school organization, student management, student achievement and the Student Achievement Plan (held every summer).

X Accountability Support

- Required and Upon Request Assessment Analyses- Provide SCHOOL with statistical analyses of required state assessments and allowable state alternative tests as needed for annual (when requested with reasonable notice) and to help SCHOOL to identify programmatic, classroom, student strengths and weaknesses- important for improving achievement and for reporting on School progress to School authorities and authorizers.
- Provide analyses for State reporting and/or authorizer compliance purposes

XI Accountability to Client

- Support principals in reporting on SCHOOL'S academic and operational progress. Ensure the delivery of contracted educational and operational services to the SCHOOL with the goal of improving school-wide student achievement. Attends board meetings for planning and reporting purposes.

XII General Site Services

- Coordinate and support administrative and staff registration and travel arrangements for all professional development conferences and events.

- Support SCHOOL leadership in monitoring student enrollment levels, completing weekly enrollment reports, and providing that file for translation into State enrollment files format, and state and local enrollment audit requests.
- Support SCHOOL in enrollment drive process--provide best practices, templates, etc.
- Work with SCHOOL leadership to identify and write grant proposals.
- Assist and monitor compliance for titled monies.
- Support E-rate (Funds for Learning) application process.

XIII. Payroll Processing

- Produce and publish annual payroll calendar with due dates.
- Set-up and process wage garnishments and liens.
- Process payroll deductions (such as taxes, garnishments, union dues, state Retirement and benefit deductions).
- Prepare quarterly wage and tax reconciliations.
- Provide tax filing and resolution support.
- Produce year-end W-2s.
- Coordinate with auditors on payroll audit requests.
- Process new hire reporting to designated agencies.
- Provide a payroll Service Desk for payroll inquiries.
- Coordinate the delivery of payroll checks and vouchers.

XIV. Cash Flow Management

- Prepare cash flow and historical financial statements and applications for third-party financing.
- Facilitate third-party funding, where appropriate, (e.g., work with bond underwriters).

XV. Accounts Payable

- Provide a secure web-based imaging and workflow system for invoice approval and processing.
- Work to resolve vendor issues.
- Disburse vendor payments on behalf of SCHOOL.
- Record expense and payment activity for financial reporting.
- Provide ongoing accounts payable training to site staff.
- Reconcile invoices to purchase orders and receiving reports (when applicable) and process invoices for payment.

XVI. Budgeting and Financial Reporting

- Work to implement the annual budget developed by the Board.
- Provide monthly site level financial reports.
- Conduct monthly inspection to identify risks and identify key actions to meet annual budget plan.
- Prepare financial statements in the proper format for state compliance reports, incorporating Board level financial activity.
- Maintain an integrated financial system to maximize efficiency and support for SCHOOL.
- Provide monthly financial reports.

XVII. Audit

- CHAMPIONSHIP will work with auditor to coordinate all audit requests.

XVIII. Legal Service Support

- Provide general legal advice related to education, employment, special education, outside service contracts, and real estate issues as they pertain to the operations at the SCHOOL Site.

XIX. Human Resource Department Support

- Troubleshoot employee benefit issues, including health, dental, life, 401k and disability.
- Provide assistance for payroll and benefit issues.
- Perform conflict resolution and counseling, when requested.
- Train Principals on performance improvement, anti-harassment and workforce management
- Support SCHOOL compliance with federal, state and local employment laws.
- Support SCHOOL in maintaining employment files, including certification information, background checks, etc.
- Support SCHOOL in preparing site level reports for Highly Qualified Teacher status.

XX. Communications, Public Relations, and Advocacy

- Assist with local public relations campaigns.
- Assist and train staff in media relations.
- Assist with advocacy and the building of strong government relations.
- Participate in activities to promote charter school lobbying at the state level.

XXI. Additional Headquarter Supports

- Assist Board or site staff in connecting to local chartering authorities and coalitions.

- Coordinate initiatives for on-going educational and organizational research and development.
- Publicly promote national educational reform.
- Provide, maintain, and administer insurance related to worker's compensation, general liability claims, property and casualty insurance, etc.

XXII. Technology Support

- Support E-rate (Funds for Learning) application and compliance requirements. (See below for additional detail, Section XVI.)
- Monitor a benchmark assessment system and the electronic delivery of the assessments.
- Monitor the student information system and its capability upgrades to efficiently maintain student information systems.

XXIII. Materials Management Support

- Assist the Principal, curriculum coordinators, on site Business Manager, in the procurement of capital and consumable materials (i.e. Tech, Furniture and Curriculum)
- Coordinate the delivery of materials at the site.

XXIV. Enrollment and Student Information Support

- Provide support of an Enrollment Specialist to develop a SCHOOL enrollment plan
- Provide guidance to SCHOOL enrollment team on retention strategies and activities.
- Monitor the student information system and its capability upgrades to support effective use of student information system by SCHOOL.

XXV. Site Scheduling Support

- Provide SCHOOL with appropriate staffing models (numbers and roles required to implement model in a given setting) to achieve the SCHOOL's educational and operational goals.
- As appropriate, customize schedules in response to local and state requirements for hours of instruction, length of day, Carnegie units, and specific course requirements for graduation.

- Provide support to SCHOOL with course numbering information for the SCHOOL's student information system, initiating a pre-registration process that will offer course requests for the following year's schedule, developing and sharing scheduling rubrics to monitor and improve implementation of SCHOOL scheduling.

XXVI. Grants Department Support to School

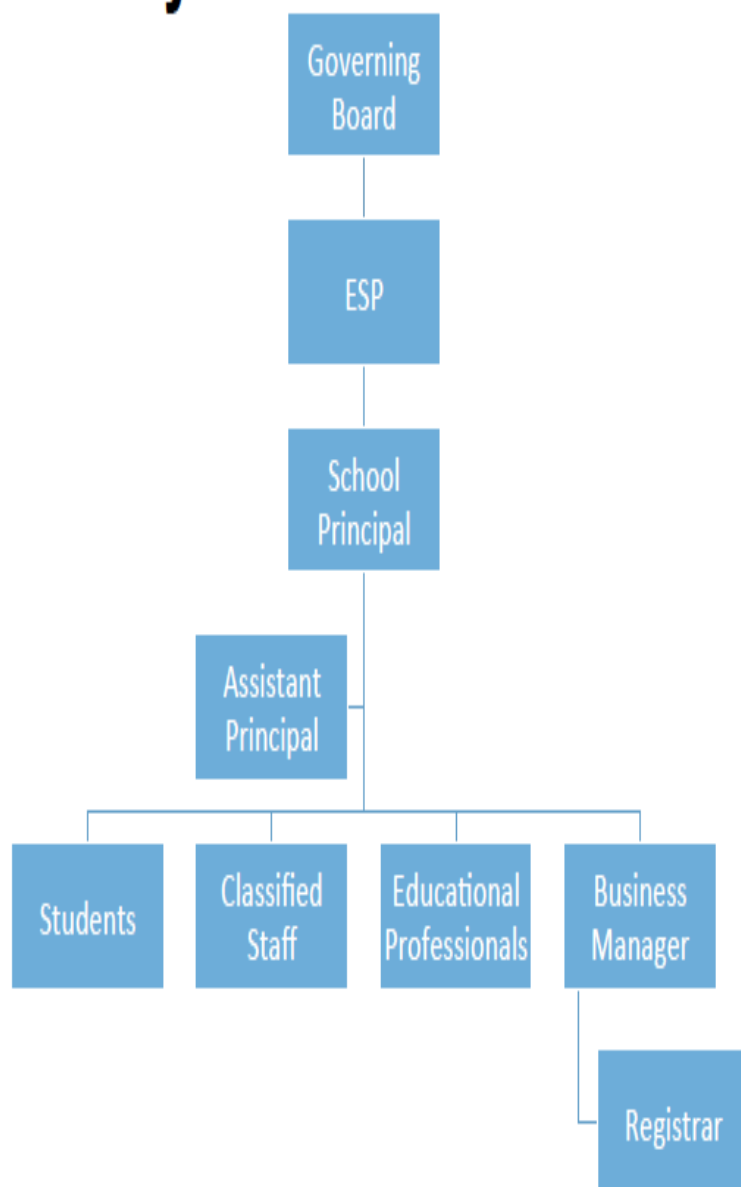
Competitive Grants

- CHAMPIONSHIP will research appropriate competitive grant opportunities including:
 - o Identifying which opportunities to pursue, establishing a time line for action, and support site staff and boards of Directors in the timely preparation and submission of full proposals for grants over \$50,000;
 - o Providing follow-up support when grants are awarded so the SCHOOL can maintain necessary records and fiscal compliance, and complete required reporting;
 - o Providing assistance with renewal applications;
 - o Advisory support for competitive grant applications for amounts under \$50,000.

Entitlement Grants

- Provide assistance to SCHOOL with entitlement (Title 1-A, Titles II-IV, IDEA and Reading First) grants by:
 - o Supporting the consolidated application process through obtaining preliminary grant allocations; assisting with the budget and narrative components of applications; and confirming timely submission of applications;
 - o Assisting with the preparation and monitoring of "Time and Effort" reporting requirements;
 - o Conducting programmatic and fiscal oversight to ensure appropriate grant coding and compliance with allowable expenditure regulations, fiscal and programmatic reporting, as well as other federal and state requirements;
 - o Providing support for grant financial reviews, programmatic site visits, and audit preparations.

Championship Academy of Distinction Hollywood Middle School



Job Description for ESE-ESOL Coordinator

Job Title: ESE-ESOL Coordinator
Reports To: School Principal or Designee
FLSA Status: Exempt
Approved By:
Approved Date:

Summary: Creates and maintains a classroom atmosphere conducive to learning. Provides positive educational experiences for all students; ensures the overall success of the school community within the framework of Board policies and state regulations by performing the following duties personally or through subordinate supervisors. The employee's primary duty will be the performances of work requiring advanced knowledge, which is predominantly intellectual in character and which includes work requiring the consistent exercise of discretion and judgment.

Qualifications: The advanced knowledge must be in a field of education and requires a four (4) year Education degree and state of Florida Letter of Eligibility, Temporary Certificate, or Professional Certificate and Highly Qualified status required. Special Qualifications to include ESOL Endorsement or proof that coursework is in progress; Clinical Education, Gifted and Reading Endorsement preferred.

Essential Duties and Responsibilities: include the following; other duties may be assigned:

- Provides direct and indirect instruction
- Long and short-term planning addressing individual needs of students.
- Evaluate students' progress.
- Teach a multi-model approach.
- Assist teacher in providing an inviting, exciting, innovative, learning environment.
- Assist teacher in establishing and maintaining classroom management procedures in conjunction with student IEPs (ESE students)/Language Level (ELL students).
- Prepare written reports accurately and submit in a timely manner to Principal and district.
- Effectively communicate with teachers, parents, and administrators to facilitate the IEP (ESE students)/ESOL (ELL students) process.
- Serve as advisors to students.
- Remain current on rules set forth in special education/ESOL law and regulations.
- Maintain privacy of student records and information.
- Serve as primary liaison with school administration of students' district of residence.

Competency:

To perform the job successfully, an individual should demonstrate the following competencies:

- Analytical - Collects and researches data.
- Design - Demonstrates attention to detail.

- Planning/Organizing/Problem Solving - Prioritizes and plans work activities; uses time efficiently; sets goals and objectives.
- Professionalism - Treats others with respect and consideration regardless of their status or position.
- Quality - Demonstrates accuracy and thoroughness.

Qualifications:

- Appropriate state certification as a special education/ESOL coordinator and any other credentialing required and applicable.
- Demonstrated ability to communicate and work effectively with parents.
- Demonstrated ability to adapt to individuals specific needs.
- Demonstrated ability to adapt to differences and changes in characteristics of students, programs, leadership, staff, and community.
- Demonstrated ability to utilize varied teaching methodologies to accommodate students' unique learning styles.
- Demonstrated ability to evaluate tests and measures of achievement.
- Demonstrated ability to work effectively as a team member.
- Demonstrated administrative or organizational ability.

Salary Range: Salary commensurate with expertise.

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SIGNED:

Employee Signature

Date

Hiring Coordinator

Date

JOB DESCRIPTION FOR GUIDANCE COUNSELOR-TESTING COORDINATOR

Job Title: Guidance Counselor
Reports To: School Principal or Designee
FLSA Status: Exempt
Approved By:
Approved Date:

POSITION TITLE: Guidance/Testing Coordinator

QUALIFICATIONS: Education – Master's Degree or higher with a graduate in guidance and counseling or counselor education.

DIRECT ACCOUNTABILITY: Principal or designee

GOAL: To provide on-site procedural and curricular assistance to all school-based personnel with regard to the education of exceptional students.

PERFORMANCE RESPONSIBILITIES:

- Assist in the early identification of students for proper education placement.
- Participate in early intervention screenings; coordinate and/or conduct interventions, educational evaluations and observations of exceptional students.
- Head CPST (Collaborative Problem Solving Team); conduct 6 week child studies; graph student data for RTI (Response to Intervention); gather information for PMPs (Progress Monitoring Plan).
- Keep accurate records with separate ESE folders for students.
- Counsel students on personal and academic concerns and notify parents as deemed necessary.
- Meet with teachers to present and explain results of various testing programs.
- Assist teachers in effective utilization of test results
- Identify community and school system resources and when advisable, refer student situations to the proper agencies.
- Keep records of conferences and send reports (within the limits of confidentiality) to the principal or teachers as requested.
- Gather information from all faculty members having contact with a student being considered for referral.
- Review current developments, literature and technical sources of information related to job responsibility.
- Keep all student cum folders up to date

Salary Range: Salary commensurate with expertise.

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SIGNED:

Employee Signature

Date

Hiring Coordinator

Date

CADCS

Job Description for Principal

Job Title: Principal
Reports To: Board of Directors
FLSA Status: Exempt
Approved By:
Approved Date:

Summary: Plans, develops & provides effective instructional services to the school community within the framework of Eagle Arts Academy Board policies and state regulations by performing the following duties personally or through subordinate supervisors. The employee's primary duty will be the performance of work requiring advanced knowledge, which is predominantly intellectual in character and which includes work requiring the consistent exercise of discretion and judgment;

Qualifications: The advanced knowledge must be in a field of education and requires a Master's Degree; Florida certification in School Administration and Supervision at the appropriate level.

Essential Duties and Responsibilities: include the following; other duties may be assigned:

- Cooperate with business, civic, and other organizations to develop curriculums to meet needs and interests of students and community.
- Recommend the Administrative Staff in compliance with Board approved job descriptions.
- Recommend personnel transfers.
- Help place unassigned personnel.
- Be required to recommend dismissal or suspension of staff members due to in competency or misconduct, and to send a copy of the supporting documentation to the Superintendent or designee.
- Initiate student enrollment projections.
- Responsible for school level compliance with the National School Lunch Program.
- Responsible for school level transportation compliance and monitoring, including supervising loading zones.
- Responsible for school level Title I compliance and monitoring.
- Report capital minor repairs.
- Make pupil assignments.
- Comply with federal, state and local laws and regulations, and cooperate with the state, district, and local school officials in the enforcement of school laws and of state and district board regulations.
- Meet the requirements of Eagle Arts Academy Board policies and Southern Association Accrediting Agency where applicable.
- Meet audit requirements in the use of all funds.

- Comply with Eagle Arts Academy Board Policies.

Supervisory Responsibilities:

- Supervise Instructional Staff
- Supervise Administrative Assistants/Office Managers.
- Supervise classroom activities, Morning Care, bus, Academic Tutoring and dismissal.
- Supervise the Before Care and After Care/Academic Tutoring Programs.
- Ensure adherence to all safety procedures and regulations.

Competency:

To perform the job successfully, an individual should demonstrate the following competencies:

- Analytical - Collects and researches data.
- Design - Demonstrates attention to detail.
- Project Management - Develops project plans; Coordinates projects; Communicates changes and progress.
- Oral Communication - Speaks clearly and persuasively in positive or negative situations; Listens and gets clarification; Demonstrates group presentation skills.
- Written Communication - Writes clearly and informatively; Able to read and interpret written information.
- Teamwork - Exhibits objectivity and openness to others' views; Able to build morale and group commitments to goals and objectives.
- Judgment - Exhibits sound and accurate judgment.
- Motivation - Demonstrates persistence and overcomes obstacles.
- Planning/Organizing/Problem Solving - Prioritizes and plans work activities; Uses time efficiently; Plans for additional resources; Sets goals and objectives.
- Professionalism - Treats others with respect and consideration regardless of their status or position.
- Quality - Demonstrates accuracy and thoroughness.
- Technical Skills - Shares expertise with others.
- Strategic Thinking - Develops strategies to achieve organizational goals.
- Dependability - Takes responsibility for own actions.
- Initiative - Takes independent actions and calculated risks.
- Innovation - Displays original thinking and creativity; Develops innovative approaches and ideas.

Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Language Skills:

Ability to read, analyze, and interpret general business periodicals, professional journals, technical procedures, or governmental regulations; Ability to write reports, business correspondence, and procedure manuals; Ability to effectively present information and respond to questions from groups of managers, clients, customers, and the general public.

Mathematical Skills:

Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals; Ability to compute rate, ratio, and percent and to draw and interpret bar graphs.

Reasoning Ability:

Ability to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists; Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.

Computer Skills:

To perform this job successfully, an individual should have knowledge of Development software and Word Processing software.

Certificates, Licenses, Registrations:

Florida Certification in School Administration and Supervision.

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job.

Employees are regularly required to communicate verbally and in writing. Standing and sitting for significant periods is also required. Walking and reaching is required. The employee must occasionally lift and/or move up to 10 pounds. Specific vision abilities required by this job include close vision, distance vision, color vision, peripheral vision, depth perception and ability to adjust focus.

Work Environment: Most work is performed indoors, with occasional outdoor work required. The noise level in the work environment is usually moderate.

Salary Range: Salary commensurate with expertise; fringe benefits included.

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CADCS

Job Description for School Administrator

Job Title: School Administrator (other than Principal)

Reports To: School Principal or Designee

FLSA Status: Exempt

Approved By:

Approved Date:

POSITION SUMMARY:

The School Administrator is responsible for the overall operation of the School Program. To include but not be limited to staff supervision, program management, budget accountability, and curriculum development.

DUTIES AND RESPONSIBILITIES:

- A. Supports the overall school improvement process including teacher observation, modeling best practice, and analyzing student data.
- B. Directs the activities of education and counseling service personnel assigned to the school.
- C. Prepares required reports and paperwork such as discipline reports, suspension reports, expulsion paperwork, discrimination complaints, parent communications, and other paperwork as assigned.
- D. Supports the implementation of Response to Intervention and monitors its continued implementation.
- E. Coordinate and chair the school advisory council.
- F. Assists in the development and administration of policies dealing with discipline, conduct, and attendance
- G. Communicates relevant policies and procedures with regard to student discipline, conduct, and attendance to students, staff, and parents.
- H. Enforces guidelines to maintain proper discipline and conduct.
- I. Assists the Principal with student expulsions.
- J. Works with and assists faculty in the development of effective classroom discipline and organization.
- K. Assists in the selection of mentoring of staff.
- L. Maintains an effective and safe school environment.
- M. Directs and supervises all support service programs as assigned.
- N. Assists in supervision of special events.
- O. Develops and maintains cooperative relationships with others involved with the welfare of the students of the school.
- P. Responsible for the overall operation of the school.
- Q. Adheres to and enforces board policy, school guidelines, and administrative directives.
- R. Performs all other duties as assigned by the Governing Board, Chief Executive Officer or their designee.
- S. Responsible for compliance with confidentiality standards.
- T. Responsible for demonstrating appropriate compliance with agency ethical standards.
- U. Performs other duties as assigned by the Principal or District Administrator.

QUALIFICATIONS:

Salary Range: Salary commensurate with expertise.

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SIGNED:

Employee Signature

Date

Hiring Coordinator

Date

Job Description Physical Education Teacher

Job Title: Physical Education Teacher
Reports To: School Principal or Designee
FLSA Status: Exempt
Approved By:
Approved Date:

POSTION SUMMARY:

The Physical Education Teacher encourages participation in challenging physical activity and to foster sportsmanship. To develop habits of personal hygiene. To stress the importance of safety during physical activity.

DUTIES AND RESPONSIBILITIES:

- A. Develop an effective, comprehensive, and equal curriculum of physical education for all male and female students.
- B. Interact with the students and encourage their involvement in activities.
- C. Develops lessons based on instructional techniques as well as fundamental principles of a wide variety of physical activities, including such nonsport activities as folk dancing, tumbling and the like.
- D. Follows the curriculum guide embodying the philosophy, objectives and specific general activities as outlined by the Florida Department of Education.
- E. Works closely with teachers to ascertain physical education needs and to provide for these needs within the constraints of the budget.
- F. Conduct periodic review and evaluation of the physical education program, making such changes and recommendations for change as deemed appropriate and in conjunction with the Principal or designee.
- G. Assist the Principal in the acquisition, development, and utilization of appropriate playing fields, playgrounds and similar facilities.
- H. Establish and adhere to a regular schedule of inspection of all physical education facilities and installations to maintain and improve their safety.
- I. Devise tailor made physical education activities for individual students or groups of students with special needs, as requested.
- J. Interpret the physical education program to the administration, staff and the public.
- K. Provide consistent supervision and evaluation of all students.
- L. Prepare and administer the department budget for consideration.
- M. Responsible for requisitioning and maintaining equipment and supplies.

QUALIFICATIONS:

- I. Record and evaluate student growth data

Salary Range: Salary commensurate with expertise.

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SIGNED:

Employee Signature

Date

Hiring Coordinator

Date

Job Description for Facilities Serviceperson and Grounds Maintenance Manager

Job Title: Facilities Serviceperson and Grounds Maintenance Manager

Reports To: School Principal or Designee

FLSA Status: Exempt

Approved By:

Approved Date:

POSITION SUMMARY:

Performs and delegates the regular and recurring cleaning maintenance and housekeeping of the facility and its grounds using any equipment authorized and available.

DUTIES AND RESPONSIBILITIES:

- A. Maintain regular communication with Principal or designee.
- B. Be familiar with standards regarding facility, maintenance, safety and sanitation.
- C. Meet with fire and sanitation inspectors for their regular licensing inspections.
- D. Maintain inventory of supplies and equipment.
- E. Ensure that all cleaning supplies and tools are safely locked out of the reach of students.
- F. Maintain building security by checking for unlocked doors or unauthorized occupants.
- G. Clean kitchen, bathrooms, classrooms, floors and furniture regularly.
- H. Perform semi-skilled work in heavy cleaning such as mopping, scrubbing, stripping, and refinishing to maintain the cleanliness, orderliness, appearance and safe conditions of the building and also grounds upkeep and repair in a responsible and accurate manner.
- I. Clean walls, carpet, hallways and equipment as needed.
- J. Maintain building and equipment in safe and proper working order, checking periodically for hazards.
- K. Check fire extinguishers, fire alarms, smoke detectors, emergency and other safety equipment regularly to insure proper working order.
- L. Fulfill service requests as promptly as possible.
- M. Performs all duties within company guidelines.
- N. Windows and screens washed monthly and replaced when torn or broken.
- O. Ensure that the facility is inspected and treated for insect control monthly.
- P. Ensure that the grounds are kept trimmed regularly.
- Q. Perform work in accordance with sound safety practices.

QUALIFICATIONS:

1055

Possess a valid Florida State driver's license.
Pass required background check.

Salary Range: Salary commensurate with expertise.

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SIGNED:

Employee Signature

Date

Hiring Coordinator

Date

CACS

JOB DESCRIPTION FOR EDUCATIONAL ASST/PARAPROFESSIONAL

Job Title: Paraprofessional
Reports To: School Principal or Designee
FLSA Status: Exempt; Non-Exempt if hourly
Approved By:
Approved Date:

POSITION TITLE: Paraprofessional

QUALIFICATIONS: Education – Four (4) year Education degree preferred or minimum of Associate of Arts or Associate of Science degree from an accredited two (2) year college, or at least 60 semester hours of college credit.

DIRECT

ACCOUNTABILITY: School Principal or designee

GOAL: To provide the highest quality care and supervision to students. To plan, implement and oversee the enrichment and volunteer programs at the school. To ensure that the lunch program operates smoothly throughout the school year.

PERFORMANCE

RESPONSIBILITIES:

- Be able to work independently to ensure that the enrichment program is run efficiently daily.
- Plan enrichment daily with input and guidance from the classroom teacher and turn in lesson plans to the Principal.
- Successfully partake in an academic push-in program that requires working with students, either one-on-one or in

- Participate successfully in the training programs offered to increase the individual's skill and proficiency related to the assignments.
- Review current developments, literature and technical source of information related job responsibility.
- Ensure adherence to good safety procedures.
- Perform other related duties as assigned by the Principal/designee of the school, such as substituting.
- Follow federal and state laws, as well as Board policies.

Compensation: Compensation commensurate with expertise.

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SIGNED:

Employee Signature

Date

CADCS

JOB DESCRIPTION FOR RECEPTIONIST

Job Title: Receptionist
Reports To: School Principal or Designee; Administrative Assistant
FLSA Status: Non-Exempt (Hourly)
Approved By:
Approved Date:

POSITION TITLE: Receptionist

QUALIFICATIONS: Education – Standard high school diploma or satisfactory completion of any General Educational Development (GED) Testing Program.

Experience – One (1) year of related work experience in front desk reception position and/or a secretarial position.

DIRECT ACCOUNTABILITY: Principal or Administrator/Administrative Assistant

GOAL: To perform diversified clerical/secretarial duties in a responsible and accurate manner.

PERFORMANCE RESPONSIBILITIES:

- Light typing, photocopying and filing with regard to day to day activities as well as assisting Principal and Administrative Assistant on an as needed basis.
- Answer phones, screen calls and disseminate requested information.
- Record daily attendance and lunch count records
- Keep all school lists updated; keep volunteer hours, meeting attendance and seminar attendance records up to date.
- Perform other duties as assigned by the administrator, Principal and Administrative Assistant.
- Follow federal and state laws, as well as Board policies.

Compensation: Compensation commensurate with experience, fringe benefits included.

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SIGNED:

Employee Signature

Date

Hiring Coordinator

Date

Faculty Handbook 2014 - 2015

TEACHING RESPONSIBILITIES

Instruction of Students

Academics- Lesson Plans/Common Board Configuration

- The school adheres to the recommended time allotment schedule provided by the New Generation Sunshine State Standards, Common Core, and the Instructional Focus Calendar.
- At the beginning of the year, each teacher will receive a master schedule, which includes special area classes and lunch schedules. Teachers are required to adhere to the master schedule, and have it posted in the classroom. The schedule was created to keep the instructional time sacred. Please use it to maximize teaching time.
- Teachers must have daily lesson plans reflecting the differentiated learning needs of the students, using a variety of teaching methods and instructional models (e.g. small group, centers, and whole group etc. instructions) to help students achieve mastery of the concepts being presented. All ESE, ESOL, and intervention strategies must be listed in lesson plans daily. Lesson plans must be driven by the Instructional Focus Calendar and must be created using the prescribed lesson plan template.
- Teachers must use accommodations noted on all ESE student IEP's. Consult logs will be distributed by ESE Specialist monthly to be completed and returned by specified date. Teachers are required to keep PMP's current for all students as per state mandated requirements. (see PMP section)
- Teachers must implement all strategies noted in lesson plan throughout the academic instructional day.
- Teachers must have their white board set up in Common Board Configuration style including objectives/essential questions/learner outcomes for the day, important vocabulary, and homework.
- Teachers must have an objective/essential question/learner outcome on the board at all times that matches the activity in progress. Objectives/Essential questions/Learner Outcomes should be written in correct format leading to an outcome.

Special Area Classes

- Students are scheduled to receive instruction in Art, Music, Spanish and Physical Education unless otherwise deemed by Administration.
- Homeroom teachers must escort the students to and from the Special Area classes. Students may not go unaccompanied.
- Homeroom teachers must allow all students to attend Special Area classes/programs and recess. No student should remain in homeroom during specials/recess as a punishment, unless approved by Administration.
- Special area teachers are responsible for their own classroom management. Special area teachers may not send students back to the homeroom teacher for disciplinary reasons. When a child is sick or injured and not able to participate in physical education, he/she must still attend class and observe. They must bring in a note and an alternate assignment must be given to ensure sufficient grades.

- Special Area teachers are expected to enforce the school discipline code in class and in all common areas with regards to all students attending, not just those assigned to their special area.
- Special Area teachers will be required to work with small groups of students in the area of reading and math during designated times for remediation and/or enrichment.

Assignments

- **Agenda Book:** Teachers are responsible for using the daily agenda book properly. All home learning assignments should be kept in the agenda book and any warnings for uniform, behavior, home learning, etc. should be noted in this agenda book. The agenda book should be used to communicate to parents when home learning assignments are incomplete, as well as behavioral concerns. This is also a place to make positive remarks about behavior, etc. Checking agenda books should be made part of daily procedures.
- **Homework:** Assignments should be meaningful and reinforce instruction. Homework must serve an academic purpose and not be used as punishment. All grade levels should have homework but it should be grade level appropriate and include all core curriculums (Science, Social Studies, Reading, and Math). All homework should be checked daily. Homework assignments and participation must be posted weekly on the RenWeb Student Information System in the HW section as a minimal part of the academic grade.
- Homework is to be assigned according to the student's ability. The quantity and quality of assignments should reflect each student's ability so they can understand and successfully complete homework assignments.
- Teachers must use the following time schedule as a guide when assigning home learning:

	Homework	Reading & Log
Grade K	10 minutes	10 minutes
Grade 1	20 minutes	10 minutes
Grade 2	20 minutes	20 minutes
Grade 3	30 minutes	30 minutes
Grade 4	40 minutes	30 minutes
Grade 5	45 minutes	30 minutes
Grade 6-8	60 minutes	30 minutes

- Special Area assignments should not be more than 20 minutes per week and coordinated with the core subject teachers.
- **Classroom:** All written class work should be meaningful and serve to reinforce the concepts taught. While students are engaged in class work, teachers should circulate around the room to provide assistance. During instructional time teachers may not be sitting at their desk, on the computer or cell phone.
- **Student Expectations**
 - Follow directions immediately
 - Come to class prepared
 - Use appropriate school language and voice level

- Keep hands, feet, and objects to yourself
- Keep class and personal area clean
- Parent communication printed material given to the students must be free of spelling and typographical errors. Everything should be typed or computer generated. Print ready, error free, material must be reviewed by the Principal a minimum of 48 hours in advance for approval.

Supervision of Students

- NO CHILD MAY BE LEFT UNATTENDED IN A CLASSROOM!!!!
- After School Activities: Students who regularly attend After School Care are to be escorted to the designated room. They are not permitted to remain in the class to help a teacher without permission of the Administration.
- Assemblies: Students are expected to behave in a courteous and quiet manner at all assemblies. Each teacher must supervise his/her class at assemblies. If an assembly is scheduled during a special area class the special area teacher is responsible for the class during that time. If the assembly exceeds the allotted special area time, the teacher will relieve the special area teacher accordingly.
- Coverage: for safety and legal protection of all parties, an adult must supervise all students at all times. NO CHILD MAY BE LEFT UNATTENDED IN A CLASSROOM. Each teacher is held responsible for this task. Failure to comply is an act of negligence and is grounds for teacher dismissal. If a teacher must leave a classroom in an emergency, the teacher must call the office so that coverage can be provided or get a neighbor's help. Parent volunteers may not be left alone to supervise students as per state mandate.
- Discipline: TEACHERS MAY NEVER USE PHYSICAL MEANS TO DISCIPLINE A CHILD. TOUCHING A CHILD IN ANGER IS A FORM OF ABUSE AND IS GROUNDS FOR TEACHER DISMISSAL.
- ADMINISTRATION MUST BE CALLED TO ASSIST WITH A SEVERELY DEFIANT CHILD.

The basis of the discipline policy is respect for the individual. Discipline with dignity is expected of all teachers (reprimand in private, praise in public.) Management of student behavior is not a problem when rules are clearly stated and written along with the consequences and consistently implemented. Sarcasm with students will not be tolerated. The key is consistency and well-structured differentiated lesson plans that address the needs of the students in your classroom. Student engagement and motivation are keys to a successful classroom environment. These should be evident at all times.

Teachers must follow the school-wide discipline policy, maintain/update proper records (phone logs, consequences charts and Student Referral, Discipline Notice and Detention Notice forms) of student consequences, and maintain communication with parents and administrators regarding discipline issues. Do not wait until frustration

levels are overwhelming. The absence of the child from your class means loss of instructional time and is not the answer. Follow discipline policies and procedures and know the key for success is documentation, documentation, and documentation.

SCHOOL WIDE GUIDELINES FOR SUCCESS

Students will:

- ✓ Believe in yourself
- ✓ Be responsible
- ✓ Always try
- ✓ Do your best
- ✓ Have good attitude
- ✓ Treat everyone with respect

DISCIPLINE PROCEDURE AS STATED IN PARENT HANDBOOK:

Discipline is the process of changing a student's behavior from inappropriate to exemplary. We are never satisfied with merely stopping poor behavior; we desire to teach the student to do what is right even when no one is looking. We do not discipline a student out of anger or for the sake of convenience, but with the intention of helping the student make appropriate choices in order to be successful academically.

Each teacher will follow procedures for discipline in his/her classroom based on these guidelines and the school wide discipline system. The following list is not all-inclusive.

- Students are expected to respect the authority of school personnel, which includes but is not limited to: administrators, teachers, teacher assistants, substitute teachers and all other members of our staff.
- Malicious destruction of school property results in the replacement, repair or payment for damages by either the student or his/her parents. The placement of stickers on school property is forbidden.
- Students shall help keep the school clean at all times. There is to be no gum chewing in the school building or on the grounds.
- Items that interrupt the educational process such as water pistols, matches, electronic devices, ipods, gaming devices, skateboards, toys, trading cards, weapons of any sort, etc. are not permitted at school.
- No notebooks, albums, magazines, lunchboxes, etc. will be permitted that carry pictures or slogans referring to the drug/gang culture, or alcohol. No profane, abusive or slang language is to be used.
- Cell phones may be brought; however, must remain in the student's backpack and be turned off. Violations of these rules will result in the student not being able to bring a cell phone to school. Cell phones may not be used to make phone calls, text or view media during school hours. The school is not responsible for loss or theft of cell phones.
- Zero tolerance for aggression. Students that are involved in a fight will be suspended from school (Students that push, hit, bite, or kick will be suspended).

The Broward County School Board passed a Code of Student Conduct that lists violations and

disciplinary actions that must be taken in order to deal with the misconduct.

Detentions are served in the mornings from 7:30-8:00. One classroom will be designated for detention. Students will spend the time quietly reflecting on their behavior and the consequences. Teachers will be assigned detention supervision on a rotation basis, see the schedule attached. Parents must sign a Detention Notice acknowledging the detention, to be returned to the classroom teacher before the detention is served. Then the Detention Notice should be placed in a Detention Notice Mailbox in the main office. Students missing a detention will receive an additional detention day. Leaving a detention early or arriving late will result in another day being assigned. Students that do not serve their assigned detention or bring notice signed and returned to the teacher are subject to suspension.

Homework: Homework is an extension of the learning process and serves to reinforce material taught in class, thus it is extremely important and should be completed and promptly returned to school. When a homework assignment is missed or incomplete, the student will be seated at a timeout table during lunch. They will be given time to eat lunch and then spend the remaining lunch period completing the assignment. On the third homework assignment not turned in on time or turned in incomplete, the teacher will assign a detention and request a parent conference. Children with chronic homework infractions are referred to the school administration for possible suspension and notification that the parent contract has been violated.

Uniform: When a student is out of uniform, a warning will be given to the parent and child via Uniform Violation Notice. All steps following the first violation will be followed as listed on the Uniform Violation Notice. Any students consistently out of uniform regardless of violation notices sent will be referred to Administration. If Administration finds that any teacher is not following uniform procedures and policies, the teacher will receive a consequence.

Faculty Members' Children: Faculty members must send their children to the Before and After Care Program. These children may not be left alone in a classroom to do homework, nor should they be wandering around the campus or following a parent on duty. No faculty member's child may be in a parent's classroom while he/she is teaching (including teacher workdays). Failure to comply with this policy is grounds for dismissal. THE SCHOOL IS LIABLE FOR THESE CHILDREN WHILE ON SCHOOL GROUNDS.

Release of Students: At dismissal, students may be released directly to a parent or guardian listed on the registration card. They may not leave alone to meet a parent. If you do not know the person picking up the child, bring the child to the office for verification. Students who are dismissed early will be signed out in the office by a parent or guardian and the office will call for the child to be sent down to the lobby. No child will be dismissed directly from the classroom without notification from the office. If a parent arrives at your door, please send him/her to the office.

Student Behavior: Students are expected to behave in a polite, courteous manner in the classroom and around the campus. Students should never move about the building unless supervised by a teacher or staff member. As students go through the halls, they are to remain quiet so they do not disrupt the classrooms that they are passing.

STUDENTS WILL GIVE YOU THE BEHAVIOR YOU EXPECT!!

Restroom Policy: Teachers must schedule times for the class to use the restrooms as a whole group.

At least two bathroom breaks should be scheduled throughout the day (in the a.m. and in the p.m.). Teachers are expected to carefully monitor the bathrooms during this time at the door. The amount of students permitted in the restroom at a time should match the number of stalls, while the remainder of the class waits quietly outside. If a student has a bathroom emergency, the student may use the restroom after notifying the teacher. Students may not use the restroom during lunch. Students must have a bathroom pass and sign out. Classroom sign out sheet must be kept in a highly visible area. Teachers must also be aware of student behavior in the restroom. Sending a group often leads to problems. Younger students should use the buddy system and older students should go one at a time.

Hall Passes: All students must carry a hall pass whenever leaving the classroom without a teacher. Students must present a note with the purpose of the visit to the office or another classroom. Students in the hallway without a pass will be subject to consequences according to the school discipline program.

Student Hallway Expectations

Follow directions immediately

Face forward at all times

Falcon Strut (Hands behind back)

Walk single file staying to the right

Remain silent

Keep hallways clean

Visitors: All visitors must have a visitors badge on at all times. Teachers are responsible for making sure that all parents leave the classroom by 8:00 a.m. in order for instruction to begin promptly. If parents are staying in your room to volunteer they must report to the lobby and get a visitors badge. It is the responsibility of all staff members to insure that visitors have a badge. If you see someone in need of a badge, please escort them to the office.

II. POLICY INFORMATION

Accidents: All teachers must complete an accident report and submit it to the Principal for any student injured while under the teacher's supervision. A copy of the accident report to be used is in the forms section of this handbook and in the teacher resource room. A copy goes home with the child for the parent's signature. Also, file a copy in the Accident binder located in the office.

Please note that any child requiring ice must have an accident report sent to the office with the child.

Teachers should keep a supply of Band-Aids in his/her room for use in the classroom. At no time should a child be sent to the office for a Band-Aid or ice without an accident report.

Whenever an accident occurs and an accident report is written, a phone call must be made by the office personnel to the parent and documented on the accident report.

Birthday Celebrations: Students (K-5th) are welcome to celebrate their birthday at school. Individual snacks (cupcakes, cookies, etc.) and a drink may be brought to school to share in the

class. No party bags, decorations, etc. are permitted. Siblings may not attend this celebration, as it would be disruptive to another class. All celebrations will take place in the classroom near the end of the school day.

Cafeteria: Each teacher must accompany his/her class to the cafeteria each day. Teachers should review cafeteria rules regularly with their students. Teachers are to strictly adhere to the cafeteria schedule. Teachers arriving late to cafeteria are subject to administrative action.

Student Cafeteria Expectations

- Come in quietly
- Follow directions immediately
- Stay seated
- Use good table manners
- Keep area clean; clean up after yourself
- Eat your own food; no sharing
- Use inside voice

Cafeteria misbehavior will be addressed in the cafeteria by monitors. Corrective action will follow the school wide discipline plan.

Class Cleanliness: First impressions are lasting ones! Make sure your classroom is neat and tidy before you leave every day. No food or snacks will be permitted in the classrooms unless approved by administration. If your classroom is in need of additional cleaning throughout the day, such as garbage pickup or spills, please notify the office.

Cell Phones: No cell phones may ring or vibrate during class or meetings. If a family member has an emergency, the main number of the school should be called. Please advise family members to tell the office that the call is an emergency. Cell phones may be used during breaks, lunch or after school hours in a private area.

Field Trips: Field trips are permitted each year and must serve an educational purpose. Please be cognizant of the cost as you plan. Please look at the "Master Calendar" in the Sign-In area prior to scheduling a field trip. There will be no field trips during picture day, the week of Benchmark, District EOY Tests and FCAT testing, special events or during the last two weeks of school. A plan for field trips for the year must be completed during the first two weeks of school and submitted to the administration for approval.

Once the annual plan is approved, teachers must submit a Field Trip Approval form to the office at least four weeks prior to the date of the field trip. Once the approval is given by the administration, parents can be notified of the trip.

The homeroom teacher must notify and provide information about the field trip to the parents 2-4 weeks prior to each field trip. A permission slip must be sent home for each field trip. At this time, please submit a permission slip to the receptionist so the information will be written on the master calendar as well as kept in the file if parents come to the office requesting a new copy. Field Trips are only open for students, parent volunteers, and teachers on the class roster.

No student may leave school unless he/she has a signed permission slip and the school shirt. Verbal permission is not acceptable. If location of field trip has been changed, a new field trip form must be

sent home and signed. Additionally, all students leaving the campus must have proof of health insurance (copy of insurance card is acceptable.)

The field trip coordinator (designated grade level teacher) must notify the cafeteria and special area teachers when the approval is received from administration.

All money collected for a field trip should be turned into the office on a daily basis using the school collection process. Teachers will be held responsible for any money they have collected! There should be no "MONEY" in the teacher's classrooms left overnight! Money must be collected and students' names must be checked off daily. All money is due to the office one week prior to the field trip. Students paying late will not be allowed to participate on field trip. The teacher will be held responsible for any money taken from the classroom. **TURN MONEY IN IMMEDIATELY!!**

All money is nonrefundable!

Early dismissal after a field trip will count against a student's attendance record.

Students not attending the field trip: If a student is not allowed to go on the field trip, the teacher must make arrangements with another teacher and provide work for the student, as well as notify the office which classroom the student will be left in (Complete the CAD Alternate Classroom Placement Form). If 25% of students from a grade level are not attending the field trip, a teacher must remain at the school with the students. Additionally, if a child doesn't receive permission to go on a field trip and receives free or reduced lunch, the teacher should investigate with the parent to see if the reason is a financial hardship.

Parent Chaperones: Parents may be asked to assist the teacher as chaperones. Parents serving in this capacity may not have other siblings accompany them. Parents who are officially selected to be chaperones may count their hours on the field trip as volunteer hours. (1 per 10 students) Official chaperones must be rotated and selected by lottery. Chaperone guidelines must be signed and returned to the homeroom teacher, prior to field trip. All Chaperones attending field trips within Broward County must be processed through the volunteer system. Those Chaperones attending field trips outside of Broward County and/or overnight trips must be fingerprinted through their local police department.

Teachers must submit all field trip information on the forms provided.

Parent Teacher Organization (PTA): This organization provides assistance to the school and teachers in addition to raising funds that enhance our school programs. It is expected that teachers give full support to the PTA and attend meetings as requested by the administration. Teachers are expected to participate in PTA functions and meetings. All teachers are strongly encouraged to be part of the PTA. Teachers who are members will have voting rights and will have system wide impact on their evaluation. Teachers are allowed to be officers within the PTA.

Keys: At the beginning of each year, teachers are issued a classroom key. The key must be returned at the end of the school year. Teachers must notify the office if lost. A lost key fee of \$5 will be charged.

Mailboxes/Email: Each teacher has an assigned mailbox. Please check your mailbox and email in the morning, during the day and before you leave each day. Check the communication board each morning. Students may not be sent to retrieve mail from your mailbox at any time.

Physical Education in Class Procedure: Each class will be assigned a recess time each day. This time is allotted for structured physical activity and must be led by the teacher. No rough play or contact sports should be permitted. Playground equipment must be used properly. Teachers must be in different locations to monitor behavior and play for safety, thus consult the schedule for individual outdoor time. Mulch must remain in the playground area. Therefore, be sure that the students do not throw it at each other or carry it back to class.

Sign In and Out: All teachers are required to sign in each morning at the time of arrival and sign out at the time of departure. A teacher leaving during the day due to an emergency must have administrator approval and sign in and out at the front office. Teachers must advise an administrator when leaving the building for lunch. Each morning at 7:30, the book will be highlighted of teachers who have not arrived to ensure that all classes are covered for the 8:00 and 8:30 arrival of students. Habitual tardiness or absenteeism is subject to corrective action.

Telephone: The school telephone line must be kept open for school business. Please limit your personal calls during school hours. Students are not permitted to use the phone at any time. Do not send students to call for home learning assignments, party items, field trip money/shirt, lunch, etc.

Visitors: All special visitors to the classroom must be cleared through the administration in writing at least two days before the visit. This includes guest speakers who may come to address the class. All visitors must first report to the office for clearance to your room. Visitors must wear the visitor's badge.

Volunteers: Parents are required to volunteer 20 hours per student or 30 hours per family per school year. Parents are required to log the volunteer hours in the office.

Room Parents: Room Parents are chosen by the teacher and administration each year. Please remember that you are the teacher and are in control. In an effort to assist, parents sometimes assume your role. Please be sure that you tell your room parent how he/she can be of service to you.

EXAMPLES OF HOW A ROOM PARENT CAN HELP:

Field trip arrangements - phone calls, price information, and availability

Craft projects- buying materials, help in class making the project

Tutoring- helping children in the class (teacher directed)

Bulletin boards- putting up or down, making decorations

Reading Area- reading to children, listening to children read, organizing your classroom library by reading level, subject, etc.

Classroom- help with centers, making copies, organize manipulatives, help with experiments, etc.

(All parent assistance is done under the supervision of a classroom teacher. No parent volunteer may grade a child's work or file any student work.)

Videos: All Video/DVD's shown to students must be put in your plans and approved by Administration. A video form must be filled out and turned into the office. Please note that no PG or PG-13 movies may be shown to the students without written parent permission. Videos should be kept to a minimum and should be used for educational purposes. All videos must be approved by Administration. Video approval form in this section. (Preview all material before showing to class)

Severe Weather Information: Championship Academy of Distinction will follow the same instructions as Broward County Public Schools in case of severe weather emergencies. Teachers should watch the local news for information about school closures. Call Principal Prats if needed.

PROFESSIONAL RESPONSIBILITIES

A. Record-Keeping

1. Absences: Students who are absent from school must bring a note from their parents or doctor explaining the reason for the absence the day after the absence. Each morning, notes for previous day absences must be sent to the office, so that student absences may be coded properly.
2. Attendance: It is the responsibility of the homeroom teacher to keep accurate attendance records. Teachers must input attendance in the RenWeb Student Information System by 8:45 AM each morning. Students must be marked tardy if they arrive after 8:00 AM for 3rd -5th grade and 8:30 AM for K-2nd grade.
3. Lunch Count: Teachers are responsible for entering the lunch count on RenWeb each morning by 8:45 AM. They are also responsible for collecting lunch money and turning it into the office on a daily basis.
4. Parent Communication Log: Teachers are responsible for using the parent communication log to keep a record of important communication with parents. This document should be kept in the teacher's binder.

B. Student Dress Code

1. A higher standard of dress encourages greater respect for individuals, students and others, and results in a higher standard of behavior. Our dress code guidelines indicate appropriate school dress during normal school days. On special days, such as jean days, uniform shirts are required. CAD reserves the right to interpret these guidelines and/or make changes during the school year. Students are expected to follow these guidelines. Every student in attendance shall wear the CAD official school uniform.

All faculty and staff will enforce the dress code. If we are all consistent, the students will learn and comply. It takes our entire team to achieve success.

Hair: Hair must be neat and clean with no mohawks, fauxhawks, or "unnatural" colors i.e. fluorescent, bright green, etc. Hairstyles disruptive to the learning environment will not be permitted. Hats or bandanas are not permitted. Headbands may only be worn if holding hair back and may not be worn across the forehead.

Shoes: Students must wear closed toe black shoes (all black sneakers permitted.) No heavy military type boots or shoes with metal tips may be worn. No roller skates or Healties. If they wear them, the wheels will be confiscated and only returned to a parent. Shoes must be worn with Velcro closed or laces tied.

Shirts: All shirts must be tucked in and must have the CAD logo. Only plain white undershirts may

be worn under the uniform shirt. Only white button down, collared dress shirt (girls) or white button down oxford shirt (boys) may be worn. PE shirts/shorts and field trip shirts are to be worn on PE days and field trips only.

Slacks (boys): All uniform slacks must be worn with a belt and be in good repair. All pants must fit appropriately at waist and must not be oversized.

Skirts (girls): Modest style skirts must be no shorter than a finger length above the knee.

Ties: Boys and girls must wear prospective school tie.

Jewelry: No body piercing other than earrings. Earrings should be stud style only for safety purposes. Students may wear a watch and one thin chain that is tucked into the shirt. Necklaces, bracelets and rings will be collected by the faculty if they are interrupting the learning environment.

General: No sports bands (wrist, head or ankle) may be worn at school. At no time are students to wear anything offensive, immodest or deemed inappropriate by the faculty. All uniform shirts must be embroidered with proper school logos. Uniforms that are altered (other than pant legs for proper length); belt loops, etc. will be considered a uniform violation.

C. Tardies

Any student entering the class after 8:00 a.m. for 3rd -8th grade and 8:30 a.m. for K-2nd grade must have a tardy pass, or be sent to the office for a tardy pass. Instruction should begin immediately at 8:00 a.m. and 8:30a.m prospectively.

D. Grading

Teachers are required to follow the policies set forth for report cards and grade composition. All records and test results relating to individual student progress is to be treated as confidential matters and they should not be discussed with anyone other than the student and his/her parents or guardian. Also, student's records are required to be in an envelope when delivered by a third party to/from the office and classroom.

Grade Book:

Teachers must use the RenWeb computer generated grade book, however, there must be a printed copy kept in the teacher binder and available at all times. A hard copy must be printed when interim progress reports are due and as well as when report cards are due and placed in Teacher Binder. There must be a minimum of three grades per week in Language Arts/Reading/Mathematics. Science and Social Studies require a minimum of two grades per week. Special area classes are required to have minimum of 9 grades per quarter. Home learning and class work should be collected and/or monitored each day. Meeting requirements on number of grades will be monitored by the Curriculum Resource Teacher and Dean and reported to Administration frequently.

Teachers are required to input the grades weekly which helps give parents timely information, since parents will have access to their student's grades on RenWeb.

ESOL lists must be included in Lesson Plan Binder.

Student names and ID#'s must be printed and placed in grade book.

GRADING SCALE

Grade K-2nd

90-100%	E - Excellent
89 - 80%	G - Good
79 - 70%	S - Satisfactory
69 - 60%	N - Needs Improvement
59 - 0%	U - Unsatisfactory

Grade 3rd - 8th

90-100%	A- Outstanding Progress
80-89%	B- Above Average Progress
70-79%	C- Average Progress
60-69%	D- Lowest Acceptable Progress
0-59%	F- Failure

Special Area

E, S, N – Kindergarten – 2nd

Numeric for 3rd–8th

Teachers must have all conduct and effort grades in grade book by progress report time.

Assessment: Students should be evaluated by using a variety of methods including tests, quizzes, benchmarks, and performance tasks. In the case where a written test is given to students, the test must be typed or computer generated. Test composition should include both objective and short answer/essay questions. Open book tests should be limited to once per quarter if used at all.

Assessment Alternatives in the Classroom:

- Observations and anecdotal records
- Performance Assessments
- Holistic Scoring
- Journals and Student Writing Samples
- Interviews
- Student Self Evaluations
- Portfolios
- Projects and Oral Presentations

Teachers are required to keep a student portfolio file for each student with a variety of work samples.

Progress Reports: These reports will go home to parents/guardians four weeks into each quarter. However, you should not wait until mid-quarter if you see a problem surfacing. It is better to inform parents and students immediately of failing or declining grades and/or behavior.

The dates that progress report cards will be sent home are as follows:

- 1st Quarter- Thursday, September 18, 2014
- 2nd Quarter- Thursday, November 20, 2014
- 3rd Quarter- Tuesday, February 10, 2015
- 4th Quarter- Thursday, April 30, 2015

Report Cards: These are issued quarterly and must be completed by the homeroom teacher on the RenWeb system. Report cards must be error free. All teachers, including special area teachers must input grades into the computer in a timely manner. No comments on report cards may have abbreviations.

The dates that report cards will be sent home are as follows:

1st Quarter- Thursday, November 13, 2014
2nd Quarter- Wednesday, January 21, 2015
3rd Quarter- Wednesday, April 15, 2015
4th Quarter- Wednesday, June 24, 2015

Report Cards and Progress Reports will be checked by Administration 2 weeks before going home.

Where appropriate, all progress reports and report cards must include

In danger of academic failure/retention

Working below grade level

On PMP, RTI

ESE or ESOL Student

Classroom Agendas: All students will take home agenda book every day. Teachers are responsible for checking mailboxes for newsletters and information to be distributed. At times, pertinent information will be delivered to your rooms. Teachers are responsible for sorting and preparing student agendas to ensure that all parents are informed regularly. It is also important to provide parents with feedback on their student's academic progress.

D. Planning

1. Teachers are required to write lesson plans each week and should be prepared to submit them to administration for review by the Thursday of the previous week. Lesson plans should be on your desk, so they are easily accessible and teaching is not interrupted when guests come into the room. Lesson Plans should be filed in your Teacher Binder each week.

Lesson plans are to be typed or computer generated. If a particular lesson was not covered on a given day, it should be noted on the lesson plan.

One day each week, grade level planning is required during the daily planning period. During planning teams should be analyzing data and using focus calendar to ensure mastery of skills.

Lesson plans need to have the ESOL/ESE Strategies that will be used with the lesson, if the class has ESOL/ESE students. * See ESOL Section. ESE strategies must match IEP.

Emergency substitute teacher plans are to be filed in the office. If plans are used they must be replaced with a new set of plans and copies. Emergency plans should include class list, daily schedule, lunch procedures, dismissal procedures, FCAT based lesson plans, discipline plan, etc. Please submit your folder to the office by September 3, 2014.

Substitute plans must-

be placed on your desk in a visible area.

have all copies made in advance.

state your class routine, dismissal schedule, lunch procedure & additional schedules in great detail.

Emergency Procedures

Emergency materials pack

all materials needed to follow the plans should be easily accessible.

E. Dismissal

1. Announcements for dismissal will begin at 2:30 p.m. for K-2nd and 3:00 p.m. for 3rd – 8th grade.
 2. Teachers must have students ready for dismissal 5 minutes before the start of announcements. The class must be kept quiet and organized so students may hear their name being listed on Driveline System. (Silent Reading or Writing Reflections can be done at this time)
 3. Teachers must follow the dismissal schedule promptly.
- At 3:30 p.m., all students not picked up are sent to Aftercare and charged a late fee. All students attending Aftercare must be escorted to their assigned rooms.

All teachers are required to be on their assigned dismissal posts (see teacher schedules).

F. Professionalism

Attendance:

The school day for teachers is 7:30 a.m. – 4:00 p.m. or until all duties are performed and completed. Punctuality is expected of all teachers. All staff members are required to be in assigned classrooms standing at the door or at posts by 7:30 a.m. (All morning preparations must be completed prior to 7:30 a.m. Teachers who must leave campus prior to 4:00 p.m. are to request permission from the Principal in advance and sign out in the book located in the office.

Teachers must sign in and out every day at the main office and check their mailboxes and email twice daily.

When faculty members are absent due to illness or emergency, Ms. Canetti must be called at 954-815-4739 (for Hollywood Campus) or Mrs. Reyna at 786-325-6972 (for Davie Campus) the evening before the absence before 9:00 p.m. or in the morning between 6:00 and 6:30 a.m. The earlier you can notify us that you will need a substitute, the easier it will be to find a substitute teacher. It is the teacher's responsibility to complete a Request for Leave Form on the day the teacher returns to work. Request for Leave Forms need to be completed for workshops, sickness, personal days and jury duty and given to the Principal. If you do not fill out a Request for Leave Form, there will be a written consequence from Administration.

To request a day off in advance for personal reasons, a Vacation/Sick/Leave Request Form must be turned in at the time of the request. A substitute will not be obtained for the class until the Vacation/Sick/Leave Request Form is filled out and approved by administration.

If a teacher is called for jury duty, a copy of the summons must be given to the Principal so that a substitute can be hired. Jury pay must be paid back to the school to help cover the cost of the substitute as these days are not counted against your leave days.

If a faculty member will be delayed in the morning due to an emergency, you must notify the front office so that coverage can be provided.

Hollywood Staff – The first Tuesday of every month there will be a staff meeting.
All staff must attend.

Davie Staff - The first Wednesday of every month there will be a staff meeting. All staff must attend.

Certification/Qualifications: Teachers must comply with State directives for Teacher Certification and the Professional Orientation Program. All teachers are required to acquire ESOL endorsement as per state mandate (three year minimum). Please note anyone teaching in Florida for the first time is required to pass the general knowledge test during the first year of employment. As a Title 1 school, all teachers must meet Highly Qualified Teacher standards. All teachers new to Broward County must complete Child Abuse Training. Be aware, it is the teacher's responsibility to ensure that all certifications are current. Teachers without proper certification will be dismissed. The administration is available to assist with accessing the proper channels for certification.

Dress Code: All faculty and staff members are required to dress professionally. Faculty members not dressed appropriately will be asked to go home and docked a personal day. Please remember that clothing should be loose fitting and of appropriate length. All shoes should be appropriate. Remember that you are setting an example for your students.

Professional Development: Teachers will be expected to attend workshops, lectures and conferences to foster professional growth. Teachers will complete Professional Growth Plans and are encouraged to bring professional growth opportunities to administration. There may be additional growth assignments associated with the professional development workshops. These must be completed to receive credit.

Respect/Courtesy: It is expected that respect is afforded to everyone with whom we come in contact. This includes colleagues, students and parents. When parents call to speak to a teacher, a return call must be made within 48 hours.

E-Mail: All teachers must check e-mail at least twice daily on normal school days and throughout holiday breaks. Please respond to e-mails during non-instructional time (planning, before or after school).

School Support Activities:

Teachers are required to attend the following school activities

- Parent Orientation – before school starts.
- Open House- Parents are invited to visit the classroom, to learn about the curriculum, classroom policies and general classroom information.
- Parent Workshops- Parents are instructed on ways to teach or work with their children.
- Graduation/Celebration
- PTA functions: teachers must attend two meetings each year, although appearances at all are suggested.
- Academic Nights – Science Fair, Student Showcase, etc.
- Book Fair – Family night - one of the two per year
- Multicultural Events

G. Other Duties:

Detention: Each teacher will be assigned 1-3 days of detention duty for the school year.

Committees: All teachers must participate on at least one committee.

Arrival/Dismissal: All teachers will be assigned a role/post for arrival/dismissal.

PERSONNEL POLICIES

Personnel File: Each employee must submit original documents, which are placed in the personnel file. The documentation, including diplomas, official transcripts, and certification documents, must be updated as requested.

Sick Days/Personal Days: All full time staff members are entitled to 8 days of leave with pay each year for illness, accident, and death of family members. These days may not be taken before or after a school holiday or during the first or last two weeks of school. Teachers, who did not take their days and require substitute pay, will be paid out for the days they did not use at a substitute rate per day.

Health Benefits: All full time employees are eligible after 90 probationary period under the plan provided by CAD.

Contracts: These are offered individually on a yearly basis with the Administration. All contracts are signed for a one-year period and are reviewed by CAD. New hires are probationary for a 90 working day period.

Grievance Procedures: As professionals, CAD employees will show professional courtesy to each other at all times. In the event that a problem arises, it should be handled as outlined below:

- Speak to the individual directly to solve the problem
- Speak to an administrator
- Meeting with all involved parties
- Decide on plan of action
- Follow up

This process may stop at any step when the situation has been cleared and should be kept between the parties involved.

Confidentiality: All faculty meeting information discussed at school should be confidential and not discussed with parents. Also, teachers should never discuss any student behavior or progress with another parent or teacher. When discussing students with colleagues, explain the student concerns without using a name. For example, "I have a student who_____."

SUPERVISION OF TEACHERS

Formal Observations: Teachers and staff members are formally observed up to 4 times during the year. Each teacher will be evaluated at least twice by the principal. Formal observations may be announced or unannounced.

Informal Observations: The Administration Team may informally visit the classrooms at any time during the day.

VI. PERFORMANCE MONITORING PLANS

- Students not progressing at an appropriate rate in academics are required to have a PMP. It

is the responsibility of the homeroom teacher to arrange this meeting with the parents and complete the plan with signatures.

- Students must have a PMP if:
 - The student received a Level 1 or 2 on the 2014 FCAT.
 - The student is receiving D's or F's in a core subject (grades 3-8) or U's or N's in a core subject (K - 2). Or any student flagged as high risk on their FAIR Assessments.
 - See attachment for further criteria and procedural information.
- PMP's are required by the State of Florida and all teachers at CAD must adhere to this policy. PMP information must be provided to the Curriculum Specialist for input into Virtual Counselor.

VII. English Language Learners

- If there are students in your class that are ELL, the following must be adhered to:
 - Lesson plans must list ELL strategies.
 - Students must be identified on the report card as ESOL.
 - ELL level must be put on the report card.
 - ELL students must be identified in grade book & RenWeb.
 - Teacher must make sure all LEP plans are current.
- If you have students in the ELL post program review, you must document the LEP plans properly.
- The ELL Coordinator will make sure the LEP plans and requirements for ELL are met.

VIII. Exceptional Student Education

If there are students in your class that are ESE, the following must be adhered to:

Lesson plans must list ESE accommodations and accommodations must be carried out daily in the classroom.

Students must be identified on the report card as ESE and grades must be combined and averaged with grades provided by Resource ESE Teacher.

ESE students must be identified in grade book & RenWeb.

Teacher must provide ESE teacher with any requested information to keep ESE records current.

The ESE Coordinator will make sure the documentation and requirements for ESE are met.

IX. Retention Policy:

- Pupil Progression Plan - www.browardschools.com
- Report card grades must reflect failure
- Report comments must include in danger of academic failure/possible retention in 2nd and 3rd quarter
- Retention packet for end of the year retainees must include the following:
 - PMP signed by parent
 - Notification of possible retention signed by parents
 - Retention notice signed by parent
 - Documented conference with student

- Documented conference with parent
- Parents must be notified via conference prior to report card and possible retention notification.

Teacher's Name: _____ Subject(s): _____ Date: _____

School/Campus: _____ Grade Level(s): _____ Evaluation Period: _____

Florida Consortium of Public Charter Schools Charter School Classroom Teacher Evaluation

Instructions:

The FCPCS Charter School Classroom Teacher Evaluation is a performance evaluation system for classroom teachers that is aligned to the six *Florida Educator Accomplished Practices* (FEAPs), State Board of Education Rule 6A-5.065. When administering the evaluation, the school administrator should enter the appropriate rating to the right, based on evidence collected over the designated period of time. Each domain will have a total rating. At the completion of the evaluation, a total rating based on all indicators will be calculated. Per s. 1012.34, F.S., fifty percent (50%) of a teacher's annual performance rating will be based on criteria measured through the teacher evaluation instrument.

RATING SCALE: Highly Effective = 4 Effective = 3 Needs Improvement/Developing = 2 Unsatisfactory = 1

Definitions of the Rating Scale:

- **Highly Effective:** There is consistent evidence that the teacher is demonstrating the identified teacher competencies.
- **Effective:** The teacher is demonstrating the identified teacher competencies most of the time.
- **Needs Improvement or Developing** (*"Developing" rating is for teachers in their first three years only.*) The teacher is inconsistent in demonstrating the identified teacher competencies.
- **Unsatisfactory:** There is little or no evidence that a teacher is demonstrating the identified teacher competencies.

FCPCS Charter School Classroom Teacher Evaluation

A.	Instructional Design and Lesson Planning (FEAPs)	Rating 1-4
A.1	Aligns instruction with state-adopted standards at the appropriate level of rigor.	
A.2	Sequences lessons and concepts to ensure coherence and required prior knowledge.	
A.3	Designs instruction for students to achieve mastery.	
A.4	Selects appropriate formative assessments to monitor learning.	
A.5	Uses diagnostic student data to plan lessons.	
A.6	Develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.	
Total	<i>Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating column. Insert the total to the right. (Maximum score for this domain is 24.)</i>	

B.	The Learning Environment (FEAPs)	Rating 1-4
B.1	Organizes, allocates, and manages the resources of time, space, and attention.	
B.2	Conveys high expectations to all students.	
B.3	Monitors student learning, provides feedback and adjusts activities to meet the needs of all students.	
B.4	Demonstrates respect for all students' cultures and backgrounds.	

Teacher's Name: _____ Subject(s): _____ Date: _____

School/Campus: _____ Grade Level(s): _____ Evaluation Period: _____

FCPCS Charter School Classroom Teacher Evaluation

C.	Instructional Delivery and Facilitation (FEAPs)	Rating 1-4
C.1	Delivers relevant, engaging and challenging lessons.	
C.2	Clearly communicates learning goals and instructional procedures.	
C.3	Identifies gaps in students' knowledge of the content area.	
C.4	Modifies instruction to respond to preconceptions and misconceptions.	
C.5	Relates and integrates the subject matter with other disciplines and life experiences.	
C.6	Employs higher-order questioning techniques and resources, including technology, to provide comprehensive instruction.	
Total	<i>Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating column. Multiply the total score by 2. Insert the total to the right. (Maximum score for this domain is 48.)</i>	

D.	Assessment (FEAPs)	Rating 1-4
D.1	Analyzes and applies data from multiple assessments and measures to diagnose students' learning needs, informs instruction based on those needs, and drives the learning process.	
D.2	Designs and aligns formative and summative assessments that match learning objectives and lead to mastery.	
D.3	Uses a variety of assessment tools to monitor student progress, achievement and learning gains.	
D.4	Modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.	
D.5	Shares student outcome data with students and parents.	
D.6	Uses technology to organize and integrate assessment information.	
Total	<i>Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating column. Multiply the score by two. Insert the total to the right. (Maximum score for this domain is 48.)</i>	

E.	Continuous Professional Improvement (FEAPs)	Rating 1-4
E.1	Engages in professional development activities consistent with his/her goals and those of the school.	
E.2	Sets purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.	
E.3	Uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning and continuously improve the effectiveness of the lessons.	
E.4	Collaborates with parents, colleagues and the community to support student learning.	

Teacher's Name: _____ Subject(s): _____ Date: _____

School/Campus: _____ Grade Level(s): _____ Evaluation Period: _____

FCPCS Charter School Classroom Teacher Evaluation

F.	Professional Responsibility and Ethical Conduct (FEAPs)	Rating 1-4
F.1	Adheres to established laws, policies, rules and regulations.	
F.2	Professional demeanor (The teacher adheres to the Code of Ethics and Principles of Professional Conduct of the Education Profession of Florida; adheres to a high moral standard in the community; follows school policies; exhibits a professional appearance and behavior; uses appropriate language; and interacts appropriately with students, parents, staff and community).	
F.3	Maintains accurate records.	
F.4	Is punctual with reports, grades, records, and reporting to work.	
F.5	Performs assigned duties.	
F.6	Builds professional relationships	
Total	Assign each indicator a rating of 1-4. To calculate the rating for this domain, add the total points in the rating column. Insert the total to the right. (Maximum score for this domain is 24.)	

To calculate the employee's **TOTAL RATING**, add the "Totals" for each domain.

EMPLOYEE'S TOTAL SCORE ON CLASSROOM TEACHER EVALUATION = _____ (Maximum score is 212)

EMPLOYEE'S TOTAL RATING ON CLASSROOM TEACHER EVALUATION (Check Appropriate Rating)

Highly Effective _____ Effective _____ Needs Improvement/Development _____ Unsatisfactory _____

193-212 = Highly Effective;
159-192 = Effective;
127-158 = Needs Improvement/Developing
1-126 = Unsatisfactory

Comments:

Identified areas for improvement and recommendations:

The signatures below indicate that the employee has had an opportunity to confer with the school-based administrator (evaluator) regarding the results of the evaluation. The employee may include a written statement as an addendum.



Parent/Student Handbook

2015 - 2016

ABSENCES:

If a student is going to be absent, please call the school office before 9:00 a.m. Anytime a student returns to school after an absence, a note **MUST** be brought from home. Acceptable excuses for student absences are illness, a death in the family, or religious holiday. The student's homeroom teacher upon his/her return to school will only accept Doctor's notes.

Although the school does not support students missing school for vacation purposes, any student missing school for vacation must notify the administration. Notification must be made in writing at least two weeks in advance so teachers can have the appropriate work ready for each student. Teachers will provide missing work once the students return to school. Students will have one day for each day out to make-up the work. Although, make-up work may be provided, absences due to vacation will not be considered excused.

Students exceeding a combination of 20 absences, tardies or early dismissals are subject to lose re-enrollment privileges.

Progress Monitoring Plan (PMP)

A PMP is required by the state when a student is not progressing at the appropriate rate in academics and or/ behavior. It is designed to help meet a child's individual needs and assist that child in reaching grade level standards.

Students are required to have a PMP if:

- They receive a Level 1 or 2 in Reading or Math on the FSA.
- They are not meeting grade level proficiency.

All parents of students who are two to three years behind in reading and/or math will be required to sign an Academic Contract that allows their child to participate in Reading and/or Math Interventions in lieu of participation in Special area classes and/or remaining after school for additional support.

AFTER SCHOOL CARE PROGRAM:

The After School Care Program is a service that we provide for parents for a small fee. The After School Care Program begins immediately after dismissal and ends at 6:30p.m. Students are provided a snack. During the first hour of after care, students are to work on their homework assignments and read a book.

After homework time is over, students have time for recess, games and a variety of structured activities.

After care is not a tutorial program for homework. Workers provide assistance in completion of homework. Homework not completed within the hour provided will be sent home. After School Care Program fees are as follows:

Registration fee of \$25

Fee collected weekly for participation is \$10.00 for Before Care and \$40.00 for After Care

Payment must be received the week before the student participates in after care. After School Care Program registration packets may be picked up in the school cafeteria before school or in the aftercare office during after school hours. Children must be registered prior to using the drop in service.

AGENDA:

Each student will receive an agenda from the school. The agenda will be used on a daily basis by teachers for communication to parents. Students will use a folder to carry their homework assignments. **If your child loses his/her agenda, there will be a replacement fee of \$5.00.**

ARRIVAL:

Students need to learn the importance of regular school attendance. **In addition, it is important that students report to school on time.** Students eating breakfast must report to the cafeteria at 7:30 a.m. Breakfast will be served until 7:55 a.m. Any students reporting after 7:55 a.m. will not be served and will go directly to class. **All students dropped off before 7:30 a.m. will be placed in our Before School Care program and charged the daily rate of \$5.00 if not previously registered.** All other students should arrive no sooner than 7:30 a.m. for 3rd – 5th grade and 8:00 a.m. for K-2nd grade and report directly to their classrooms to prepare for their day. Instruction begins promptly at 8:00 a.m. for 3rd – 5th grade and 8:30 a.m. for K-2nd grade. If your child arrives to school late, you must walk them to the front desk to sign in.

BEFORE SCHOOL CARE:

Before School Care is a service we provide for all parents for an additional \$2.00 per day or \$10.00 per week. Students who participate should be dropped off from 7:00 a.m. – 7:30 a.m. Before School Care Program registration packets may be picked up in the front office before school or at the Aftercare dismissal desk after school.

CAFETERIA PROGRAM:

Students receive a copy of the monthly menu or it can be viewed on our school website. If a child would like to purchase a lunch the parent should bring the lunch money to the office in the morning. Occasionally, students lose or forget their lunch money. When this occurs, students will be given cereal and milk or an alternate nutritious lunch. There will be no charging on their account if they do not have lunch money.

Free and Reduced Lunch Applications will be sent home with every student and must be completed within the first week of school. If you did not receive one, please stop by the office to pick one up. Please allow 5 days for the approval process to take place. If your child qualified for free or reduced lunch last year, then it will carry over for the first five days of school while applications are being processed. It is imperative that applications are completed and turned in within the first few days of school. All parents should complete the application and return it to the school office, even if you do not think you qualify.

Prices for breakfast/lunch are:

Breakfast:

Free - \$0.00

Reduced - \$.30 Monthly \$7.50

Full Price - \$1.50

Monthly \$38.00

Lunch:

Free - \$0.00

Reduced - \$.40 Monthly \$10.00

Full Price - \$2.60

Monthly \$55.00

Behavior: Students should eat in an atmosphere that is pleasant and conducive to good habits. Please discuss good cafeteria manners with your child. Students will receive a consequence for improper cafeteria behavior and rewards for appropriate behavior.

Student Cafeteria Expectations

- come in quietly; sit down at assigned table
- follow directions immediately
- stay seated
- use good table manners
- keep area clean; clean up after yourself
- eat your own food; no sharing
- use inside voice

COMMUNICATION:

Communication is absolutely essential for success in any human endeavor. The administration and staff recognize this and will strive to facilitate open and frequent communication with parents at all times. Therefore, **it is crucial that you update any changes to your address or phone numbers.** In addition, we expect parents to **attend all mandatory meetings** throughout the year in order to receive pertinent information. All parents **must** meet with their child's teacher 2 times during the school year. We encourage you to have conferences more often as effective communication is one of the cornerstones of education.

From time to time, surveys will be sent home to ask your opinion on certain issues. Also, an End of the Year Survey will be conducted and your participation is crucial so that the school can determine areas which are working well and areas which need improvement.

Teachers have daily communication with the parents through the student's agenda. Progress reports will be sent home at the midpoint of each grading period. Report cards are sent home at the end of every quarter.

The dates that report cards will be sent home are as follows:

1st Quarter- Thursday, November 12, 2015

2nd Quarter- Thursday, January 28, 2016

3rd Quarter- Thursday, April 14, 2016

4th Quarter- Wednesday, June 29, 2016

The dates that progress reports will be sent home are as follows:

1st Quarter- Thursday, September 24, 2015

2nd Quarter- Thursday, November 19, 2015

3rd Quarter- Tuesday, February 11, 2016

4th Quarter- Thursday, April 28, 2016

Please feel free to consult with the office regarding any problems or questions that concern your child. It is the desire of the administrators and the faculty to be of service to both parent and student, and every teacher welcomes scheduled conferences.

We do urge, however, that such visits be made by making an appointment with the teacher at a convenient time before or after school hours. Meetings will not take place during academic instruction times between 8:00am-3:00pm unless scheduled by administration or scheduled during teacher planning time. Parents are asked not to meet with a teacher before or after class unless a conference has been scheduled.

All formal school communication will be sent home on Thursdays in the agenda. However, please make sure that you check your child's backpack daily for informal notes from the teacher or from our staff. **Agendas must be initialed by a parent or guardian daily to ensure continuous communication.**

DISCIPLINE PROCEDURE:

Discipline is the process of changing a student's behavior from inappropriate to exemplary. We are never satisfied with merely stopping poor behavior; we desire to teach the student to do what is right. We do not discipline a student out of anger or for the sake of convenience, but with the intention to help the student make appropriate choices.

Championship Academy has established school wide procedures for discipline based on these guidelines. The following list is not all-inclusive:

- 1) Students are expected to respect the authority of school personnel, which includes but is not limited to: administrators, teachers, teacher assistants, substitute teachers and all other members of our staff.
- 2) Malicious destruction of school property results in the replacement, repair or payment for damages by either the student or his/her parents. The placement of stickers or writing on school property is forbidden.
- 3) Students shall help keep the school clean at all times. **There is to be no gum chewing in the school building or on the grounds.**
- 4) Items that interrupt the educational process such as water pistols, matches, electronic devices (ex., Gameboys, PSP's, etc.), skateboards, toys, trading cards, weapons of any sort, etc. are not permitted at school. All items will be confiscated and parents will have to pick them up. The school is not responsible for the loss or theft of disruptive items.
- 5) No notebooks, folders, magazines, lunchboxes, etc. will be permitted that carry pictures or slogans referring to the drug, alcohol or gang culture. No profane, abusive or slang language is to be used.
- 6) Cell phones may be brought, however, must remain in the student's backpack and be turned off. Violations of these rules will result in the student not being able to bring a cell phone to school. **Cell phones may not be used to make phone calls, texting, or sending any media files during school hours. The school is not responsible for loss or theft of cell phones.**
- 7) **Zero tolerance for aggression.** Students that are involved in a fight will be suspended from school.

- 8) **Students who exhibit aggressive behavior** (students that push, hit, bite or kick another student and/or staff member) disciplinary action will follow Broward County Student Code of Conduct.

SCHOOL WIDE GUIDELINES FOR SUCCESS

Students will:

- Be responsible
- Always try
- Complete assignments appropriately
- Do their best
- Have a good attitude
- Treat everyone with respect

Middle School Student Expectations

- Follow directions immediately
- Come to class prepared
- Use appropriate school language and voice level
- Keep hands, feet, and objects to yourself
- Keep class and personal area clean

Student Hallway Expectations

- Follow directions immediately
- Face forward at all times
- Arms should remain behind back in Falcon Strut position
- Walk single file staying to the right
- Remain silent

SUSPENSION

Suspend able offenses include but are not limited to the following:

1. Fighting or other dangerous or disruptive behaviors
2. Smoking on school grounds
3. Being under the influence or in possession of alcoholic beverages
4. Defacing or vandalism of school property
5. Igniting any flammable substance
6. Continual disruption of class
7. Emotional outbursts
8. Profanity
9. Insubordination
10. Disrespect
11. Peer Conflicts
12. Gang Membership

The Principal will follow Broward County's Code of Conduct Matrix for any of the following situations:

1. Possession, use of or transmission of a weapon, including but not limited to a gun, knife, razor, explosive, ice pick or club.
2. Possession, use of or transmission of a substance capable of modifying mood or behavior.
3. Using any article as a weapon or in a manner calculated to threaten any person.
4. Committing a serious breach of conduct including, but not limited to, an assault on school personnel or on another pupil, lewd or lascivious act, arson, vandalism or any other such act, which disrupts or tends to disrupt the orderly conduct of the school activity.
5. Engaging in less serious but continuing misconduct including, but not limited to, the use of profane, obscene, or abusive language, or other acts that are detrimental to the educational function of the school.
6. Threats.

A student has the right to a fair hearing as outlined by the Broward County Public Schools Code of Conduct.

STUDENTS' RIGHTS:

Students have the right to feel safe from threats and bodily harm. Disruptive behaviors are never acceptable, and when they occur, they will result in a time out, exclusion from participation in class activities, suspension, expulsion or other disciplinary action.

Parents who have a conflict with a student other than their own child are requested to speak to the Administration. Under no circumstances may a parent approach the student directly.

All students and employees will be treated with respect. Slurs innuendoes, hostile treatment, violence, or other inappropriate verbal or physical conduct against a student or employee will **NOT** be tolerated.

DETENTIONS:

Detentions are served in the before school, during the students lunch time or afterschool. One classroom will be designated for detention. Students will spend the time quietly reflecting on their behavior and the consequences. Teachers will be assigned detention supervision on a rotating basis. Parents must sign a Detention Notice acknowledging the detention, to be returned to the classroom teacher before the detention is served.

DISMISSAL:

Students must leave the school grounds immediately after dismissal unless enrolled in the after care program. Parents must wait for their children outside the school. Only individuals listed on the EMERGENCY CONTACT card will be allowed to pick-up students from the school. Valid photo identification will be required of all individuals picking up students. If someone arrives at the school to seek the release of a student and the person's name is not on the emergency contact card the student will not be released. **All approved people picking up the child must have valid photo identification. Students will be sent home as planned in regular dismissal procedures unless prearranged changes are given to the teacher in prior written notice. No phone calls will be made by students to request changes in their dismissal on that day.**

To avoid having the school become involved in personal family conflicts, parents or guardians should submit to school authorities a copy of any legal documents, which indicate who has legal access to the child and his/her records during school hours. In the absence of legal documentation, school officials will provide access only to those individuals whose names appear on the student's data card. Friends and strangers will be denied access to a student in the absence of verified parental consent. Students may not be released to walk home alone or to meet a parent off site without prior **written** parental consent.

Dismissal is 3:30pm for 6th – 8th graders. Siblings will be held for later dismissal to allow for one pick up. Students not picked up by 3:45 pm will be assessed a late fee and placed in After Care.

Parents MUST adhere to the traffic pattern given out at the beginning of the school year.

EARLY DISMISSAL: Students will not be dismissed from the classroom. Early dismissal will not be permitted after 1:45 p.m. Parents must wait until the student(s) dismissal time.

Any student leaving school prior to dismissal will have an early dismissal logged to his/her record. When possible, please notify the teacher in writing in advance so that your child is ready on time.

After a combination of 20 absences, tardies and/or early dismissals, a child may not be invited to return to *Championship Academy* the following school year.

DRESS CODE:

A higher standard of dress encourages greater respect for individuals, students and others, and results in a higher standard of behavior. Our dress code guidelines indicate appropriate school dress during normal school days. CAD reserves the right to interpret these guidelines and/or make changes during the school year. Students are expected to follow these guidelines. **Every student in attendance shall wear a school uniform. There will be no exceptions except on jean days when uniform shirt is required.**

- Hair: Students should maintain neat and clean hair with no distractions to the classroom learning environment. No mohawks, fauxhawks or unusual colors are permitted. Hats and bandanas are not permitted unless the school has a special event and administration approves its use. Headbands may only be worn if holding hair back and may not be worn across the forehead.
- Shoes: Students must wear closed toed black shoes (all black or white sneakers are permitted) at all times. No heavy military type boots or shoes with metal tips may be worn. No platform shoes or heels may be worn. On PE days, students must wear sneakers. No Healties. If students wear them, the wheels will be confiscated and only returned to a parent. Shoes must be worn with Velcro closed or laces tied.
- Shirts: All shirts must be tucked in and must have the CAD logo. Only plain white undershirts may be worn under the uniform shirt. Only red polo, white button down, collared dress shirt (girls) or white button down oxford shirt (boys) may be worn. PE shirts/shorts and field trip shirts are to be worn on PE days and field trip days only.
- Slacks: All uniform slacks must be worn with a belt and be in good repair. All pants must fit appropriately at waist and must not be oversized.
- Skirts (girls): Modest style skirts must be no shorter than a fingertip length above the knee.
- Ties: Boys and girls must wear prospective school tie.
- Jewelry: No body piercing other than earrings. Earrings should be stud style only for safety purposes. Necklaces, bracelets and rings will be collected by the faculty if they are disruptive to the learning environment unless worn for religious reasons.

The school is not responsible for any lost or stolen jewelry, accessories, or items.

- Jackets/Sweaters: Students should only wear solid colored dark blue sweaters or jackets while in class. No hoodies are permitted.
- On cold days, uniform pants must be worn. There will be no jean substitutions. Overcoats and heavy jackets may be worn, but must be taken off once in class.
- General: No sports bands (wrist, head or ankle) may be worn at school. At no time are students to wear anything offensive, immodest or deemed inappropriate by the faculty. All uniform shirts must be embroidered with proper school logos. Uniforms that are altered (other than pant legs for proper length); belt loops, etc. will be considered a uniform violation.

Consequences for Out-of-Uniform Violations:

1. 1st written warning violation notice sent home
2. 2nd written warning and contact to parent via telephone.
3. 3rd written warning and contact to parent followed by written notification to Administration.
4. 4th written warning – Administration provides parent with notification of non-compliance of dress code and jeopardy of loss of re-enrollment.

EMERGENCY PROCEDURES:

Illness: The importance of regular attendance cannot be over-emphasized, but **students should not be sent to school when they are ill**. If a student becomes ill during the school day and it appears that they would be best cared for at home, the parent will be contacted and expected to make arrangements to have child picked up. There are limited facilities in the school, making it impossible to keep sick students for long periods of time. School personnel must be notified in writing of any student's chronic illness (i.e. asthma, diabetes, heart conditions, or seizures). This heightens awareness in case of an emergency. **In the event of an emergency, if a parent cannot be contacted and no contact on the emergency card can be reached, students will be sent to the hospital.**

Injury: The procedures listed below will be followed for an injured student:

- 1) Teachers will send the student to the office if the injury is minor. Teachers will notify the office if the student is unable to be moved.
- 2) Trained personnel will administer basic first aid.
- 3) The parent(s) will be called and the injury described. For a minor injury, the parent will make the decision about removing the student from the school. Emergency contact persons will be called if the parent cannot be reached.
- 4) The Emergency Rescue Squad will be called for critical injuries that require the type of care that school personnel cannot offer and the parent or emergency contact will be notified.
- 5) An accident report will be completed and filled out for every accident.

FAMILY RIGHTS AND PRIVACY ACT:

The revised Family Rights and Privacy Act became a Federal law in November 1974. The intent of this law is to protect the accuracy and privacy of student educational records. Without your prior consent, only you and authorized individuals having legitimate educational interests will have access to your child's educational records. In special instances, you may waive this right of access to allow other agencies working with your child to have access to those records.

FIELD TRIPS:

As a learning experience, teachers may plan field trips. Parents may be asked to assist the teacher as chaperones. Parents serving in this capacity may not have other children accompany them. Parents who are officially selected to be chaperones may count their hours on the field trip as volunteer hours. They must be cleared through the volunteer clearance system prior to attending any field trips.

Students serve as representatives of the school when they participate on field trips. Teachers may also require chaperones for specific students when deemed necessary. Students with continuous discipline issues may be excluded from a field trip.

Students must have proof of medical insurance submitted to the teacher prior to the day of the field trip.

Written parent permission must be given for students to participate on field trips. The teacher will send permission slips and information about each trip prior to the field trip. Money and permission slips must be turned in according to the teacher's instructions, prior to the field trip or the student will not be permitted to participate. Early dismissal during a field trip is not permitted, students must return to school. Monies paid for field trips will be non-refundable under all circumstances with the exception of school cancellations as they are used to pay for buses and admissions prior to field trips.

GRADING:GRADING SCALE

90-100%	A- Outstanding Progress
80-89%	B- Above Average Progress
70-79%	C- Average Progress
60-69%	D- Lowest Acceptable Progress
0-59%	F- Failure

Report Cards will be sent home at the end of each quarter. The report card contains important information about your child's academic performance.

GRIEVANCE PROCEDURE:

If a student or his/her parents feel they have a grievance or complaint, they should contact the teacher first. If there is no solution, a student or his/her parent may then coordinate to meet with a School Administrator. All disputes arising from difficulties with other students must be handled through the administration. Any parent speaking to a child other than their own regarding any issue are in violation of their parent contract agreement and are subject to possible student dismissal.

HOMEWORK POLICY:

The purpose of homework is to develop study habits in children early on in their academic lives. It is also used to reinforce concepts that have been taught or to work on projects that have been assigned. If a child does not understand their assignment after trying to do it at home, please send a note to the

teacher indicating the problem. Every student should read at night which should be considered a standard homework assignment in all grades. Students should be reading on their own and sharing what they have read with a parent or guardian. This should be done on the weekend also.

The time a child takes to complete their homework assignments may vary according to the assignment. A child who does not complete classwork during the school day may be required to finish the assignment at home.

Assignments must be completed neatly, on time, and properly written. When a homework assignment is missed or incomplete; the student will be seated at a timeout table during lunch. Time will be given to eat and the remaining lunch period will be spent completing the assignment. On the third homework assignment not turned in on time or turned in incomplete, the teacher will assign a detention and request a parent conference. Children with chronic homework infractions are referred to the school administration for possible in-school suspension. Teachers keep daily records of homework assignments which are used in determining quarterly grades. If a child continually fails to complete homework, it will negatively affect the student's grades and consequences may include detention or in-school suspension. **It is important to note that "homework" is the responsibility of the student.**

Parents may help in the following ways:

- ❖ Show an interest in your child's work.
- ❖ Provide a place and time for quiet study.
- ❖ Assist in practicing with spelling words and number combinations.
- ❖ Encourage home reading and listen to your child read.
- ❖ Review the homework for neatness and completeness.
- ❖ Refrain from doing the work for your child.
- ❖ Discuss problems related to homework with your child's teacher.

HONOR ROLL/AWARD REQUIREMENTS:

Grades 6 – 8th

Principal's Honor Roll - 90% or above in all subjects. All "E"s for primary grades; all "A"s for intermediate with no "IN"s in behavior

Honor Roll – 80% or above in all subjects. All "E"s or "G"s for primary grades; all "A"s and "B"s for intermediate with no "IN"s in behavior.

Perfect Attendance Award – students who attend school every day for the entire school year will receive an award at the End-of-the-Year award ceremony.

On Time Award – students who arrive at school on time every day for the entire school year will receive an award at the End-of-the-Year award ceremony.

INSTRUCTIONAL BOOKS, EQUIPMENT, MATERIALS, AND SUPPLIES:

All textbooks needed by students for school and homework assignments are furnished by the school

from tax dollars. The school is also able to provide the materials and equipment requested by teachers for classroom instruction. Students need to realize that books and materials are expensive and that they should be cared for properly. Charges will be made for damaged or lost books and/or materials. Students are responsible for transporting workbooks/consumables to and from school/home. Consumables or workbooks will be replaced if lost for a fee. Students must learn to be responsible for the care of personal and school materials. Students will be expected to provide all basic supplies such as paper, pencils, crayons, rulers, scissors, markers, glue, etc. The classroom teacher will request any additional supplies in writing. Please help your child come prepared for school by packing his/her homework and supplies in the evening to avoid the last minute morning rush. **Ultimately, it is the student's responsibility to check and be sure that everything needed for the next day has been packed.**

LABELS:

Please have your child's name on all personal property such as: lunch boxes, sweaters, raincoats, etc.

LOST AND FOUND:

Throughout the school year, items that have been lost are turned into the school office. Anytime a student loses an item, he/she should notify the teacher. The teacher will allow the student to check the lost and found in the lobby at the appropriate times. There are many items lost and never claimed each year. These items are donated monthly to various charitable institutions. Therefore, please label your child's personal belongings.

MEDICATION:

The administering or dispensing of any medicines including non-prescription medication to students by employees of CAD, without specific written authorization by the prescribing physician and parent of the student, is forbidden. Please obtain this authorization form in the school office. The medication will be kept in the office and will be administered by office personnel. At no time is medication allowed to be in a student's belongings or desk.

MEDICAL CONDITIONS (Head lice & Ringworm):

Students will be sent home if school personnel suspect lice in his/her hair. The students MAY NOT return to school until treatment has been administered and all nits have been removed from the hair. Upon returning to school, the student will be checked to determine if any nits are still present before admission to class. In cases of Ringworm, Pink Eye, and other contagious diseases, a student must have a doctor's note before returning to school in order to prevent outbreaks.

PARENTS AND TEACHERS ORGANIZATION (PTO):

A great portion of each child's day is spent at school; therefore, his/her growth and development become a shared responsibility between the home and school. Everyone is urged to become active in helping further the goals and growth of the PTO. The faculty, staff and administration hope that all parents will become active members supporting the school and the association. Officers will be elected yearly according to the school's bylaws and district/state guidelines. The PTO will sponsor fundraisers throughout the school year. Monies generated from fundraising events will be used to purchase materials and equipment for the students. PTO board meetings will be held regularly and are open to anyone who wishes to attend. All members are eligible to vote on issues brought before them for consideration during the general PTO meetings. PTO meetings are held monthly. Parents are encouraged to attend. You receive 1 volunteer hour for signing in and attending a meeting.

PARENT VOLUNTEER HOURS: (This will be strictly monitored)

Parents have many opportunities to volunteer their time both at school and in the classrooms. Parents receive volunteer hours for attending all meetings and workshops held at the school. Volunteer sign-ups will be available at the front desk. Other opportunities are announced throughout the school year.

Office personnel and classroom teachers will log, maintain and approve volunteer hours using our Student Information System, Renweb. It is your responsibility to sign in and out of the volunteer log book (in the office) for the hours you complete. You can keep track of and view your hours by logging on to www.renweb.com with your username and password which will be assigned to you.

Pre-approved parent donations are accepted for volunteer time. You get one hour for each \$10 you spend. In order to receive hours, receipts must be turned in. Parents are required to volunteer **20** hours per student or 30 hours per family.

VOLUNTEER SECTION:

Thank you for your commitment to your child's education at Championship Academy! This section is designed to help you complete your volunteer hours with us.

The best way to ensure that you complete your hours is to start right away. The first step to completion of your hours is to write a note to your child's teacher as soon as possible to find out what he/she needs done in his/her room. We do realize that many of you work; therefore you might also want to ask your child's teacher what you can do at home to help the class. You may also contact the Principal to discuss creative options for volunteering. Please let us know if you have a particular talent or skill that you would like to utilize. Volunteer opportunities will also be included in CAD's monthly newsletter. Be sure to check your child's backpack and read the newsletter on a regular basis. Once an event is announced, there may be a limited number of volunteers required. Please be sure to sign up ahead of time in the front office to volunteer for an event. **Please do not show up to volunteer for an event if you have not previously signed up and been called to confirm.** We are always willing to work with you to make your volunteer hours as enjoyable and beneficial as possible.

The entire *Championship Academy of Distinction* staff looks forward to working with each and every one of you as we continue the journey through our student's education.

Guidelines for Volunteers

1. The safety and education of students must be the main concern of volunteers while engaged in school activities.
2. Individual student's grades, records and abilities are personal and confidential information. Students have a right to confidentiality under Florida Statute 228.093 that covers:

academic work completed	family background information
standardized test scores	attendance records
health data	grades
interest inventory reports	teacher or counselor ratings and
reports of serious or recurrent	observations
behavior patterns	

3. Students may not be given medication by volunteers.

4. Volunteers will not contact parents regarding student performance or behavior.
5. Classroom supervision and student discipline are the responsibilities of the teacher and school.
6. Permission for a student to leave the classroom **must always be given by the teacher.**
7. Volunteers are required to sign in and out.
8. For identification, volunteers are required to wear a name badge when helping with school activities.
9. Volunteers will be assigned only to staff members requesting assistance.
10. Punctuality and reliability are expected since teachers plan for volunteer assistance.
11. Comparing and criticizing teachers and students is not acceptable volunteer behavior.
12. Volunteers should be in good physical and mental health.
13. Volunteers are expected to be well-groomed and dressed appropriately.
14. Volunteers should set a good example for students by their manner, appearance, and behavior.

What School Volunteers Do

School volunteers work with teachers who request them to:

EXTEND the teacher's teaching time-

- read stories
- assist in labs
- answer questions
- check student work
- create learning centers
- tutor in math and reading
- use audio-visual equipment
- find materials for classroom use
- help older children with research
- reinforce skills by providing extra drill
- work with non-English-speaking children
- play spelling, phonics language, math games
- assist child with make-up work and missed tests

ENRICH the learning environment-

- dramatize stories
- assist with art projects
- make educational games
- help children choose books
- assist with creative writing
- tape record children's stories
- help children use video camera
- type and reproduce class newspapers
- record books for students who have reading difficulties

EXPAND the resources of the school-

- display special collections

explore career opportunities
add expert resources in special classes
give performances or demonstrations in the arts
show slides and comment on experiences in other cultures

ENLIST the community as partner with the school-

provide a two-way bridge between school and community
enable taxpayers to know school problems and successes
stimulate understanding and support of all school programs

ANSWERS TO SOME QUESTIONS REGARDING VOLUNTEER HOURS

1. **Do I have to do all of my hours?** Yes, we encourage all parents to complete their hours prior to the last day of school.
2. **By when must my hours be complete?** Your hours must be completed by the last day of school. Half of your volunteer hours should be completed by winter break. Volunteer hours completed over the summer will count for the next school year.
3. **Who can complete my volunteer hours for me?** Anyone with the following relation to a CAD student may complete the mandatory hours of service for that child: Mother, Father, Sister, Brother, Aunt, Uncle, or Grandparent. *Please Note: Siblings volunteering must be 18 years or older and not currently attending a public school.* Whoever is volunteering must make sure that the appropriate paperwork is filled out and signed in order to get credit.
4. **Do I have to take time off of work to come in during school hours and volunteer?** No, you do not. There are many activities that count as volunteer time that can be done at home or after school hours. Please contact your child's teacher or the office for suggestions.
5. **What does count for volunteer time?** If you ever have a question, please call the campus office. The following activities have been approved for volunteer hours:
 - * Making phone calls for teachers
 - * Helping out with before and/or after care
 - * Chaperoning field trips
 - * Attending SAC/PTO meetings
 - * Helping out in classrooms
 - * Helping out in the front office
 - * Setting up for special events (Music Shows, Graduation, Field Day, Multicultural Festivals, etc.)
 - * Classroom preparation (i.e. cutting things out, organizing materials)
 - * Reading to a large or small group of children
 - * Speaking to a group of children (i.e. on Career Day)
 - * Helping out with the Academic Enrichment Program
 - * Helping out with the Morning Care Program

- * Helping out with the After Care Program
- * Copying materials for teachers

Please read newsletters and notes sent home throughout the year for announcements of special volunteer times, such as festivals, field day and graduation.

6. Is there any time that I spend at school that does not count as volunteer hours? Yes, the following activities do not count as volunteer time:

- * Having a birthday party for your child
- * Eating lunch with your child
- * Parent/Teacher conference
- * Attending a school activity, but not working
- * Observing your child in class
- * Purchasing items from the school supply list or books from the bookfair.

7. Can I do something that was not requested (i.e. create material for class) and then get volunteer time for it? No, you must get approval before doing volunteer hours. If

there is something that you would like to do for a class and feel that it is worthy of volunteer time, simply ask your child's teacher if it will count. Remember, let us know if you have a particular skill or capability to help out (Example: If you have a truck you may be able to help us transport items).

8. If I have already volunteered for my 20 or 30 hours, can I still volunteer?

By all means, please do! We encourage volunteerism throughout the year and hope that all of our families spend countless hours with their children in the classroom. The hours, however, do not carry over to the following year.

9. May I bring my other children with me when I do my volunteer hours? For safety and practical reasons, we request that you not bring any other children with you while you are doing your volunteer hours. Please make your child care arrangements accordingly before your scheduled volunteer time.

10. How do I prove that I have completed my volunteer hours? Upon completion of a volunteer activity, make sure to log your hours in the volunteer sign-in book. If you are working on campus during school hours, you must sign in and out in the office and have hours approved and signed off by the teacher whom you assisted.

WHAT TO DO IF.....

A Child is Injured:

If a child should receive an injury while under your care, do not attempt to administer any type of aid. No matter how minor the injury is, you should immediately notify the teacher or a staff member.

A Child Becomes Ill:

If a child complains of not feeling well, you should notify the teacher immediately. You should never administer any form of medicine to the child.

You Are Injured:

Should you become injured while performing volunteer duties, notify the school office immediately. The office staff will assist you and ask you to fill out the proper accident forms.

You Are Asked to Take the Class Alone:

Because you are not a paid CAD employee, you are not legally permitted to supervise a class alone. Consequently, if the teacher must leave the room, arrangements should be made to have a paid staff member present.

Someone Asks to See a Child:

If a person who is not a member of the school staff should ask to speak to or take a child, you must direct that individual to the teacher. Under no circumstances should you grant such a request.

Someone Asks You How a Child is Doing:

As it becomes known that you are working in the school, you will likely be asked questions concerning specific children. If a parent or friend inquires about the child's progress, you should say, "I enjoy working with your child and I'm sure if you schedule an appointment, the teacher would be happy to talk with you."

Please remember to get approval in advance for any undertaking for which you would like volunteer hours.

Volunteer Roles at the Elementary Level

These suggestions are only a beginning. You will think of other ways that volunteers can help.

1. Listen to children read/ read to children.
2. Conduct flash card drills.
3. Reproduce materials.
4. Play games at recess.
5. Assist with vision test.
6. Correct student worksheets.
7. Prepare bulletin boards.
8. Help with book fairs.
9. Demonstrate gardening skills.
10. Tell stories with puppets or drawings.
11. Assist with field trips.
12. Assist with lessons in photography, dramatics, knitting or dancing.
13. Set up a "pretend" grocery store to practice math skills.
14. Practice vocabulary with non-English speaking students.
15. Discuss careers or hobbies.
16. Make puppets.
17. Set up science experiments.
18. Help re-shelve books in the library.
19. Help with handwriting practice.
20. Help children with arts and crafts.
21. Help children learn to type.
22. Drill spelling words.
23. Help with cooking projects.
24. Gather resource materials.
25. Help arrange assembly programs.
26. Share information about local history.
27. Help children learn a foreign language.
28. Attend school-related meetings.
29. Make and play instructional games.
30. Reinforce sight/vocabulary words.
31. Assist with Cafeteria Duty.
32. Help children select library books.
33. Reach out to local community businesses to become partners.

PAYMENTS:

***Championship Academy of Distinction* will only accept cash or credit card for payment.** Checks will not be accepted and, therefore, returned. Any reimbursements to parents will be made in the form of a school check for records purposes.

PUPIL PROGRESSION:

Championship Academy of Distinction will follow the Broward County School's Pupil Progression requirements and procedures for all 6-8th students.

RETENTION POLICY:

The final report card reflects final averages. If your child has received two or more failures in the core academic subjects and has scored a level 1 in either the Reading or Math portions of the FSA, your child will be a candidate for retention. Alternate tests are given to determine if retention is required.

SCHOOL ADVISORY COUNCIL (SAC):

This group meets several times a year to discuss school wide goals within the School Improvement Plan. It is comprised of parents, teachers, and community members. This is strictly an advisory council.

SCHOOL HOURS: 7:00 a.m. – 4:00 p.m.

- Before Care: 7:00 a.m. – 7:30 a.m.
- Breakfast Hours: 7:30 a.m. – 7:55 a.m.
- Student Arrival:
 - 7:30-8:00 a.m. for 6 – 8th grade
- Student Dismissal:
 - 3:15 – 3:40pm for 6th – 8th grade
- After School Care: 3:30 p.m. - 6:30 p.m.

Students arriving between 7:00 a.m. and 7:30 a.m. will be placed in the before school program and parents will be charged the appropriate fee. Please do not drop off students early as they are unsupervised. *Championship Academy of Distinction* is not responsible for students outside of school hours.

SCREENINGS:

All students are screened as needed for speech, hearing, and vision to rule out any difficulties in these areas.

TELEPHONE:

The school has a business telephone and the lines must be kept open. Students may not use the telephone except for emergencies. It is difficult to deliver a personal message to an individual student without interrupting the instructional program. Please do not ask the office staff to deliver messages to students except in an emergency. Students may not use the phone to call for lunch, homework, Field Trip Permission Forms, money or projects.

Please allow 24 to 48 hours for teachers/administrators to return calls and reply to messages.

SEVERE WEATHER INFORMATION:

Championship Academy of Distinction will follow the same procedures as Broward County Public Schools in case of severe weather emergencies. Parents should watch the local news for information about school closings.

VISITORS:

All visitors are required to use the front doors between the hours of 7:30am - 6:30pm. Visitors, **INCLUDING PARENTS**, are **NOT** permitted to go to their child's class unannounced during school hours because this disrupts normal routine and instruction. For the safety and protection of all students, visitors (including parents) must sign in and present a valid driver's license. Cooperation will enable the school to provide a safe and orderly learning environment for all students.

Teacher Contact Form

Student Name: _____

Parent/Guardian Name: _____

Address: _____

E-mail Address: _____

Home Phone Number: _____

Work Number: _____

Cell Number: _____

Student Date of Birth: _____

Country of Birth: _____

Nationality: _____

Language Spoken at Home: _____

Homeroom # _____ Homeroom Teacher: _____

Are there any health issues the teacher should be made aware of? yes no

If so, please explain: _____

Any additional information you would like your child's teacher to know about him/her:



PARENT CONTRACT 2015-2016

I the parent(s)/guardian(s) of _____ have read and agree to abide by the Code of Conduct and the Dress Code of the *Championship Academy of Distinction* (CAD). I understand that my child is a Broward County Public School student. Whereas, in order to provide my child with a unique educational opportunity; Whereas, by choosing to enroll my child at *Championship Academy of Distinction*, it is a decision of my personal choice and not a privilege; whereas, my desire to enroll my child at Championship Academy is premised upon my desire to become an active partner in the education of my child;

Now, therefore, in consideration of the foregoing:

1. As a parent of a student at CAD, my commitment is to abide by the following resolutions:
 - A. To abide by all school rules and regulations stated in the parent handbook, for example: Morning and afternoon pick/drop off procedures, parking procedures, entering and exiting the school building the proper ways, students will not pick up lunch, home learning, school projects, etc. from the front office after the school day has begun at 8:00 a.m. For more rules and regulations, please read the parent handbook.
 - B. To recognize and embrace my role as the primary educator of my child.
 - C. To participate in the Parent Teacher Organization (PTO) and/or parenting workshops provided by CAD.
 - D. To attend all conferences scheduled with any member of the CAD staff.
 - E. To participate in the Parent Volunteer Program, including volunteering 20 hours, at a rate that is sensitive to the needs of the school, and in all cases to be completed by the last day of school.
 - F. To provide transportation to and from school for my child. I understand that if I am late picking up my child, he/she will be placed in the after school care and charged a fee. **If my child is continually tardy/absent/released early, the attendance policies will be enforced and I understand that for the benefit of my child's education, he/she may be required to transfer to a school that is more accessible for my child or may lose automatic re-enrollment.**
 - G. To purchase uniforms through the school website for my child and ensure that my child is in uniform on a daily basis.
 - H. To supply lunch each day to my child, either from home or purchased from the CAD approved vendor.
 - I. To be responsible for timely payments of any fees accrued at CAD.
 - J. To participate in the CAD functions.
 - K. To participate in the school fundraisers.
 - L. To adhere to all school policies and procedures as stated in the Parent Handbook.

2. To do the following things to enhance my child's academic growth, I agree to do the following:

- A. To read and use information sent home by the school to keep parents informed of the academic topics to be introduced and studied in the classroom.
- B. To provide a suitable time and place within the home for homework.
- C. To limit television, video games, internet and phone usage during the week and allow more time for reading, studying and family time.
- D. Use Renweb to stay informed on my child's academic progress.
- E. To check my child's homework and the agenda nightly.

I understand that by not fulfilling my contractual obligations to the school and to my child, this may result in my child being withdrawn from the school at the sole discretion of the Principal.

Signature of Parent(s) /Guardian(s): _____

Acknowledged by Date: _____

CLASSROOMS
HALL ENTRANCE &
OFFICES
ARTERIAL
MULTIPURPOSE ROOM

This architectural floor plan shows a school building with several distinct zones highlighted in color. A large area on the right side is shaded in black and labeled 'MULTIPURPOSE ROOM'. To its left, a large rectangular area is outlined in red and labeled 'A'. Further left, a smaller rectangular area is outlined in blue and labeled 'B'. To the right of area B, a large rectangular area is outlined in green and labeled 'C'. Above area C, a smaller rectangular area is outlined in green and labeled 'D'. The plan also shows various rooms, corridors, and a parking lot at the bottom. The text 'FLOOR PLAN' is visible at the bottom left.

A/2/20

RUDOLPH PLATT

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CONFIDENTIAL

1. **Author(s)**
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 COMMUNITY & SOCIAL SERVICE
 800 NORTH W. 10TH AVE
 SUITE 100
 MIAMI, FL 33135
 (305) 581-2000
info@civica.org
www.civica.org

INTERCULTURAL
 ACADEMY
 CHARTER SCHOOL
 850 TORREY
 CARPIS

1000 N. HALL STREET
 MIAMI, FL 33136

Topic: Finding Your Own Place
Essential Question: What Defines a Home?

Pacing
Week 1 - 2
5 Days Block

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
READING LITERATURE LAFS.6.RL.1.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.6.RL.1.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.6.RL.2.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> READING INFORMATIONAL TEXT LAFS.6.RI.1.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.6.RI.1.2 - Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. <i>Cognitive</i>	Unit 1: Selection 1 - “Growing Together” Unit 1: Unit Launch Connect - View the Photograph T0 - Experience It R3 - Share and Compare T0 - What might be scary about moving to a new country? - Which senses haws the author appealed to in describing the Spice Islands? How does this help you understand what the islands are like? - What are some of the reasons the Spice Islands would be a beautiful place to call home? Explore the Guiding Question - Discuss One’s Own Place T1 - Synthesize Ideas T1 Focus on Reading T2-T7 Reading Strategies: - Plan - Monitor - Make Connections - Visualize - Ask Questions - Determine Importance - Make Inferences - Synthesize - Try It! - On Your Own Focus on Vocabulary T8-T9 Use Context Clues for Multiple Meaning Words. - How Strategy Works - Practice Together	Unit 1: Selection 1 - “Growing Together” Unit 1: Unit Launch Vocabulary: Students will: - Use Academic Vocabulary - Use Context Clues for Multiple-Meaning Words Learning Strategies: Students will: - Visualize - Relate to Personal Experience - Use Graphic Organizers (Mind Map) Listening, Speaking, and Viewing: Students will: - Respond to and Interpret Visuals - Listen and Take Notes - Participate in a Discussion Reading Strategies: Students will: - Plan - Monitor - Make Connections - Visualize - Synthesize - Ask Questions - Determine Importance - Make Inferences Literary Analysis: Students will: - Comprehend Text - Use Text Evidence - Use Context Clues - Determine Main Idea - Make Inferences	Unit 1: Selection 1- “Growing Together” Unit 1: Unit Launch: Lessons 1-5 INSIDE LEVEL A Teacher’s Edition T0- T25a; Writing T1Wc-T11W Student Book (pp. 1-25) Student Practice Book (pp. 1-13) INSIDE Writing Book (pp.2W-11W) accessed through www.myngconnect.com Assessment Handbook Selection Test 1 (pp. 1b-1c, Answer Key p. 154) accessed through www.myngconnect.com Technology: Video- www.myngconnect.com “Meet the Author: Carmen Agra Deedy” Language CD 1: Tracks 1-2 - Express Ideas & Feelings Reading Fluency CD: Track 1 - Intonation : “Growing Together” Selection Recording: “Growing Together,” www.myngconnect.com Comprehension Coach: accessed through www.myngconnect.com Writing Practice Worksheets - Writer’s Workout (pp. 1-6) accessed through www.myngconnect.com Transparencies accessed through

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<u>Complexity: Level 2: Basic Application of Skills & Concepts</u> LAFS.6.RI.2.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <u>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</u> LAFS.6.RI.2.6 - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. <u>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</u> LAFS.6.RI.4.10 - By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. <u>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</u> WRITING LAFS.6.W.1.2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and through the selection, organization, and analysis of relevant content. <u>Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning</u> LAFS.6.W.1.2b- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. <u>Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning</u> LAFS.6.W.3.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. <u>Cognitive Complexity: Level 3: Strategic</u>	- Try It! - On Your Own Unit 1: Lesson 1 Reading Build Background and Vocabulary - Video: Meet the Author: "Carmen Agra Deedy - Digital Library T10 - Connect: Quickwrite T10 Language Develop Language Language & Grammar - Use Statements with Am, Is, And Are T12- T13 Speaking & Listening - Express Ideas and Feelings CD 1 Tracks 1-2: T11, T13 Writing www.myngconnect.com Model Study: - Sentences and Paragraphs Teacher's Edition T2W- T3W Student Book pp.2W-3W - Writer's Workout (p. 1) Unit 1: Lesson 2 Selections: "Growing Together," by Carmen Agra Deedy" Teacher's Edition T16-T21, Student Book pp. 16-21 & "When I Grow Up," by Janet S. Wong Teacher's Edition T22, Student Book pp. 22 Reading Build Background and Vocabulary Key Vocabulary - Introduce and Make Study Cards T14 angry change curious immigrant learn leave ordinary strange Read, Respond, and Build Skills - Reading Strategies:	Unit 1: Lesson 1 Vocabulary: Students will: - Use Key Vocabulary Listening, Speaking, and Viewing: Students will: - Deliver Ideas Effectively - Respond to and Interpret Visuals - Participate in a Song and Poem Reading Strategies: Students will: - Activate Prior Knowledge Language Function: Students will: - Express Ideas and Feelings Grammar: - Use Statements with Am, Is, and Are Unit 1: Lesson 2 Vocabulary: Students will: - Use Key Vocabulary - Use Context Clues for Multiple-Meaning Words Listening, Speaking, and Viewing: Students will: - Interpret and Analyze Visuals Reading Strategies: Students will: - Plan - Monitor - Visualize Literary Analysis: Students will: - Use Text Evidence - Recognize Genre: Personal Narrative - Recognize Genre: Poem (line length) - Use Text Features: Word Placement Reading Fluency:	www.myngconnect.com - Academic Language Frames 1-2 - Grammar Transparencies: 1 Making Statements, 2 Subject-Verb Agreement: Forms of Be, 3 Subject-Verb Agreement: Forms of Be - Language Transfer Transparencies: 7, 18 Word Order in Statements ; Verb Forms - Writing: 1W Academic Language Frames- Writing Supports, 2W Revision in Action, 3W Mechanics Workout

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
<u>Thinking & Complex</u> LAFS.6.W.4.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> SPEAKING AND LISTENING LAFS.6.SL.1.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> LANGUAGE LAFS.6.L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Cognitive Complexity: Level 2: Basic Application of Skills &</i>	Plan, Monitor, Visualize, Use Text Evidence <i>T15</i> - Read the Selection <i>T16-T22</i> - Introduce the Genre: Personal Narrative, Poem - Focus on Reading: Plan, Monitor, Visualize, Use Text Evidence - Focus on Vocabulary: use Context Clues (Multiple Meaning Words) Build Fluency Reading Fluency - Intonation <i>T19</i>, Daily Fluency Practice <i>PD 60</i> - Accuracy and Rate <i>T17</i> Language Develop Language Language & Grammar - Use Statements with Am, Is, And Are Transparency 1, and Grammar Routine <i>PD 54</i> Speaking & Listening - Express Ideas and Feelings <i>T21</i> Writing www.myngconnect.com Writing Strategy - State a Topic Sentence Teacher's Edition <i>T4W- T5W</i> Student Book pp.4W-5W - Writer's Workout (p. 2) Unit 1: Lesson 3 Selections: "Growing Together," by Carmen Agra Deedy" Teacher's Edition <i>T16-T21</i>, Student Book pp. 16-21 & "When I Grow Up," by Janet S. Wong Teacher's Edition <i>T22</i> Student Book pp. 22 Reading Build Background and Vocabulary	Students will: - Read with Intonation Language Function: Students will: - Express Ideas and Feelings Cultural Perspectives: Students will: - Recognize and Appreciate Aspects of World Culture Unit 1: Lesson 3 Vocabulary: Students will: - Use Key Vocabulary Reading Fluency: Students will: - Read with Intonation Comprehension and Critical Thinking: Students will: - Analyze and Interpret Text: Make Comparisons; Summarize Literary Analysis and Writing: Students will: - Write in Response to Literature	

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
<u>Concepts</u> LAFS.6.L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. LAFS.6.L.1.2a - Spell correctly. <u>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</u> LAFS.6.L.3.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <u>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</u> LAFS.6.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <u>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</u> LAFS.6.L.3.6 - Acquire and use accurately grade-appropriate general academic	Key Vocabulary - Review and Practice T23 <i>angry change</i> <i>curious immigrant</i> <i>learn leave</i> <i>ordinary strange</i> Read, Respond, and Build Skills - Return to Selection T23 - Connect Reading and Writing: Critical Thinking (Summarize, Interpret, Compare, Inference) - Write About the Guiding Question: What do you think Papi means when he says the mango and the magnolia grow together? Build Fluency Reading Fluency - Intonation T19, Daily Fluency Practice PD 60, Self-Assessment T23 - Accuracy and Rate T17 Language Develop Language Grammar - Use statements with Am, Is And are Transparency 2, and Grammar Routine PD 54 Writing www.myngconnect.com Writing Application - Plan and Write a Paragraph Teacher's Edition T6W- T7W Student Book pp.6W-7W - Writer's Workout (p. 3-4) Unit 1: Lesson 4 Reading Build Background and Vocabulary Key Vocabulary	Unit 1: Lesson 4 Vocabulary: Students will: - Use Academic Vocabulary - Use Context Clues for Multiple-Meaning Words Literary Analysis: Students will: - Analyze Narrator's Point of View	

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. <i>Cognitive Complexity: Level 1: Recall</i>	- Practice with Routine 4 <i>PD36</i> <i>angry change</i> <i>curious immigrant</i> <i>learn leave</i> <i>ordinary strange</i> Academic Vocabulary - Introduce and Practice <i>T24</i> <i>analyze explain</i> Read, Respond and Build Skills - Return to and extend reading selection <i>T24</i> - Vocabulary Study: Use Context Clues - Literary Analysis: Narrator's Point of View Build Fluency Reading Fluency - Intonation <i>T19</i>, Daily Fluency Practice <i>PD 60</i> - Accuracy and Rate <i>T17</i> Language Develop Language Grammar - Use Statements with <i>Am, Is</i> And <i>Are</i> Transparency 3, and Grammar Routine <i>PD 54</i> Writing www.myngconnect.com Writing Application - Evaluate the Work, Revise Teacher's Edition <i>T8W- T9W</i> Student Book pp.8W-9W - Writer's Workout (p. 4-5) Unit 1: Lesson 5 Reading Build Background and Vocabulary Key Vocabulary - Practice with Routine 9 <i>PD41</i> <i>angry change</i> <i>curious immigrant</i> <i>learn leave</i> <i>ordinary strange</i>	Unit 1: Lesson 5 Language Function: Students will: - Express Ideas and Feelings Writing: Students will: - Write with Effective Statements Grammar: Students will: - Use Statements with <i>Am, Is, and Are</i>	

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
	Read, Respond, and Build Skills Extend the Reading (Content library and leveled library not included in adoption) - Independent reading opportunity - Teachers may allow students to select novels from classroom library, media center, or other resources. Build Fluency Reading Fluency - Intonation <i>T19</i>, Daily Fluency Practice <i>PD 60</i> - Accuracy and Rate <i>T17</i> <u>Language</u> Develop Language Language & Grammar - Writing & Grammar: Write About Someone You Know <i>T25</i> - Use Statements with Am, Is And Are: Write About Someone You Know <i>T25</i> <u>Speaking & Listening</u> - Express Ideas and Feelings: Act Out a Feeling <i>T25</i> <u>Writing</u> www.myngconnect.com Writing Application: - Edit and Proofread Teacher's Edition <i>T10W-T11W</i> Student Book pp.10W-11W - Writer's Workout (p. 6) <u>Assessment</u> Assessment Handbook pp. 1b-1c Selection Test 1		

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS

Topic: Finding Your Own Place
Essential Question: What Defines a Home?

Pacing
Week 3 - 4
4.5 Days Block

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
READING LITERATURE LAFS.6.RL.1.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.6.RL.1.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> READING INFORMATIONAL TEXT LAFS.6.RI.1.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.6.RI.1.2 - Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.6.RI.2.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>	Unit 1: Selection 2 - "Kids Like Me" Unit 1: Lesson 6 Reading Build Background and Vocabulary - Video: "Listen to Teens" T26 - Connect: Anticipation Guide T26 Language Develop Language Language & Grammar - Use Questions and Statements T28-T29 Speaking & Listening - Ask and Answer Questions CD 1 Tracks 3: T27, T29 Writing www.myngconnect.com Model Study: - Persuasive Paragraph Teacher's Edition T12W- T13W Student Book 12W-13W - Writer's Workout (p. 7) Unit 1: Lesson 7 Selection: "Kids Like Me: Voices of the Immigrant Experience," "adapted from a book by Judith M. Blohm and Terri Lapinsky Teacher's Edition T32-T38, Student Book pp. 32-38 Reading Build Background and Vocabulary Key Vocabulary - Introduce and Make Word Webs. T30 <i>adjust</i> <i>appreciate</i> <i>culture</i> <i>opportunity</i> <i>understand</i> <i>different</i> <i>relative</i> <i>value</i> Read, Respond, and Build	Unit 1: Selection 2 - "Kids Like Me" Unit 1: Lesson 6 Vocabulary: Students will: - Use Key Vocabulary Listening, Speaking, and Viewing: Students will: - Respond to and Interpret Visuals - Express Ideas Effectively - Listen to Information Reading Strategy: Students will: - Activate Prior Knowledge Language Function: Students will: - Ask and Answer Questions Grammar: Students will: - Ask Questions and Make Statements Unit 1: Lesson 7 Vocabulary: Students will: - Use Key Vocabulary Listening, Speaking, and Viewing: Students will: - Interpret and Analyze Visuals Reading Strategies: Students will: - Make Connections - Ask Questions - Determine Importance Literary Analysis: Students will: - Use Text Evidence	Unit 1: Selection 2 - "Kids Like Me" Unit 1: Lesson 6- 10 INSIDE LEVEL A Teacher's Edition T25c- T41a; Writing: T12W-T21W Student Book (pp. 26-41) Student Practice Book (pp. 14-21) INSIDE Writing Book (pp.12W-21W) accessed through www.myngconnect.com Assessment Handbook Selection Test 2 (pp. 1d-1e, Answer Key p. 154) accessed through www.myngconnect.com Technology: Video- www.myngconnect.com "Listen to Teens" Language CD 1: Tracks 3 - Ask and Answer Questions Reading Fluency CD: Track 2 - Expression- "Kids Like Me" Comprehension Coach accessed through www.myngconnect.com Selection Recording- www.myngconnect.com "Kids Like Me" Writing Practice Worksheets - Writer's Workout (pp. 7-12) accessed through www.myngconnect.com Transparencies - Academic Language Frames 3-4 - Grammar Transparencies: 4

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
LAFS.6.RI.2.6 - Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> LAFS.6.RI.4.10 - By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> WRITING LAFS.6.W.1.2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <i>Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning</i> LAFS.6.W.1.2 a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. <i>Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning</i> LAFS.6.W.1.3d - d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> LAFS.6.W.2.5 - With some guidance and support from	Skills - Reading Strategies: Make Connections, Ask Questions, Determine Importance, Use Text Evidence, & Determine Main Idea T31 - Read Selection T32-T38 - Introduce Genre-Interview - Focus on Reading: Make Connections, Ask Questions, Determine Importance, Use Text Evidence, Determine Main Idea - Focus on Vocabulary: Use Context Clues: Multiple- Meaning Words Build Fluency Reading Fluency - Expression T35, Daily Fluency Practice PD60 - Accuracy and Rate T33 Language Develop Language Language & Grammar - Use Questions and Statements: Introduce and Practice Transparency 4, and Grammar Routine PD 54 Speaking & Listening - Ask and Answer Questions T37 Writing www.myngconnect.com Writing Strategy: - Supporting Claims: How To Support Claims Teacher's Edition T14W- T15W Student Book pp.14W-15W - Writer's Workout (p. 8) Unit 1: Lesson 8 Selection :“Kids Like Me: Voices of the Immigrant Experience, “adapted from a book by Judith M. Blohm and Terri Lapinsky Teacher's Edition T32-T38, Student Book pp. 32-38	- Determine Main Idea - Recognize Genre: Interview Unit 1: Lesson 8 Vocabulary: Students will: - Use Key Vocabulary Reading Fluency: Students will: - Read with Expression Comprehension and Critical Thinking: Students will: - Analyze and Interpret Text: Make Comparisons; Summarize	Asking Yes/No Questions, 5 Changing Statements into Questions, 6 Asking Short Answer Questions - Language Transfer Transparencies: 1-3 Questions - Writing: 4W Academic Language Frames- Writing Supports, 5W Revision in Action, 6W Mechanics Workout accessed through www.myngconnect.com

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peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.) <u>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</u> LAFS.6.W.3.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. <u>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</u> LAFS.6.W.4.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <u>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</u> <u>SPEAKING AND LISTENING</u> LAFS.6.SL.1.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as	<u>Reading</u> Build Background and Vocabulary Key Vocabulary - Review and Practice T39 <i>adjust</i> <i>appreciate</i> <i>culture</i> <i>different</i> <i>opportunity</i> <i>relative</i> <i>understand</i> <i>value</i> Read, Respond, and Build Skills - Return to Selection T39 - Connect Reading and Writing: Critical Thinking: Summarize, Evaluate, Analyze, & Compare) - Write About the Guiding Question: Do you think it is easier for teens or for adults to adjust to living in a new country? Build Fluency Reading Fluency - Expression T35, Daily Fluency Practice PD60, Self-Assessment T39 - Accuracy and Rate T33, Self-Assessment T39 <u>Language</u> Develop Language Grammar - Use questions and Statements: Introduce and Practice Transparency 5, and Grammar Routine PD 54 <u>Writing</u> www.myngconnect.com Writing Application - Plan and Write a Persuasive Paragraph Teacher's Edition T16W- T17W Student Book pp.16W-17W - Writer's Workout (p.9 - 10) <u>Unit 1: Lesson 9</u> <u>Reading</u>	<u>Literary Analysis and Writing:</u> Students will: - Write in Response to Literature <u>Unit 1: Lesson 9</u> <u>Vocabulary:</u> Students will: - Use Academic Vocabulary - Use Context Clues (Multiple-Meaning Words) <u>Literary Analysis and Writing:</u> Students will: - Analyze Text Structure: Compare and Contrast	

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. <u>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</u> LAFS.6.SL.2.5 - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. <u>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</u> LANGUAGE LAFS.6.L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <u>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</u> LAFS.6.L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. LAFS.6.L.1.2b - Spell correctly. <u>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</u> LAFS.6.L.2.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style <u>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</u>	Build Background and Vocabulary Key Vocabulary - Practice with Routine 4 <i>PD36</i> <i>adjust</i> <i>appreciate</i> <i>culture</i> <i>different</i> <i>opportunity</i> <i>relative</i> <i>understand</i> <i>value</i> Academic Vocabulary - Introduce and Practice <i>T40</i> <i>compare</i> <i>contrast</i> Read, Respond and Build Skills - Return to and extend reading selection <i>T40</i> - Vocabulary Study: Use Context Clues - Literary Analysis: Analyze Text Structure: Compare and Contrast Build Fluency Reading Fluency - Expression <i>T35</i>: Daily Fluency Practice <i>PD 60</i> - Accuracy and Rate <i>T33</i> Language Develop Language Grammar - Use Questions and Statements : Introduce and Practice Transparency 6, and Grammar Routine <i>PD 54</i> Writing www.myngconnect.com Writing Application - Evaluate the Work: Organization & Revise: Mark Changes to Add Text: Teacher's Edition <i>T18W- T9W</i>, Student Book pp.18W-19W - Writer's Workout (p.10-11) Unit 1: Lesson 10 Reading Build Background and Vocabulary	Unit 1: Lesson 10 Language Function: Students will: - Ask and Answer Questions Writing: Students will: - Write with Statements and Questions Grammar: Students will: - Use Questions and Statements	

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
LAFS.6.L.3.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.6.L.3.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. <i>Cognitive Complexity: Level 1: Recall</i>	Key Vocabulary - Practice with Routine 9 PD41 - adjust - appreciate - culture - different - opportunity - relative - understand - value Read, Respond, and Build Skills Extend the Reading (Content library and leveled library not included in adoption) Independent reading opportunity - Independent Reading Opportunity - Teachers may allow students to select novels from classroom library, media center, or other resources. Build Fluency Reading Fluency - Expression T35: Daily Fluency Practice PD 60 - Accuracy and Rate T33 Language Develop Language Language & Grammar - Writing & Grammar: Write A Message T41 - Use Questions and Statements Speaking & Listening - Ask and Answer Questions : Play Twenty Questions T41 Writing www.myngconnect.com Writing Application: - Edit and Proofread : Mechanics Workout: Check for Correct Sentences Teacher's Edition T20W-T21W Student Book pp.20W-21W - Writer's Workout (p.12) Assessment Assessment Handbook (pp. 1d-	Unit 1: Selection 3 - "Familiar Places" Unit 1: Lesson 11 Vocabulary: Students will: - Use Key Vocabulary Reading Strategy: Students will: - Activate Prior Knowledge Listening, Speaking, and Viewing: Students will: - Respond to and Interpret Visuals - Deliver Persuasive Presentations - Participate in a Rap - Give Commands Language Function: Students will: - Use Statements and Commands	Unit 1: Selection 3 - "Familiar Places" INSIDE-LEVEL A Teacher's Edition T48- T54; Writing: T22W-T31W Student Book (pp. 48-54) Student Practice Book (pp. 22-29) INSIDE Writing Book (pp.22W-31W) accessed through www.myngconnect.com Assessment Handbook Selection Test 3 (pp. 1f-1g, Answer Key p.154) accessed through www.myngconnect.com Technology: Video- www.myngconnect.com "See How Places Change" Language CD 1: Tracks 4 - Give Commands Reading Fluency CD: Track 3 - Phrasing- "Familiar

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
	1e) Selection Test 2 Unit 1: Selection 3 - "Familiar Places" Unit 1: Lesson 11 Reading Build Background and Vocabulary - Video: "See How Places Change <i>T42</i> - Connect: TV Commercial <i>T42</i> Language Develop Language Language & Grammar - Use Statements and Commands <i>T44-T45</i> Speaking & Listening - Give Commands <i>CD 1 Tracks 4: T43, T45</i> Writing www.myngconnect.com Model Study - Realistic Short Story Teacher's Edition <i>T22W-T23</i> Student Book pp.22W-23W - Writer's Workout – Well Organized Paragraph (p.13) Unit 1: Lesson 12 Selection: "Familiar Places," by Elizabeth Boylan Teacher's Edition <i>T48-T55</i>, Student Book pp. 48-55 Reading Build Background and Vocabulary Key Vocabulary - Introduce and Practice	Unit 1: Lesson 12 Vocabulary: Students will: - Use Key Vocabulary - Use Context Clues for Multiple-Meaning Words Listening, Speaking, and Viewing: Students will: - Interpret and Analyze Visuals Reading Strategies: Students will: - Make Inferences - Synthesize Literary Analysis: Students will: - Make Inferences - Recognize Genre: Expository Nonfiction - Make Inferences Grammar: Students will: - Use Statements and Command	Places" Selection Recording 1: Track 4 www.myngconnect.com Comprehension Coach: accessed through www.myngconnect.com "Familiar Places" Writing Practice Worksheets - Writer's Workout (pp. 13-18) accessed through www.myngconnect.com Transparencies - Academic Language Frames 5-6 - Grammar Transparencies: # 7 Giving Commands, # 8 Using Exclamations, # 9 Kinds of Sentences - Writing: 7W Academic Language Frames-Writing Supports, 8W Revision in Action, 9W Mechanics Workout accessed through www.myngconnect.com

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
	the Words. T46 agree community familiar festival native neighborhood population tradition Read, Respond, and Build Skills - Reading Strategies: Make Inferences, Synthesize T47 - Read Selection T48-T54 - Introduce Genre-Expository Nonfiction - Focus on Reading: Make Inferences, Synthesize - Focus on Vocabulary: Use Context Clues: Multiple- Meaning Words Build Fluency Reading Fluency - Phrasing T51, Daily Fluency Practice PD60 - Accuracy and Rate T49 Language Develop Language Language & Grammar - Use Statements and Commands: Introduce and Practice Transparency 7, and Grammar Routine PD 54 Speaking & Listening - Give Commands T54 Writing www.myngconnect.com Writing Strategy: - Connect Main Idea Teacher's Edition T24W- T25W Student Book pp.24W-25W - Writer's Workout (p.14) Unit 1: Lesson 13 Selection: "Familiar Places," by Elizabeth Boylan (Teacher's Edition T48-T55, Student Book pp. 48-55) Reading	Unit 1: Lesson 13 Vocabulary: Students will: - Use Key Vocabulary Reading Fluency: Students will: - Phrasing Comprehension and Critical Thinking: Students will: - Analyze and Interpret Text: Paraphrase; Make Judgments; Summarize Literary Analysis and Writing: Students will: - Write in Response to Literature Unit 1: Lesson 14 Vocabulary: Students will:	

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
	Build Background and Vocabulary Key Vocabulary - Review and Practice (p. T55) <i>agree</i> <i>community</i> <i>familiar</i> <i>festival</i> <i>native</i> <i>neighborhood</i> <i>population</i> <i>tradition</i> Read, Respond, and Build Skills - Return to Selection T55 - Connect Reading and Writing: Critical Thinking: Summarize, Paraphrase, Make Judgments and Analyze - Write About the Guiding Question: Look back at the photos in the selection. How might these neighborhoods change in the future? Build Fluency Reading Fluency - Phrasing T51, Daily Fluency Practice PD60, Self-Assessment T55 - Accuracy and Rate T49 Language Develop Language Grammar - Use Statements and Commands: Introduce and Practice Transparency 8, and Grammar Routine PD 54 Writing www.myngconnect.com Writing Application: - Plan and Write a Paragraph Teacher's Edition T26W- T27W Student Book pp.26W- 27W - Writer's Workout (p.15) Unit 1: Lesson 14	- Use Academic Vocabulary - Use Context Clues (Multiple-Meaning Words) Literary Analysis and Writing: Students will: - Analyze Text Structure: Main Idea Unit 1: Lesson 15 Language Function: Students will: - Give Commands Writing: Students will: - Write with a Variety of Sentences Grammar: Students will: - Use Statements and	

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
	<u>Reading</u> Build Background and Vocabulary Key Vocabulary - Practice with Routine 4 <i>PD36</i> <i>agree</i> <i>community</i> <i>familiar</i> <i>festival</i> <i>native</i> <i>neighborhood</i> <i>population</i> <i>tradition</i> Academic Vocabulary - Introduce and Practice <i>T56</i> <i>topic</i> <i>context</i> Read, Respond and Build Skills - Vocabulary Strategy: Use context clues - Literary Analysis: Analyze Text Structure: Main Idea Build Fluency Reading Fluency - Phrasing <i>T51</i>: Daily Fluency Practice <i>PD 60</i> - Accuracy and Rate <i>T49</i> <u>Language</u> Develop Language Grammar - Use Statements and Commands : Introduce and Practice Transparency 9, and Grammar Routine <i>PD 54</i> <u>Writing</u> www.myngconnect.com Writing Application: - Evaluate the Work: Organization & Revise: Mark Changes to Add Text Teacher's Edition <i>T18W- T19W</i> Student Book pp.8W-9W - Writer's Workout- Revise a Paragraph (p.17) ; Plan and Write a Paragraph (p.16)	Command	

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
	Unit 1: Lesson 15 <u>Reading</u> Build Background and Vocabulary Key Vocabulary - Practice with Routine 9 <i>PD41</i> <i>agree</i> <i>community</i> <i>familiar</i> <i>festival</i> <i>native</i> <i>neighborhood</i> <i>population</i> <i>tradition</i> Read, Respond, and Build Skills Extend the Reading (Content library and leveled library not included in adoption) - Independent Reading Opportunity - Teachers may allow students to select novels from classroom library, media center, or other resources. Build Fluency Reading Fluency - Expression <i>T51</i>: Daily Fluency Practice <i>PD 60</i> - Accuracy and Rate <i>T49</i> <u>Language</u> Develop Language Language & Grammar - Writing & Grammar: Write About A Special Event <i>T57</i> - Use Questions and Commands <u>Speaking & Listening</u> - Give Commands: Pair Talk <i>T57</i> <u>Writing</u> www.myngconnect.com Writing Application: - Edit and Proofread : Mechanics Workout: Check Sentences and Paragraphs Teacher's Edition <i>T30W-T31</i> Student Book pp.30W-31W - Writer's Workout		

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
	(p.18) <u>Unit Assessment</u> Assessment Handbook (pp. 1f- 1g) Selection Test 3		

Topic: Finding Your Own Place - Close Read/Unit Wrap-Up
Essential Question: What Defines a Home?

Pacing
Week 5
2.5 Days Block

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
READING LITERATURE LAFS.6.RL.1.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.6.RL.2.6 - Explain how an author develops the point of view of the narrator or speaker in a text. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> READING INFORMATIONAL TEXT LAFS.6.RI.2.6- Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> WRITING LAFS.6.W.4.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> SPEAKING AND LISTENING LAFS.6.SL.1.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i>	Unit 1: Lesson 16 - Close Read Selection: <i>from "Call Me Maria,"</i> by Judith Ortiz Cofer Teacher's Edition T58- T61, Student Edition pp. 58-61 Close Reading Routine PD52; T58-T61 Read for Understanding (Student Practice Book p. 34) - Read entire selection aloud; have students examine purpose, structural patterns, determine genre - Help students compose a topic statement Reread and Summarize (Student Practice Book p. 34) - Students reread text silently - Identify 3-5 most important words - Partners compare topic sentences and important words Reread and Analyze (Student Practice Book p. 35-36) - Third read is to deepen understanding - Visualizing and Making Inferences Discuss and Write (Student Practice Book p. 37) - Help students integrate their knowledge and ideas in order to apply them to other readings. Connect with the Guiding Question (Student Practice Book p. 37)	Unit 1: Lesson 16 - Close Read Reading Strategies: Students will: - Visualize - Make Inferences Literary Analysis: Students will: - Use Text Evidence - Make Inferences - Use Context Clues Writing: Students will: - Write About Visualizations and Inferences Unit 1: Compare Across Texts Vocabulary: Students will: - Use Academic Vocabulary Comprehension and Critical Thinking:	Unit 1: Lesson 16 - Close Read INSIDE LEVEL A Teacher's Edition T58- T61 Student Book (pp. 58-61) Student Practice Book (pp. 58-61) Technology: Selection Recording – <i>from "Call Me Maria,"</i> www.myngconnect.com Transparencies accessed through www.myngconnect.com Academic Language Frames 7 Unit 1: Compare Across Texts INSIDE LEVEL A Teacher's Edition T62 Selection Readings: T16-T21; T32-T38; T48-T54; and T58-T61

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
<u>Reasoning</u> LAFS.6.SL.1.1c - Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> LAFS.6.SL.1.1d - Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> LAFS.6.SL.2.5 - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LANGUAGE LAFS.6.L.3.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. <i>Cognitive Complexity: Level 1: Recall</i>	- Help students connect the text to the unit topic and build new understandings of the world. Unit 1: Compare Across Texts Selections: "Growing Together," by Carmen Agra Deedy; "Kids Like Me," by Judith M. Blohm and Terri Lapinsky; "Familiar Places," by Elizabeth Boylan; and "Call Me Maria," by Judith Ortiz Cofer Teach/Model T62 - Compare Points of View - How It Works: Collect and Organize Ideas Practice T62 - Practice Together: Study and Compare Ideas - Try It! - Check Understanding - On Your Own Unit 1: Unit Wrap-Up Reflect and Discuss T63 - Reflect on your reading - Reading strategies Explore the Guiding Question: T63 - Discuss - Ask Questions - Draw Book Talk T63 Response to Literature TD63 - Content library and leveled library not included in adoption. - Teachers may allow students to select novels from classroom library, media center, or other resources. Unit 1: Assessment	Students will: - Compare Points of View Unit 1: Unit Wrap-Up Literary Analysis: Students will: - Use Text Evidence - Determine Main Idea - Make Inferences Reading Strategies: - Plan - Monitor - Make Connections - Visualize - Ask Questions - Determine Importance - Make Inferences - Synthesize Listening and Speaking: Students will: - Participate in a Discussion Unit 1: Assessment Vocabulary Students will: - Use Key Vocabulary - Use Academic Vocabulary - Use Context Clues Grammar Students will: - Identify and Use Sentence Types - Identify Subject-Verb Agreement Reading Students will: - Use Text Evidence	Student Book p.62 Selection Readings: (pp. 16-21, 32-38, 48-55, & 58-61) Unit 1: Unit Wrap-Up INSIDE-LEVEL A Teacher's Edition T63 Student Book (p. 63) Unit 1: Assessment INSIDE-LEVEL A (Unit 1: Assessment) Assessment Handbook accessed through www.myngconnect.com - Reading and Language Test: Unit 1 (pp. 2-10) - Writing Test: Unit 1 (pp. 11-15) - Answer Key (p. 155) Accessed through www.myngconnect.com

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
	Monitor Progress <i>T63a-T63b</i> • Administer and score tests • Interpret Reports • Reteach as needed (Differentiate Instruction)	• Make Inferences • Determine Main Idea • Comprehend Text Writing Students will: • Revise for Organization • Edit for Mechanics • Write an Expository Paragraph	

Topic: Water For Life
Essential Question: How do we depend on Earth's Resources?

Pacing
Week 6 – 7
4.5 Days Block

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
READING LITERATURE LAFS.6.RL.1.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.6.RL.1.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.6.RL.1.3 - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.6.RL.2.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> LAFS.6.RL.3.9 - Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i>	Unit 2: Selection 1 - "The Secret Water" Unit 2: Unit Launch Connect - View the Photograph T64 - Experience It T64 - Share and Compare T64 1. What resource did your group consider most important? 2. Did other groups choose the same resource? If not, which group do you think actually picked the most important life-giving resource? 3. Why is it important not to waste resources? Explore the Guiding Question T65 - Discuss Resources T65 - Synthesize Ideas T65 Focus on Reading T66-T67 - Connect: Tap Prior Knowledge - Analyze Events and Ideas - Analyze Nonfiction, Fiction - Practice: Analyzing Nonfiction and Fiction - Try It! Analyze Fiction and Nonfiction Text - On Your Own Focus on Vocabulary T68-T69 Relate Words - How Strategy Works - Practice Together - Try It! - On Your Own Unit 2: Lesson 1 Reading	Unit 2: Selection 1 - "The Secret Water" Unit 2: Unit Launch Vocabulary: Students will: - Use Academic Vocabulary - Relate Words Learning Strategies: Students will: - Relate to Personal Experience - Use Graphic Organizers: Mind Map Listening, Speaking, and Viewing: Students will: - Respond to and Interpret Visuals - Participate in Discussions Literary Analysis: Students will: - Recognize Genres: Fiction and Nonfiction - Analyze Events and Ideas Unit 2: Lesson 1 Reading Strategy: Students will: - Activate Prior Knowledge Listening, Speaking, and Viewing:	Unit 2: Selection 1 - "The Secret Water" Unit 2: Unit Launcher: Lessons 1-5 INSIDE LEVEL A Teacher's Edition T64- T85a; Writing: T31Wc-T43W Student Book (pp. 64 - 85) Student Practice Book (pp. 41-50) INSIDE Writing Book (pp.30W-43W) accessed through www.myngconnect.com Assessment Handbook Selection Test 1 (pp. 16b-16c, Answer Key p. 156) accessed through www.myngconnect.com Technology: Video- www.myngconnect.com "Visit A Village" Language CD 1: Track 5 - Express Needs & Wants Reading Fluency CD: Track 4 - Expression: "The Secret Water" Comprehension Coach: accessed through www.myngconnect.com Selection Recording - www.myngconnect.com "The Secret Water" Writing Practice Worksheets - Writer's Workout (pp. 19-26) accessed through www.myngconnect.com Transparencies - Academic Language Frames 8-9 - Grammar

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
<u>Reasoning</u> LAFS.6.RL.4.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> READING INFORMATIONAL TEXT LAFS.6.RI.1.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.6.RI.1.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.6.RI.2.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> WRITING LAFS.6.W.1.3c - Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> LAFS.6.W.2.4 - Produce clear and coherent writing in which the development,	Build Background and Vocabulary - Video: Visit a Village-Digital Library T70 - Connect: Quickwrite T70 Language Develop Language Language & Grammar - Use Nouns T72-T73 Speaking & Listening - Express Needs and Wants CD 1 Track 5: T71, T73 Writing www.myngconnect.com Model Study: - Sequence Paragraph Teacher's Edition T32W- T33W Student Book pp. 32W-33W - Writer's Workout (p.19) Unit 2: Lesson 2 Selection: "The Secret Water," by Daphne Liu" Teacher's Edition T76-T82, Student Book pp. 76-82 Reading Build Background and Vocabulary Key Vocabulary - Introduce and Make Example Charts T74 <i>available perfect plan problem secret statue village worry</i> Read, Respond, and Build Skills - Literary Analysis: Analyze Plot T75 - Focus Strategy T75 - Clarify Ideas T75 - Read the Selection T76-T82 - Introduce the Genre: Legend - Focus on Reading: Analyze Plot - Focus on Vocabulary: Relate Words, Create Word Categories - Focus Strategy: Clarify Ideas	Students will: - Respond to and Interpret Visuals - Deliver Ideas Effectively - Participate in a Song - Listen to and Dramatize a Song Language Function: Students will: - Express Needs and Wants Grammar: - Use Nouns Unit 2: Lesson 2 Vocabulary: Students will: - Use Key Vocabulary - Use Academic Vocabulary - Use Context Clues & Relate Words Reading Strategies: Students will: - Monitor: Clarify Ideas - Plan: Preview - Plan: Set a Purpose - Plan: Predict - Select a Strategy Literary Analysis: Students will: - Analyze Plot - Analyze Text Structure: Problem and Solution - Recognize Genre: Legend Reading Fluency: Students will: - Use Expression Cultural Perspectives: - Recognize and Appreciate Aspects of World Cultures: Proverbs	Transparencies: 11-12 Plural Nouns, 13 Plural Nouns: Special Forms - Language Transfer Transparencies: 10-12 Plural Nouns, 14-15 Using Articles - Writing: Writing Supports:10W Revision in Action, 11W Grammar Workout, 12W Mechanics Workout accessed through www.myngconnect.com

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.6.W.2.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.) <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> LAFS.6.W.3.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> LAFS.6.W.4.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> SPEAKING AND LISTENING LAFS.6.SL.1.1a - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.	Build Fluency Reading Fluency • Expression T79, Daily Fluency Practice PD 60 • Accuracy and Rate T77 Language Develop Language Language & Grammar • Use Nouns- Introduce and Practice Transparency 11, and Grammar Routine PD 54 Speaking & Listening • Express Needs and Wants T82 Writing www.myngconnect.com Writing Strategy: Show the Sequence of Events Teacher's Edition T34W- T35W Student Book pp.34W-35W • Writer's Workout (p.20) Unit 2: Lesson 3 Selection: "The Secret Water," by Daphne Liu Teacher's Edition T76-T82, Student Book pp. 76-82 Reading Build Background and Vocabulary Key Vocabulary • Review and Practice T83 <i>available perfect plan problem secret statue village worry</i> Read, Respond, and Build Skills • Return to Selection T83 • Connect Reading and Writing: Critical Thinking (Summarize, Infer, Interpret, and Analyze) • Write About the Guiding Question: When is it OK to take	Unit 2: Lesson 3 Vocabulary: Students will: • Use Key Vocabulary Reading Fluency: Students will: • Read with Expression Comprehension and Critical Thinking: Students will: • Analyze and Interpret Text: Make Inferences; Summarize Literary Analysis and Writing: Students will: • Write in Response to Literature	

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> LAFS.6.SL.2.5 - Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LANGUAGE LAFS.6.L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.6.L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Spell correctly. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.6.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> LAFS.6.L.3.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence	an available resource from somebody to help others? Build Fluency Reading Fluency - Expression T79, Daily Fluency Practice PD 60, Self-Assessment T83 - Accuracy and Rate T77, Self-Assessment T83 Language Develop Language Grammar - Use Nouns: Introduce and Practice Transparency 12, and Grammar Routine PD 54 Writing www.myngconnect.com Writing Application: - Plan and Write a Sequence Paragraph Teacher's Edition T36W- T37W Student Book pp.36W-37W - Writer's Workout (p. 21-22) Unit 2: Lesson 4 Selection: "The Secret Water," by Daphne Liu" Teacher's Edition T76-T82, Student Book pp. 76-82 Reading Build Background and Vocabulary Key Vocabulary - Practice with Routine 4 PD36 available perfect plan problem secret statue village worry Academic Vocabulary - Introduce and Practice T84 category compare Read, Respond, and Build Skills - Return to and Extend the Selection T84 - Vocabulary Study: Create Word Categories	Unit 2: Lesson 4 Vocabulary: Students will: - Use Academic Vocabulary - Create Word Categories Listening and Speaking: Students will: - Investigate Similarities in Literature Multicultural Awareness and Appreciation: Students will: - Compare Across Cultures	

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.6.L.3.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> LAFS.6.L.3.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. <i>Cognitive Complexity: Level 1: Recall</i>	- Listening and Speaking: Compare Tales Across Cultures Build Fluency Reading Fluency - Expression T79, Daily Fluency Practice PD 60 - Accuracy and Rate T77 <u>Language</u> Develop Language Grammar - Use Nouns: Introduce and Practice Transparency 13, and Grammar Routine PD 54 <u>Writing</u> www.myngconnect.com Writing Application: Evaluate the Work, Revise - Read Your Draft Aloud - Mark Changes to Delete Text Teacher's Edition T38W- T39W Student Book pp.38W-39W - Writer's Workout (pp. 22-23) <u>Unit 2: Lesson 5</u> <u>Reading</u> Build Background and Vocabulary Key Vocabulary - Practice with Routine 9 PD41 available perfect plan problem secret statue village worry Read, Respond, and Build Skills Extend the Reading (Content library and leveled library not included in adoption) - Independent reading opportunity - Teachers may allow students to select novels from classroom library, media center, or other resources. Build Fluency Reading Fluency	<u>Unit 2: Lesson 5</u> <u>Language Function:</u> Students will: - Express Needs and Wants <u>Writing:</u> Students will: - Write with Precise Nouns <u>Grammar:</u> Students will: - Use Nouns	

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
	• Expression <i>T79</i>, Daily Fluency Practice <i>PD 60</i> • Accuracy and Rate <i>T77</i> <u>Language</u> Develop Language Language & Grammar • Writing & Grammar: Write About A Situation <i>T85</i> • Use Nouns <i>T85</i> <u>Speaking & Listening</u> • Express Needs and Want: Act Out a Story <i>T85</i> <u>Writing</u> www.myngconnect.com Writing Application: Edit and Proofread • Grammar Workout: Check for Specific Nouns • Spelling Workout: Check Plural Nouns • Mechanics Workout: Check Capitalization of Proper Nouns Teacher's Edition <i>T40W-T43W</i> Student Book pp.40W-43W • Writer's Workout (pp.24 - 26) <u>Unit Assessment</u> Assessment Handbook (pp. 16b-16c) Selection Test 1		

Topic: Water for Life
Essential Question: How do we depend on Earth's Resources?

Pacing
Weeks 8 - 9
5 Days Block

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
READING INFORMATIONAL TEXT LAFS.6.RI.1.1 - Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.6.RI.1.2 - Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.6.RI.1.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.6.RI.2.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.6.RI.4.10 - By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> WRITING LAFS.6.W.1.2 – Write	Unit 2: Selection 2 - “How Do We Use Water?” Unit 2: Lesson 6 Reading Build Background and Vocabulary - Images: Discuss How We Use Water T86 - Connect: Class Survey T86 Language Develop Language Language & Grammar - Use Complete Sentences T88-T89 Speaking & Listening - Give Information CD 1 Tracks 6-7: T87, T89 Writing www.myngconnect.com Writing Strategy: - Learn the Stages of the Writing Process Teacher's Edition T46W- T47W Student Book pp.46W-47W- Write Explanatory Paragraphs-Prewrite Collect Ideas T48W-T51W - Writer's Workout (pp. 27-29) Unit 2: Lesson 7 Selection: “How Do We Use Water?” by Beth Gelger Teacher's Edition T92-T99, Student Book pp. 92-99 Reading Build Background and Vocabulary Key Vocabulary - Introduce and Make Study Cards T90 <i>alive amount crop depend globe material rainfall resource</i> Read, Respond, and Build Skills - Literary Analysis: Analyze	Unit 2: Selection 2 - “How Do We Use Water?” Unit 2: Lesson 6 Listening, Speaking, and Viewing: Students will: - Respond to and Interpret Visuals - Participate in and Initiate a Conversation - Participate in a Rap - Listen to and Present Information Reading Strategy: Students will: - Activate Prior Knowledge Language Function: Students will: - Give Information Grammar: Students will: - Use Complete Sentences Unit 2: Lesson 7 Vocabulary: Students will: - Use Key Vocabulary - Use Academic Vocabulary - Use Context Clues, & Relate Words Listening, Speaking, and Viewing: Students will: - Interpret and Analyze Visuals Reading Strategies: Students will:	Unit 2: Selection 2 - “How Do We Use Water?” Unit 2: Lessons 6-10 INSIDE LEVEL A Teacher's Edition T86- T101a; Writing: T46W-T67W Student Book (pp. 86- 101) Student Practice Book (pp. 51-57) INSIDE Writing Book (pp.46W- 67W) accessed through www.myngconnect.com Assessment Handbook Selection Test 2 (pp. 16d-16e, Answer Key p.156) Access through www.myngconnect.com Technology: Images (T86)- Access through www.myngconnect.com Language CD 1: Track 6-7 - Give Information Reading Fluency CD: Track 5 - Phrasing: “How Do We Use Water?” Comprehension Coach - accessed through www.myngconnect.com Selection Recording - www.myngconnect.com “How Do We Use Water?” by Beth Gelger Writing Practice Worksheets - Writer's Workout (pp. 27-36) accessed through www.myngconnect.com Transparencies - Academic Language Frames 10-11 - Grammar

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
information informative/explanatory texts to examine a topic and convey ideas, concepts, and through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented. <u>Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning</u> LAFS.6.W.2.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</u> LAFS.6.W.2.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should	Main Idea and Details <i>T91</i> - Focus Strategy: Clarify Vocabulary <i>T91</i> - Read Selection <i>T92-T98</i> - Introduce Genre: Social Science Article - Focus on Reading: Analyze Main Idea and Details - Focus on Vocabulary: Use Synonyms - Focus Strategy: Clarify Vocabulary Build Fluency Reading Fluency - Phrasing <i>T95</i>, Daily Fluency Practice <i>PD60</i> - Accuracy and Rate <i>T93</i> <u>Language</u> Develop Language Language & Grammar - Use Complete Sentences: Introduce and Practice Transparency 14, and Grammar Routine <i>PD 54</i> <u>Speaking & Listening</u> - Give Information <i>T97</i> <u>Writing</u> www.myngconnect.com Writing Strategy: - Prewrite: Choosing Your Topic and Audience Teacher's Edition <i>T52W- T53W</i> Student Book pp.52W-53W - Writer's Workout (pp. 30-31) Unit 2: Lesson 8 Selection: "How Do We Use Water?" by Beth Gelger Teacher's Edition <i>T92-T99</i>, Student Book pp. 92-99 Reading Build Background and Vocabulary Key Vocabulary - Review and Practice <i>T99</i> <i>alive amount</i> <i>crop depend</i> <i>globe material</i> <i>rainfall resource</i> Read, Respond, and Build Skills - Return to Selection <i>T99</i>	- Monitor: Clarify Vocabulary - Plan: Preview - Plan: Set a Purpose - Select a Strategy Literary Analysis: Students will: - Analyze Main Idea and Details - Recognize Genre: Social Science Article Literary Fluency: Students will: - Read with Phrasing Cultural Perspectives: Students will: - Compare Across Cultures: Water Usage Unit 2: Lesson 8 Vocabulary: Students will: - Use Key Vocabulary Reading Fluency: Students will: - Read with Phrasing Comprehension and Critical Thinking: Students will: - Analyze and	Transparencies: 14 Subject and Predicates, # 15 Noun in the Subject, 16 Verb in the Predicate - Language Transfer Transparencies: 7-8 Word Order - Writing: Academic Language Frames 13W-14W accessed through www.myngconnect.com

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
demonstrate command of Language standards 1–3 up to and including grade 6 on page 52.) <u>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</u> LAFS.6.W.2.6 -Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. <u>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</u> SPEAKING AND LISTENING LAFS.6.SL.1.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. <u>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</u> LAFS.6.SL.2.5 - Include	- Connect Reading and Writing: Critical Thinking: Summarize, Conclusion, Evaluate, and Infer) - Write About the Guiding Question: How would your life change if you had a smaller amount of water to use? Build Fluency Reading Fluency - Phrasing <i>T95</i>, Daily Fluency Practice <i>PD60</i>, Self-Assessment <i>T99</i> - Accuracy and Rate <i>T93</i>, Self-Assessment <i>T99</i> Language Develop Language Language & Grammar - Use Complete Sentences: Introduce and Practice Transparency 15, and Grammar Routine <i>PD 54</i> Writing www.myngconnect.com Writing Strategy: - Prewrite: Choose Your Purpose Teacher's Edition <i>T54W- T57W</i> Student Book pp.56W-57W Writer's Workout (p. 32) Unit 2: Lesson 9 Selection: "How Do We Use Water?" by Beth Gelger Teacher's Edition <i>T92-T99</i>, Student Book pp. 92-99 Reading Build Background and Vocabulary Key Vocabulary - Practice with Routine 4 <i>PD36</i> <i>alive amount</i> <i>crop depend</i> <i>globe material</i> <i>rainfall resource</i> Academic Vocabulary - Introduce and Practice <i>T100</i> <i>specific topic</i> Read, Respond and Build Skills - Return to and extend reading the selection	Interpret Text: Make Draw Conclusions, Evaluate, Make Inferences, and Summarize Literary Analysis and Writing: Students will: - Write in Response to Literature Unit 2: Lesson 9 Vocabulary: Students will: - Use Academic Vocabulary - Use Synonyms Research/Writing: Students will: - Locate and Gather Information: Take Notes - Write a Research Report	

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LANGUAGE LAFS.6.L.1.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.6.L.2.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Vary sentence patterns for meaning, reader/listener interest, and style b. Maintain consistency in style and tone. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> LAFS.6.L.3.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i>	<i>T100</i> - Vocabulary Study: Use synonyms - Research/Writing: Research Water Use Build Fluency Reading Fluency - Expression <i>T95</i>: Daily Fluency Practice <i>PD 60</i> - Accuracy and Rate <i>T93</i> Language Develop Language Grammar - Use Complete Sentences : Introduce and Practice Transparency 16, and Grammar Routine <i>PD 54</i> Writing www.myngconnect.com Writing Strategy: - Prewrite: Choose Structure Teacher's Edition <i>T58W- T59W</i> Student Book pp.58W-59W - Writer's Workout (pp. 33-34) Unit 2: Lesson 10 Reading Build Background and Vocabulary Key Vocabulary - Practice with Routine 9 <i>PD41</i> <i>alive amount</i> <i>crop depend</i> <i>globe material</i> <i>rainfall resource</i> Read, Respond, and Build Skills Extend the Reading (Content library and leveled library not included in adoption) - Independent Reading Opportunity - Teachers may allow students to select novels from classroom library, media center, or other resources. Build Fluency Reading Fluency - Phrasing <i>T95</i>: Daily Fluency Practice <i>PD 60</i>	Unit 2: Lesson 10 Language Function: Students will: - Give Information Writing: Students will: - Write with Complete Sentences Grammar: Students will: - Use Complete Sentences	

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
LAFS.6.L.3.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. <i>Cognitive Complexity:</i> Level 3: Strategic Thinking & Complex Reasoning LAFS.6.L.3.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. <i>Cognitive Complexity:</i> Level 1: Recall	• Accuracy and Rate <i>T93</i> Language Develop Language Language & Grammar • Writing & Grammar: Write About Water <i>T101</i> Speaking & Listening • Give Information about Water <i>T101</i> • Use Complete Sentences Writing www.myngconnect.com Writing Strategy: • Draft Your Explanatory Paragraphs Teacher's Edition <i>T60W-T67W</i>, Student Book pp.60W-67W • Writer's Workout (pp. 35-36) Unit Assessment Assessment Handbook (pp. 16d-16e) Selection Test 2		
	Unit 2: Selection 3 - "Water At Work" Unit 2: Lesson 11 Reading Build Background and Vocabulary • Video: "See How We Use Water" <i>T102</i> • Connect: KWL Chart <i>T102</i> Language Develop Language Language & Grammar • Make Subjects and Verbs Agree <i>T106-T107</i> Speaking & Listening • Elaborate <i>CD 1 Track 8: T103, T105</i> Writing www.myngconnect.com Revise: Gather Ideas • How to Gather Ideas and Evaluate a Draft Teacher's Edition <i>T68W-T71W</i>, Student Book pp.68W-71W	Unit 2: Selection 3 - "Water At Work" Unit 2: Lesson 11 Vocabulary: Students will: • Use Key Vocabulary Reading Strategy: Students will: • Activate Prior Knowledge Listening, Speaking, and Viewing: Students will: • Deliver Ideas Effectively • Respond to and Interpret Visuals • Listen to and Participate in Elaboration Language Function: Students will: • Use Elaboration Grammar: Students will: • Make Subjects and Verbs Agree	Unit 2: Selection 3 - "Water At Work" Unit 2: Lessons 11-15 INSIDE LEVEL A Teacher's Edition <i>T102-T117a</i>; Writing: <i>T68W-T93W</i> Student Book (pp. 102-117) Student Practice Book (pp. 58-66) INSIDE Writing Book (pp.68W- 93W) accessed through www.myngconnect.com Assessment Handbook Selection Test 3 (pp. 16f-16g, Answer Key p. 156) Access through www.myngconnect.com Technology: Video <i>T102-</i> www.myngconnect.com • "See How We Use Water" Language CD 1: Track 8 • Elaborate

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
	- Improve Your Writing: Word Choice Teacher's Edition <i>T72W-T73W</i> Student Book pp.72W-73W - Writer's Workout (pp. 35-36) Unit 2: Lesson 12 Selection: "Water At Work?" by Beth Gelger Teacher's Edition <i>T108-T115</i>, Student Book pp. 108-115 Reading Build Background and Vocabulary Key Vocabulary - Introduce and Make Meaning Maps <i>T106</i> <i>arrive electricity</i> <i>flow generate</i> <i>goods power</i> <i>safely treat</i> Read, Respond, and Build Skills - Literary Analysis: Analyze Main Idea and Details <i>T107</i> - Focus Strategy: Clarify Vocabulary <i>T107</i> - Read Selection <i>T108-T114</i> - Introduce Genre: Social Science Article - Focus on Reading: Analyze Main Idea and Details - Focus on Vocabulary: Use Synonyms and Antonyms - Focus Strategy: Clarify Vocabulary Build Fluency Reading Fluency - Phrasing <i>T111</i>, Daily Fluency Practice <i>PD60</i> - Accuracy and Rate <i>T109</i> Language Develop Language Language & Grammar - Make Subjects and Verbs Agree: Introduce and Practice Transparency 17, 18 and Grammar Routine <i>PD 54</i> Listening & Speaking - Elaborate <i>T114</i>	Unit 2: Lesson 12 Vocabulary: Students will: - Use Key Vocabulary - Use Academic Vocabulary - Use Context Clues & Relate Words Reading Strategies: Students will: - Monitor: Clarify Vocabulary - Plan: Set a Purpose - Select a Strategy Listening, Speaking, and Viewing: Students will: - Interpret and Analyze Visuals Literary Analysis: Students will: - Analyze Main Idea and Details - Recognize Genre: Social Science Article - Analyze: Main Idea and Details Reading Fluency: Students will: - Use Elaboration	Reading Fluency CD: Track 6 - Intonation "Water At Work" Selection Recording 1: Track 9 www.myngconnect.com "Water At Work" Comprehension Coach: Read, Listen, Record -accessed through www.myngconnect.com Writing Practice Worksheets - Writer's Workout (pp. 37-50) accessed through www.myngconnect.com - Academic Language Frames 12-13 - Grammar Transparencies: # 17-18 Subject-Verb Agreement: Action Verbs, # 19 Subject-Verb Agreement: Forms of Have, # 20 Subject-Verb Agreement: Forms of Do - Language Transfer Transparencies: # 19 Verb Forms, # 21-22 When to Use Have - Writing: Writing Supports # 15W-16W Revision in Action, # 17W Grammar Workout, # 18W Mechanics Workout accessed through www.myngconnect.com

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
	<u>Writing</u> www.myngconnect.com Writing Strategy: - Evaluate the Work: Organization Teacher's Edition <i>T74W</i> Student Book pp.74 - Revise: Share Your Works with Classmates; Mark Changes to Add and Delete Text Teacher's Edition <i>T74W-T75W</i> Student Book pp.74W-75W Writer's Workout (pp. 35-36, 39) <u>Unit 2: Lesson 13</u> Selection: "Water At Work?" by Beth Gelger Teacher's Edition <i>T108-T115</i>, Student Book pp. 108-115 <u>Reading</u> Build Background and Vocabulary Key Vocabulary - Review and Practice <i>T115</i> <i>arrive electricity</i> <i>flow generate</i> <i>goods power</i> <i>safely treat</i> Read, Respond, and Build Skills - Return to Selection <i>T115</i> - Connect Reading and Writing: Critical Thinking: Summarize, Infer, Predict and Synthesize) - Write About the Guiding Question: Why do cities and towns often develop near rivers? Build Fluency Reading Fluency - Phrasing , Daily Fluency Practice <i>PD60</i>, Self-Assessment <i>T115</i> - Accuracy and Rate <i>T113</i>, Self-Assessment <i>T115</i> <u>Language</u> Develop Language Language & Grammar - Make Subjects and Verbs Agree: Introduce and Practice (Transparency 19, and	<u>Unit 2: Lesson 13</u> <u>Vocabulary:</u> Students will: - Use Key Vocabulary <u>Comprehension and Critical Thinking:</u> Students will: - Analyze and Interpret Text: Make Inferences, Make Predictions, and Summarize <u>Literary Analysis and Writing:</u> Students will: - Write in Response to Literature <u>Reading Fluency:</u> Students will: - Read with Intonation	

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
	Grammar Routine <i>PD</i> 54) <u>Writing</u> www.myngconnect.com Writing Strategy: Edit and Proofread - Edit and Proofread Teacher's Edition <i>T76W-T77W</i>; Student Book pp.76W-77W - Use Tools: The Dictionary, Spell-Check, Personal Checklists Teacher's Edition <i>T78W-T81W</i> Student Book pp.78W-81W - Catch and Correct Mistakes Teacher's Edition <i>T82W-T83W</i> Student Book pp.82W-83W - Writer's Workout (pp. 40-42, pp. 43-45) Unit 2: Lesson 14 Selection: "Water At Work?" by Beth Gelger Teacher's Edition <i>T108-T115</i>, Student Book pp. 108-115 <u>Reading</u> Build Background and Vocabulary Key Vocabulary - Review and Practice <i>T115</i> <i>arrive electricity</i> <i>flow generate</i> <i>goods power</i> <i>safely treat</i> Academic Vocabulary - Introduce and Practice <i>T116</i> <i>relate resource</i> Read, Respond, and Build Skills - Return to Selection <i>T116</i> - Vocabulary Study: Use Synonyms and Antonyms - Research/Speaking: Discuss Hydroelectric Power Build Fluency Reading Fluency - Phrasing <i>T111</i>, Daily Fluency Practice <i>PD60</i> - Accuracy and Rate <i>T113</i> <u>Language</u>	Unit 2: Lesson 14 Vocabulary: Students will: - Use Academic Vocabulary - Strategy: Use Synonyms and Antonyms Research/Speaking: Students will: - Choose Appropriate Resources	

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
	Develop Language Grammar - Make Subjects and Verbs Agree: Introduce and Practice Transparency 20, and Grammar Routine <i>PD 54</i> Writing www.myngconnect.com Writing Strategy: Edit and Proofread - Grammar Workout: Check Subject-Verb Agreement - Spelling Workout: Check Plural Nouns - Mechanics Workout: Check Abbreviations Teacher's Edition <i>T84W- T87W</i> Student Book pp.84W-87W - Writer's Workout (pp. 46-48) Unit 2: Lesson 15 Reading Build Background and Vocabulary Key Vocabulary - Practice with Routine 9 <i>PD41</i> <i>arrive electricity</i> <i>flow generate</i> <i>goods power</i> <i>safely treat</i> Read, Respond, and Build Skills Extend the Reading (Content library and leveled library not included in adoption) - Independent Reading Opportunity - Teachers may allow students to select novels from classroom library, media center, or other resources. Build Fluency Reading Fluency - Phrasing <i>T111</i>: Daily Fluency Practice <i>PD 60</i> - Accuracy and Rate <i>T113</i> Language Develop Language Language & Grammar - Writing & Grammar:	Unit 2: Lesson 15 Language Function: Students will: - Use Elaboration Writing: Students will: - Write with Action Verbs Grammar: Students will: - Make Subjects and Verbs Agree	

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
	Write About a Day at a River T117 • Make Subjects and Verbs Agree <u>Listening & Speaking</u> • Elaborate: Pair Talk About Rivers T117 <u>Writing</u> www.myngconnect.com Writing Strategy: Publish, Share, and Reflect • Share Your Writing, Enhance Work with Graphics, Reflect on Writing, Make a Portfolio Teacher's Edition T88W-T91W, Student Book pp.88W-93W • Presentation Manual: Use Multimedia Teacher's Edition T92W-T91W, Student Book pp.92W-93W • Writer's Workout (pp. 49-50) <u>Unit Assessment</u> Assessment Handbook (pp. 16f-16g) Selection Test 3		

Topic: Water for Life - Close Read/Unit Wrap-Up
Essential Question: How do we depend on Earth's Resources?

Pacing
Week 10 4 Days Traditional or 2 Days Block 10/20/14 - 10/23/14

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
READING LITERATURE LAFS.6.RL.1.3 - Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> READING INFORMATIONAL TEXT LAFS.6.RI.1.3 - Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> SPEAKING AND LISTENING LAFS.6.SL.2.6 - Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.) <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LANGUAGE LAFS.6.L.3.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or	Unit 2: Lesson 16 - Close Read Selection: "Irrigation Pumps Can Save Poor Farmers," by Sandra Postel Teacher's Edition T118- T119 Student Edition pp. 118-119 Close Reading Routine PD52; T118-T119 Read for Understanding (Student Practice Book p. 68) - Read entire selection aloud; have students examine purpose, structural patterns, determine genre - Help students compose a topic statement Reread and Summarize (Student Practice Book p. 68) - Students reread text silently - Write a Summary - Partners compare topic sentences and important words Reread and Analyze (Student Practice Book p. 69) - Third read is to deepen understanding - Analyze the Main Idea Discuss and Write (Student Practice Book p. 70) - Help students integrate their knowledge and ideas in order to apply them to other readings. Connect with the	Unit 2: Lesson 16 - Close Read Literary Analysis: Students will: - Analyze Main Idea Writing: Students will: - Write About Main Idea Unit 2: Compare Across Texts Vocabulary: Students will: - Use Academic Vocabulary Comprehension and Critical Thinking:	Unit 2: Lesson 16 - Close Read INSIDE-LEVEL A Teacher's Edition T118- T119 Student Book (pp. 118-119) Student Practice Book (pp.66-70) Technology: Selection Recording – "Irrigation Pumps Can Save Poor Farmers," www.myngconnect.com Unit 2: Compare Across Texts INSIDE-LEVEL A (Unit 2: Compare Across Texts) Student Book (pp. 76-83, 92-99, 108-115, 118-119)

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
determine or clarify its precise meaning or its part of speech. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.6.L.3.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. <i>Cognitive Complexity: Level 1: Recall</i>	Guiding Question (Student Practice Book p. 70) - Help students connect the text to the unit topic and build new understandings of the world. Unit 2: Compare Across Texts Selections: "The Secret Water," by Daphne Liu; "How Do We Use Water?" by Beth Gelger; "Water At Work?" by Beth Gelger; and "Irrigation Pumps Can Save Poor Farmers," by Sandra Postel Teach/Model T120 - Compare Ideas - How It Works: Collect and Organize Ideas Practice T120 - Practice Together: Analyze Events and Ideas - Try It! - Check Understanding - On Your Own Unit 2: Unit Wrap-Up Reflect and Discuss T121 - Reflect on your reading - Analyze Events and Ideas Explore the Guiding Question: T121 - Discuss - Report - Write Book Talk T121 Response to Literature - Content library and leveled library included in adoption. - Teachers may allow students to select novels from classroom	Students will: - Compare Across Texts: Ideas Unit 2: Unit Wrap-Up Literary Analysis: Students will: - Analyze Events and Ideas Reading Strategies: - Monitor Listening and Speaking: Students will: - Participate in a Discussion Unit 2: Assessment Vocabulary Students will: - Use Key Vocabulary - Use Academic Vocabulary - Relate Words Grammar Students will: - Identify and Plural Nouns - Identify Subject-Verb Agreement Reading Students will:	Teacher's Edition T120 Unit 2: Unit Wrap-Up INSIDE - LEVEL A (Unit 2; Unit Wrap-Up) Student Anthology (p. 121) Teacher's Edition T121 Unit 2: Assessment INSIDE-LEVEL A (Unit 2: Assessment) Assessment Handbook accessed through www.myngconnect.com - Reading and Language Test: Unit 2 (pp. 17-25) - Writing Test: Unit 2 (pp. 26-30)

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	library, media center, or other resources. <u>Unit 2: Assessment</u> Monitor Progress <i>T121a-T121b</i> • Administer and score tests • Interpret Reports • Reteach as needed (Differentiate Instruction)	• Use Text Evidence • Analyze Events • Analyze Main Idea and Details • Comprehend Text <u>Writing</u> Students will: • Revise for Organization • Edit for Mechanics, Spelling & Grammar & Usage • Write a Narrative Paragraph	

Topic: Imagine the Possibilities
Essential Question: What makes an idea powerful?

Pacing
Week 1 - 2
5 Days Block

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
READING INFORMATIONAL LAFS.7.RI.1.1- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.7.RI.1.2 - Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.7.RI.1.3 - Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.7.RI.2.4- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.7.RI.4.10 - By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> WRITING	Unit 1: Selection 1 - “Hitching a Ride” Unit 1: Unit Launch Connect: - View the Photo <i>T0</i> - Experience It <i>T0</i> - Share and Compare <i>T0</i> - What possibilities did your group come up with for using a pencil? - Did other groups have the same ideas? Which were most interesting? - Why is it important to imagine all possibilities when you try to solve a problem? (so you can decide on the best solution) Explore the Guiding Question <i>T1</i> - Discuss Imagination <i>T1</i> - Pose Guiding Question <i>T1</i> - Make a Class Mind Map <i>T1</i> - Synthesize Ideas <i>T1</i> Focus on Reading <i>T1 - T7</i> Reading Strategies: - Plan - Monitor - Visualize - Determine Importance - Make Connections - Make Inferences - Synthesize - Try It! - On Your Own Focus on Vocabulary <i>T8 – T9</i> - Use Word Parts - Practice Together - Try It! - On Your Own Unit 1: Lesson 1	Unit 1: Selection 1 - “Hitching a Ride” Unit 1: Unit Launch Vocabulary: Students will: - Use Academic Vocabulary - Use Word Parts Strategy Learning Strategies: Students will: - Visualize - Relate to Personal Experience - Use Graphic Organizers: Mind Map Listening, Speaking, and Viewing: Students will: - Respond to and Interpret Visuals - Listen and Take Notes - Participate in a Discussion Reading Strategies: Students will: - Plan - Monitor - Visualize - Determine Importance - Ask and Answer Questions - Make Connections - Make Inferences - Synthesis Literary Analysis: Students will: - Use Text Evidence - Determine Main Idea - Use Context Clues - Use Text Evidence - Make Inferences - Use Text Evidence	Unit 1: Selection 1 - “Hitching a Ride” Unit Launch: Lessons 1-5 INSIDE Level B Teacher’s Edition <i>T0-T31a; Writing T1W-T8W</i> Student Book (pp.1-31) Student Practice Book (pp.1-12) INSIDE Writing Book (pp.1W-8W) accessed through www.myngconnect.com Assessment Handbook: Selection Test 1 (pp. 1b-1c, Answer Key p 156). Technology: Video- www.myngconnect.com - Meet Gary Marshall Language CD: Track 1 - Ask and Answer Questions Reading Fluency CD: Track 1 - Intonation: Hitching a Ride Selection Recording: “Hitching a Ride,” www.myngconnect.com Comprehension Coach: accessed through www.myngconnect.com Writing Practice Worksheets - Writers Workout (pp. 1-8) accessed through www.myngconnect.com Transparencies accessed through www.myngconnect.com

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
LAFS.7.W.1.1a – Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> LAFS.7.W.1.1b - Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> LAFS.7.W.1.1c - Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> LAFS.7.W.1.1d- Establish and maintain a formal style <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> LAFS.7.W.1.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <i>Cognitive Complexity: Level 4: Extended Thinking &Complex Reasoning</i> LAFS.7.W.1.3- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> LAFS.7.W.1.3d - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. <i>Cognitive Complexity: Level 3: Strategic Thinking &</i>	<u>Reading</u> Build Background and Vocabulary • Video Meet Gary Marshall <i>T10</i> • Survey <i>T10</i> <u>Language</u> Develop Language Language & Grammar • Use Different Kinds of Sentences, <i>T12-13</i> <u>Speaking and Listening</u> • Ask and Answer Questions, <i>CD1 Track 1, T11, T13</i> <u>Writing</u> www.myngconnect.com Model Study • Sentences and Paragraphs • Sentence Types <i>T2W</i> • Paragraph Structure <i>T3W</i> • Writer's Workout (p.1) Unit 1: Lesson 2 Selection: "Hitching a Ride," by Rebecca L. Johnson <u>Reading</u> Build Vocabulary and Vocabulary Key Vocabulary • Introduce and Make Study Cards <i>T14</i> <i>attach captive challenge experiment invention record scientist test</i> Read, Respond, and Build Skills • Reading Strategies: Plan, Monitor, Ask Questions, Use Text Evidence <i>T15</i> • Read the Selection <i>T16-T28</i> • Introduce the Genre • Science Article, Report • Analyze Interactions Between Ideas: Problem Solution • Focus on Reading : Plan, Monitor, Ask Questions , Use Text Evidence • Focus on Vocabulary: use Word Parts	Unit 1: Lesson 1 <u>Reading Strategy:</u> Students will: • Activate Prior Knowledge <u>Viewing:</u> Students will: • Respond to and Interpret Visuals • Interpret a Visual Image <u>Listening and Speaking:</u> Students will: • Participate in a Discussion • Listen to Information • Listen to and Role-Play Questions and Answer <u>Language Function:</u> Students will: • Ask and Answer Questions <u>Grammar:</u> Students will: • Use Different Kinds of Sentences Unit 1: Lesson 2 <u>Vocabulary</u> Students will: • Use Key Vocabulary • Use Word Parts Strategy <u>Reading Strategies:</u> Students will: • Plan • Monitor • Ask Questions <u>Literary Analysis:</u> Students will: • Use Text Evidence • Recognize Genre: Science Article • Respond to and Interpret Visuals • Use Text Features: Introductory Statement; Questions and Answers; Photographs <u>Reading Fluency:</u> Students will: • Read with Intonation <u>Language Function:</u> Students will: • Ask and Answer Questions <u>Cultural Perspectives:</u> Students will:	• Academic Language Frames: 1-2 • Language Transfer: 1 Questions • Grammar Transparencies:1 Kinds of Sentences, 2 Forming Questions, 3 Subjects and Predicates

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<u>Complex Reasoning</u> LAFS.7.W.2.4- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> LAFS.7.W.2.5 - With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7 on page 52.) <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.7.W.2.6 - Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.7.W.4.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> <u>SPEAKING AND LISTENING</u> LAFS.7.SL.1.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-	Build Fluency Reading Fluency • Intonation <i>P19</i>, Daily Fluency Practice <i>PD60</i> • Accuracy and Rate <i>T17</i> <u>Speaking and Listening</u> Language & Grammar • Ask and Answer Questions <i>T22</i> <u>Language</u> Develop Language Language & Grammar • Use Different Kinds of Sentences, Introduce and Practice with Transparency 1 and Grammar Routine <i>PD 54</i> <u>Writing</u> www.myngconnect.com Writing Strategy • Organize Your Paragraphs <i>T4W-T5W</i> • Topic Sentence • Different Text Structures • Writer's Workout (p. 2) Unit 1: Lesson 3 Selection: "Hitching a Ride," by Rebecca L. Johnson <u>Reading</u> Build Vocabulary and Vocabulary Key Vocabulary • Review and Practice <i>T29</i> <i>attach captive</i> <i>challenge experiment</i> <i>invention record</i> <i>scientist test</i> Read, Respond, and Build Skills • Return to the Selection • Connect Reading and Writing: Critical Thinking (Summarize, Describe, Explain, Speculate, Compare) • Write About the Guiding Question: Asking questions leads to inventions and new possibilities. Do you agree? Build Fluency Reading Fluency	• Compare Across Cultures: Mythology and Legends Unit 1: Lesson 3 <u>Vocabulary:</u> Students will: • Use Key Vocabulary <u>Reading Fluency:</u> Students will: • Read with Intonation <u>Comprehension and Critical Thinking:</u> Students will: • Analyze and Interpret Text: Make Comparisons & Summarize <u>Literary Analysis and Writing:</u> Students will: • Write in Response to Literature	

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. <u>Level 3: Strategic Thinking & Complex Reasoning</u> LAFS.7.SL.1.1a - Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. <u>Level 3: Strategic Thinking & Complex Reasoning</u> LAFS.7.SL.1.1b - Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. <u>Level 3: Strategic Thinking & Complex Reasoning</u> LAFS.7.SL.1.1c - Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. <u>Level 3: Strategic Thinking & Complex Reasoning</u> LAFS.7.SL.1.2- Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. <u>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</u> LAFS.7.SL.2.5 - Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. <u>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</u> LANGUAGE LAFS.7.L.1.1- Demonstrate command of the conventions of	- Intonation <i>T19</i>, Daily Fluency Practice <i>PD60</i>, Self-Assessment, <i>T29</i> - Accuracy and Rate <i>T17</i> - Self-Assessment <i>T29</i> Language Develop Language Grammar - Use Different Kinds of Sentences - Introduce and Practice with Transparency 2 and Grammar Routine <i>PD54</i> Writing www.myngconnect.com Model Study - Paragraph Structures - Problem-and- Solution Paragraph <i>T6W-T7W</i> - Chronological-Order Paragraph <i>T8W-T9W</i> - Writer's Workout (p.3 - 4) Unit 1: Lesson 4 Reading Build Background and Vocabulary Key Vocabulary - Practice with Routine 4 <i>PD36</i> <i>attach captive</i> <i>challenge experiment</i> <i>invention record</i> <i>scientist test</i> Academic Vocabulary - Introduce and Practice <i>T30</i> <i>compound, research</i> Read, Respond and Build Skills - Return to and Extend the Selection <i>T30</i> - Vocabulary Study: Use Compound Words - Research/Speaking: Study and Endangered Species Build Fluency Reading Fluency - Intonation <i>T19</i>, Daily Fluency Practice <i>PD60</i> - Accuracy and Rate <i>T17</i> Language Develop Language	Unit 1: Lesson 4 Vocabulary: Students will: - Use Academic Vocabulary: compound, research - Use Word Parts: Compound Words Research Skills: Students will: - Gather information Listening and Speaking: Students will: - Engage in Discussion	

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standard English grammar and usage when writing or speaking. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.7.L.1.2- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.7.L.3.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. <i>Cognitive Complexity: Level 1: Recall</i>	Grammar - Use Different Kinds of Sentences, Introduce and Practice with Transparency 3 and Grammar Routine <i>PD54</i> Writing www.myngconnect.com Model Study - Paragraph Structures - Spatial-Order Paragraph <i>T10W-T11W</i> - Compare-and-Contrast Paragraph <i>T12W-T13W</i> - Writer's Workout (p. 5 - 6) Unit 1: Lesson 5 Reading Build Background and Vocabulary Key Vocabulary - Practice with Routine 9 <i>PD41</i> <i>attach captive</i> <i>challenge experiment</i> <i>invention record</i> <i>scientist test</i> Read, Respond, and Build Skills Extend the Reading (Content library and leveled library not included in adoption) - Independent Reading Opportunity - Teachers may allow students to select novels from classroom library, media center, or other resources. Build Fluency Reading Fluency - Intonation <i>T19</i>, Daily Fluency Practice <i>PD 60</i>, Accuracy and Rate <i>T17</i> Speaking and Listening Language and Grammar - Ask and Answer Questions - Role-Play <i>T31</i> Language Develop Language Writing & Grammar - Write About New Ideas	Unit 1: Lesson 5 Language Function: Students will: - Ask and Answer Questions Writing: Students will: - Use Varied Sentences Grammar: Students will: - Use Different Kinds of Sentences	

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	<i>T31</i> • Use Different Kinds of Sentences <i>Writing</i> www.myngconnect.com Plan and Write a Paragraph <i>T14W-T15W</i> • Choose a Topic and Write a Topic Sentence • Gather Details for Supporting Sentences • Choose an Organization • Writer's Workout (p. 7) Assessment Assessment Handbook pp. 1b-1c Selection Test 1		

Date	Pacing Guide Standards	Data Driven Standards	Activities	Assessment(s)	Strategies

Topic: Decision Point

Essential Question: How do decisions affect your identity?

Pacing

Week 1-2

5 Days Block

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
READING LITERATURE LAFS.8.RL.1.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.8.RL.1.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> LAFS.8.RL.2.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> LAFS.8.RL.4.10 - By the end of the year, read and comprehend	Unit 1: Selection 1- "American Names" Unit 1: Unit Launch Connect: - View the Photograph <i>T0</i> - Experience It: Listen to a Short Story <i>R3</i> - Share and Compare <i>T0</i> - Why is Daya worried about her speech? - What happens after she gives her speech? - How does the class's reaction make Daya feel about her decision to speak? Explore the Guiding Question: - Discuss Decisions <i>T1</i> - Synthesize Ideas <i>T1</i> Focus on Reading <i>T1-T7</i> - Reading Strategies (Plan, Monitor) - Ask Questions - Make Connections - Visualize - Make Inferences - Determine Importance - Synthesize - Try It! Focus on Vocabulary <i>T8-T9</i> - Use Word Parts - Practice Together - Try it! Unit 1: Lesson 1 Reading Build Background and Vocabulary - Video, "What's in a Name?" <i>T10</i> - Anticipation Guide <i>T10</i> Language Develop Language Language & Grammar <i>T12-T13</i>	Unit 1: Selection 1- "American Names" Unit 1: Unit Launch Vocabulary: Students will: - Use academic vocabulary Learning Strategies: Students will: - Relate to personal experiences - Use graphic organizers (Mind Map) - Plan - Monitor - Ask Questions - Visualize - Make inferences - Determine importance - Synthesize Listening, Speaking, and Viewing: Students will: - Respond to and interpret visuals - Listen and take notes - Participate in a class discussion Literary Analysis: Students will: - Use text evidence - Determine main idea - Make inferences	Unit 1: Selection 1- "American Names" INSIDE Level C Teacher's Edition: <i>T0-T31a</i>; Writing <i>T2W-T15W</i> Student Book(pp. 1-29) Student Practice Book (pp.1-13) INSIDE Writing Book (pp. 2W-15W) accessed through www.myngconnect.com Assessment Handbook Selection Test 1 (pp. 1b-1c; Answer Key p. 156) accessed through www.myngconnect.com Technology: Video- www.myngconnect.com "What's in a Name?" Language CD: Track 1 - Ask and Answer Questions Reading Fluency CD: Track 1 - Intonation: "American Names," Selection Recording: "American Names," www.myngconnect.com Comprehension Coach accessed through www.myngconnect.com Writing Practice Worksheets Writer's Workout pp. 1-8, accessed through www.myngconnect.com Transparencies

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. <i>Cognitive Complexity: Level 2</i>: Basic Application of Skills & Concepts READING INFORMATIONAL LAFS.8.RI.1.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. <i>Cognitive Complexity: Level 2</i>: Basic Application of Skills & Concepts LAFS.8.RI.1.2 - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. <i>Cognitive Complexity: Level 2</i>: Basic Application of Skills & Concepts LAFS.8.RI.1.3 - Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). <i>Cognitive Complexity: Level 2</i>: Basic Application of Skills & Concepts LAFS.8.RI.2.4 - Determine the meaning of words and	- Use Complete Sentences <u>Speaking and Listening</u> - Ask and Answer Questions: Interview a Friend <i>CD1, Track 1; T11, T13</i> <u>Writing</u> www.myngconnect.com Student Bookpp.2W-3W Teacher's Edition <i>T2W-T3W</i> Model Study: Sentences and Paragraphs - Sentence Types - Paragraph Structure Writer's Workout (p.1) accessed through www.myngconnect.com Unit 1: Lesson 2 Selection: "American Names," by Tony Johnston (pp.16-27) and "Saying Yes," by Diana Chang (p. 28) <u>Reading</u> Build Background and Vocabulary - Introduce and Make Vocabulary Charts <i>T14</i> <i>culture erase</i> <i>disfavor excessive</i> <i>doubt pact</i> <i>scrape shame</i> Read, Respond, and Build Skills - Reading Strategies: Plan, Monitor, Ask Questions, Use Text Evidence <i>T15</i> - Read the Selection: Introduce the genre; realistic fiction, poem <i>T16-T28</i> - Focus on Reading (Plan, Monitor, Ask Questions, Use Text Evidence) - Focus on Vocabulary (Use Word Parts- Suffixes) Build Fluency Reading Fluency - Intonation <i>T19</i>; Daily Fluency Practice <i>PD60</i> - Accuracy and Rate <i>T1</i>; Comprehension Coach	Unit 1: Lesson 1 <u>Reading Strategy:</u> Students will: - Activate Prior Knowledge <u>Viewing:</u> Students will: - Respond To and Interpret Visuals <u>Listening and Speaking:</u> Students will: - Deliver Ideas Effectively <u>Language Function:</u> Students will: - Ask And Answer Questions <u>Grammar:</u> Students will: - Use Complete Sentences Unit 1: Lesson 2 <u>Vocabulary:</u> Students will: - Use Key Vocabulary - Use Word Parts <u>Reading Strategies:</u> Students will: - Plan - Monitor - Ask Questions <u>Literary Analysis:</u> Students will: - Use Text Evidence - Recognize Genre: Realistic Fiction	accessed through www.myngconnect.com Academic Language Frames 1 Grammar Transparencies:1 Subjects and Predicates,2 Sentence Fragments, 3 Fixing a Fragment: Combine Sentences Language Transfer Transparencies 1-3, 7 Questions and Word Order Writing Transparencies: 1W Academic Language Frames

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> WRITING LAFS.8.W.1.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. <i>Cognitive Complexity: Level 4: Extended Thinking & Complex Reasoning</i> LAFS.8.W.1.3 - Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> SPEAKING AND LISTENING LAFS.8.SL.1.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. <i>Cognitive</i>	Language Develop Language Language & Grammar - Use Complete Sentences: (Transparency 1) Speaking and Listening - Ask and Answer Questions T22 Writing www.myngconnect.com Student Bookpp.4W-5W Teacher's Edition T4W-T5W Writing Strategy: Organize Your Paragraphs - Topic Sentence - Different Text Structures Writer's Workout (p.2) accessed through www.myngconnect.com Unit 1: Lesson 3 Selections: "American Names," by Tony Johnston (pp.16-27) and "Saying Yes," by Diana Chang (p. 28) Reading Build Background and Vocabulary - Review and Practice T29 <i>culture erase</i> <i>disfavor excessive</i> <i>doubt pact</i> <i>scrape shame</i> Read, Respond, and Build Skills Return to the Selection T29 - Critical Thinking - Summarizing - Interpreting - Analyzing - Drawing conclusions - Write About the Guiding Question: How does culture affect a person's identity? Build Fluency Reading Fluency - Intonation T19; Daily Fluency Practice PD60; Self-Assessment T29	- Recognize Genre: Poem - Determine Theme Viewing: Students will: - Respond To and Interpret Visuals Reading Fluency: Students will: - Use Intonation Language Function Students will: - Ask And Answer Questions Cultural Perspectives: Students will: - Recognize and Appreciate Aspects of World Culture Unit 1: Lesson 3 Vocabulary: Students will: - Use Key Vocabulary Reading Fluency: Students will: - Read with Intonation Comprehension and Critical Thinking: Students will:	

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
<i>Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> LAFS.8.SL.2.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> LANGUAGE LAFS.8.L.1.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.8.L.1.2.c - Spell correctly. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.8.L.3.4 - Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i>, choosing flexibly from a range of strategies, esp.:	- Accuracy and Rate <i>T17</i>; Self-Assessment <i>T29</i>; Comprehension Coach <u>Language</u> Develop Language - Use Complete Sentences (Transparency 2) <u>Writing</u> www.myngconnect.com Student Bookpp. 6W-9W Teacher's Edition <i>T6W-T9W</i> Model Study: Paragraph Structures - Problem and Solution Paragraph - Chronological order Paragraph Writer's Workout (p.3-4) accessed through www.myngconnect.com Unit 1: Lesson 4 Selections: "American Names," by Tony Johnston (pp.16-27) and "Saying Yes," by Diana Chang (p. 28) <u>Reading</u> Build Background and Vocabulary - Practice with Routine <i>PD36</i> <i>culture erase</i> <i>disfavor excessive</i> <i>doubt pact</i> <i>scrape shame</i> - Academic Vocabulary: Introduce and Practice <i>T30</i> <i>compound</i> Read, Respond and Build Skills Return to and Extend the Selection <i>T30</i> - Vocabulary Study - Research/Speaking Build Fluency Reading Fluency - Intonation <i>T19</i>; Daily Fluency Practice <i>PD60</i> - Accuracy and Rate <i>T17</i>; Comprehension Coach <u>Language</u> Develop Language	- Analyze and Interpret Text - Draw Conclusions - Summarize <u>Literary Analysis and Writing:</u> Students will: - Write in Response to Literature Unit 1; Lesson 4 <u>Vocabulary:</u> Students will: - Use Academic Vocabulary - Use Word Parts <u>Research Skills:</u> Students will: - Use the Research Process - Choose and Narrow a Topic <u>Listening and</u>	

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
	Questions: Role and Play T31 Writing www.myngconnect.com Student Book 14W-15W Teacher's Edition T14W-T15W Writing Application: Plan and Write a Paragraph - Choose a Topic and an Organization - Write a Topic Sentence - Turn Details into Supporting Sentences Writer's Workout (p.7-8) accessed through www.myngconnect.com Assessment Assessment Handbook pp. 1b-1c Selection Test 1		

Date	Pacing Guide Standards	Data Driven Standards	Activities	Assessment(s)	Strategies
08/18/14 - 08/22/14					

Topic: Decision Point

Essential Question: How do decisions affect your identity?

Pacing

Week 5

2.5 Days Block

LANGUAGE ARTS FLORIDA STANDARDS (LAFS)	ESSENTIAL CONTENT	OBJECTIVES	INSTRUCTIONAL TOOLS
READING LITERATURE LAFS.8.RL.1.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.8.RL.1.2 - Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> LAFS.8.RL.2.4 - Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other	Unit 1: Lesson 16 - Close Read Selection: "The Road Not Taken," by Robert Frost- p. 74 Close Reading Routine PD52; T74-T75 6. Read for Understanding (Student Practice Book p. 30) - Read entire selection aloud; have students examine purpose, structural patterns, determine genre - Help students compose a topic statement 7. Reread and Summarize (Student Practice Book p. 30) - Students reread text silently - Identify 3-5 most important words - Partners compare topic sentences and important words 8. Reread and Analyze (Student Practice Book p. 31) - Third read is to deepen understanding - Draw attention to word choice, descriptive language, text structure, point of view 9. Discuss and Write (Student Practice Book p. 32) - Help students integrate their knowledge and ideas in order to apply them to	Unit 1: Lesson 16 - Close Read Reading Strategies: Students will: - Make Connections - Make Inferences Literary Analysis: Students will: - Use Text Evidence - Make Inferences Writing: Students will: - Write About Making Connections and Inferences Unit 1: Compare Across Texts Vocabulary	Unit 1: Lesson 16 - Close Read INSIDE Level C Teacher's Edition T74-T77 Student Book (pp. 74-77) Student Practice Book (pp.28-32) Technology: Selection Recording - "The Road Not Taken," www.myngconnect.com Transparencies accessed through www.myngconnect.com Academic Language Frames 4 Unit 1: Compare Across Texts INSIDE Level C Teacher's Edition T76

texts. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> LAFS.8.RL.4.10 - By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> READING INFORMATIONAL LAFS.8.RI.1.1 - Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.8.RI.1.2 - Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.8.RI.2.4 - Determine the	other readings. 10. Connect with the Guiding Question (Student Practice Book p. 32) - Help students connect the text to the unit topic and build new understandings of the world. Unit 1: Compare Across Texts “American Names,” by Tony Johnson; “A Lion Hunt,” by Joseph Lemasolai with Herman Viola; <i>from</i> “The House on Mango Street,” by Sandra Cisneros; and “The Road Not Taken,” by Robert Frost Teach/Model T76 - Compare Universal Themes - How It Works: Collect and Organize Ideas Practice T76 - Practice Together: Study and Summarize Ideas - Try It! - Check Understanding - On Your Own Unit 1: Unit Wrap-up Reflect and Discuss T77 - Reflect on your reading - Reading strategies Explore the Guiding Question T76 - Discuss - Describe - Write Book Talk T77 Response to Literature - Content library and leveled library not included in adoption. - Teachers may allow students to select novels from classroom library, media center, or other resources.	Students will: - Use Academic Vocabulary Comprehension and Critical Thinking: Students will: - Compare Across Texts: Universal Themes Unit 1: Unit Wrap-up Reading Strategies: Students will: - Plan - Monitor - Visualize - Make Inferences - Determine Importance - Ask Questions - Make Connections - Synthesize Literary Analysis: Students will: - Use Narrative Writing - Use Text Evidence - Make Inferences - Determine Main Idea Listening and Speaking: Students will: - Participate in a Discussion Unit 1: Assessment Vocabulary: Students will: - Use Key Vocabulary - Use Academic Vocabulary - Use Word Parts Grammar: Students will:	Selection Readings: T16-T27; T38-T49; T74; and T76 Student Book p.76 Selection Readings: pp. 16-27; 38-49; 74; and 76 Unit 1: Unit Wrap-up INSIDE Level C Teacher’s Edition Reading & Language T77 Student Book(p. 77) Unit 1: Assessment INSIDE Level C (Unit 1; Assessment) Assessment Handbook accessed through www.myngconnect.com - Reading and Language Test: Unit 1 (pp. 2-10) - Writing Test: Unit 1 (pp.11-15) - Answer Key (p.157)

meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> LAFS.8.RI.4.10 - By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. <i>Cognitive Complexity: Level 2: Basic Application of Skills & Concepts</i> WRITING LAFS.8.W.4.10 - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> <u>SPEAKING AND LISTENING</u>	<u>Unit 1: Assessment</u> Monitor Progress T77a-T77b • Administer and score tests • Interpret reports • Reteach as needed (differentiate instruction)	• Use Complete Sentences • Identify Plural Nouns • Identify Subject-Verb Agreement Reading: Students will: • Use text evidence • Make inferences • Use context clues • Comprehend grade-level text Writing: Students will: • Revise for Organization • Edit for Grammar and Usage • Edit for Mechanics • Edit for Spelling • Write a Composition	

LAFS.8.SL.1.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. <i>Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning</i> LANGUAGE LAFS.8.L.3.6 - Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. <i>Cognitive Complexity: Level 1: Recall</i>			

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353

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355

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356

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Year-4

357

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August 2015

358

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Rule 6A-6.0786
August 2015

360

Form IEPC-M1A
Rule 6A-6.0786
August 2015

Year -2

361

Form IEP-C-MIA
Rule 6A-6.078f
August 2015

362

Form JEP-C-M1A
Rule 6A-6.0786
August 2015

363