Championship Academy of Distinction High School
CHARTER SCHOOL APPLICATION

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Charter Schools Support Department
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Ft. Lauderdale, FL 33301

Submitted August 3, 2015
(1) Hard Copy and 1 Flash Drive

APPLICATION COVER SHEET

NAME OF PROPOSED CHARTER SCHOOL: Championship Academy of Distinction High School
NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Championship Academy of Distinction at Davie High School, Inc.

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

NAME OF CONTACT PERSON: Melissa Bustamante

TITLE/RELATIONSHIP TO NONPROFIT: _Board President

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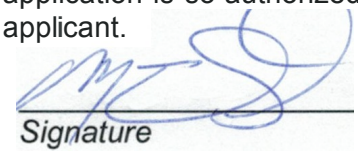
NAME OF EDUCATION SERVICE PROVIDER (if any): Championship Academy of Distinction, LLC

NAME OF PARTNER/PARENT ORGANIZATION (if any): Championship Academy of Distinction, Davie Campus

Projected School Opening: Aug 2016

School Year	Grade Levels	Total Projected Student Enrollment	Student Enrollment Capacity (if known)
First Year	9th	275	UNK
Second Year	9th - 1oth	475	UNK
Third Year	9th - 11th	625	UNK
Fourth Year	9th – 12th	775	UNK
Fifth Year	9th – 12th	875	UNK

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.



Board President
Title

Melissa Bustamante
Printed Name

July 29, 2015
Date

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I. EDUCATIONAL PLAN

Section 1: Mission, Guiding Principles and Purpose

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

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

C. Describe how the school will meet the prescribed purposes for charter schools found in section 1002.33(2)(b), F.S.
In accordance with the law, charter schools shall fulfill the following purposes:
- *Improve student learning and academic achievement.*
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.*
- *Encourage the use of innovative learning methods.*
- *Require the measurement of learning outcomes.*

D. Describe how the charter school will fulfill, the optional purposes of charter schools found in section 1002.33(2)(c), F.S. This section is optional.
In accordance with the law, charter schools may fulfill the following purposes:
- *Create innovative measurement tools.*
- *Provide rigorous competition within the public school district to stimulate continual improvement in all public schools.*
- *Expand the capacity of the public school system.*
- *Mitigate the educational impact created by the development of new residential dwelling units.*
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site.*

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

F. Describe how the school will utilize the guiding principles found in section 1002.33(2)(a), F.S.
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- *Expand the capacity of the public school system.*
- *Mitigate the educational impact created by the development of new residential dwelling units.*
- *Create new professional opportunities for teachers, including ownership of the learning program at the school site.*

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

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

Championship Academy of Distinction High School provides a foundation in character and leadership development in its high school program. The high school is designed to provide students with both the knowledge-base and practical experiences that 21st Century leaders must possess to be successful in their future.

This mission statement encompasses the best of what CADHS will have to offer, and focuses in on the three components that are essential to building the overall culture of the grades 9-12 high school.

Academic Distinction

Our school is designed to teach students self-confidence, respect and pride as they pursue a college and career ready academic program. Our high performing academic program is designed to accelerate the learning of all our students and prepare them for rigorous college coursework. All students will be career and college ready; we expect all enrolled students to graduate high school. Processes and structures are intentionally to assist who may struggle or identified as intensive level students in reading and/or math. FL Standards and those Next Generation Sunshine State Standards (NGSSS) still in effect, will guide the selection of instructional materials used for the core program. An innovative and vibrant curriculum, aligned with FL Standards will be the backbone of our program which emphasizes critical thinking, innovation, collaboration, integrated technology, experiential learning while developing 21st Century literacy and numeracy skills.

Leadership Development

The culture at CADHS will focus on the idea that *student achievement is everyone's' responsibility*. Stakeholders, from teachers, staff, administration, volunteers, parents and students, will be empowered to take a role within the leadership of the school. This will include the Board, accountability committee, staff teams, or students helping to form academic clubs and groups that focus on student achievements. Additionally through our instructional design, students will be taught specific leadership skills that they will need for future success.

Character and Social Skills

Character development and the development of leadership skills is an important focus of the School. Providing students with an educational environment that encompasses whole person development is a priority. Consistent with other successful college preparatory programs, CADHS will:

- Set high standards for staff and students.
- Provide personalized attention to each student.
- Provide strong adult role models.
- Facilitate peer support.
- Integrate the program within the academies, as described next.
- Provide strategically timed interventions.
- Make long-term investments in students.
- Provide students with a bridge between school and society.
- 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.*
- *Promote enhanced academic success and financial efficiency by aligning responsibility and accountability.*
- *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.*

In our School learning is what really matters most. The School will provide a unique niche in parent education choice with a program that promotes individual success through character and value learning, goal setting behavior, organizational skills and the accomplishment of high academic standards with timely and individually focused intervention and remediation.

We believe in quality schools. Our parents will be afforded every opportunity to choose among the school district's outstanding and diverse educational programs. The School

proposes to meet high standards of student achievement by aligning its curriculum with the Florida Department of Education (FLDOE) State Standards (as defined by Senate Bill 1076), and the educational requirements of the *No Child Left Behind* Act (NCLB).

The School is committed to providing the curriculum, facilities, faculty and staff necessary for an outstanding learning environment that fosters high performing student progression through each grade level. As per Florida Law, CADHS will ensure that student progression is measured through formative and summative assessments throughout the school year. Data will be collected by teachers, and reviewed by Administration to drive instructional design as well as the school's intended differentiated learning environment. Data will, also, be used by Administration and Board to evaluate if the school is successfully attaining intended goals and mission statement. Data collected for our target population will be easily measurable and manageable through our data infrastructure.

The term "FL Standards" used throughout this application is meant to be inclusive of the LAFS and MAFS Florida Standards in Language Arts and Math that were adopted by the FL Board of Education in February 2014. There were based on the Common Core State Standards and the Next Generation Sunshine State Standards ("NGSSS") for other subject areas not covered by the Florida Standards.

We hold to the belief that "every child can learn" given appropriate learning tools, measurable progress supported by consistent data, and a variety of teaching strategies that are used to match a student's learning style. CADHS's curriculum will be founded upon traditional educational methodologies and current research within the framework of the works of Gagne and Marzano. Integrated, meaningful educational experiences result in deeper learning. The School educational approach is founded on the belief that an integrated, relevant instructional model results in deeper learning. Through the context of real-world problems, which are naturally integrated and interdisciplinary, students learn to apply all of their skills and knowledge to create innovative solutions. These learning experiences are more meaningful because they reflect how authentic learning occurs in the workplace and community.

We seek to provide students with an educational environment that encompasses the whole child from Kindergarten through college. While this application is only for grades 9-12, we will be receiving students from Championship Academy of Distinction at Hollywood Middle School. We will host an educational experience that allows students to remain within our high performing system from grades K through 12. This complete K-12 education to our students will reap many benefits. 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.

CADHS will meet high levels of academic achievement by aligning its curriculum with the FL State Standards and those elements of the Next Generation Sunshine State Standards still in use. The School will enhance the curriculum with the rigor and relevance of an internationally-minded curriculum framework. This combination is designed to challenge students with the highest academic standards while connecting these standards to engaging, real-world topics of interest.

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

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

Prior to enrollment, parents and students will have a clear understanding of the unique curriculum and behavioral expectations of the School. Information will be shared through the school website, open houses, printed media, community events, and student ambassadors. The School commits to consistent, continuous and informative community communications to ensure that parents are given the opportunity to choose among diverse educational opportunities within the District public school system.

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 High 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

CADHS will promote a culture of high-expectations for student achievement though 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; and
- Integration of Character Education in a supportive environment that implements norms and acceptance into the culture of the community.

CADHS 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.

1. Academic Structure

CADHS is a standards-based school that accentuates quality and promotes high student achievement in all its programs. Curriculum standards at CADHS are aligned with the Florida Department of Education (FLDOE) State Standards (as defined by Senate Bill 1076), and the educational requirements of the *No Child Left Behind* Act (NCLB).
We believe "every child can learn" and that CADHS will provide the most appropriate learning tools, including measurable progress monitoring tools to provide rich data that will guide teaching strategies selected and appropriate differentiation. Additionally, CADHS will include learning style profiles as part of our dashboard to personalize learning for students. The School will be founded upon sound educational methodologies, which are grounded in

research, including Gagne and Marzano's work. Furthermore, the school will help students make connections among and between content areas in an integrated, real-world problem based approach. When content is naturally integrated and interdisciplinary, students apply skills and knowledge to create innovative solutions. This approach is a reflection of what how students will be expected to integrate their skills in the workplace and community.

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

Prior to enrollment, parents and students will have a clear understanding of its unique program and behavioral expectations of the School. Information will be shared through the school website, open houses, printed media, community events, and student ambassadors. The School commits to consistent, continuous and informative community communications to ensure that parents are given the opportunity to choose among diverse educational opportunities within the county public school system.

CADHS' Standards-based model will be based on the following perspectives:

- All students are capable of achieving at higher levels in learning core academic knowledge provided by formal schooling.
- The School, in partnership with parents and the community, has the responsibility to control the conditions of success.
- The School will maximize the learning environment for all students through explicit and clear objectives, high expectations for all students, and a continuous, balanced assessment of student learning.
- The Instructional process can be adapted to improve learning.
- Successful student learning must be based on *providing meaningful experiences* to insure maximum student achievement.

The School will provide a unique choice for parents within the school district, giving students access to a comprehensive educational program that emphasizes a strong college preparatory education devoted to developing personal character. The school will be a safe, student-centered environment where parents and teachers collaborate to ensure that all students discover their inherent potential and exhibit continuous personal and academic growth.

Summary of the School's academic structure:

- Integrated Core Courses: These instructional blocks will use best practices in Problem-Based Learning to emphasize interdisciplinary connections. English Language Arts Florida Standards are embedded in the context of Social Studies Standards. Similarly, Math Florida State Standards and the Next Generation Science Standards are combined in an integrated curriculum.
- Practice in Action: These thematic courses driven by the State Science Standards will highlight the connection between ideas and everyday activities. A service-learning component will call upon the full repertoire of students' knowledge and skills to create solutions to real world problems posed by industry and community partners. Students will become adept at recognizing how their learning serves an important function in the improvement of their local community.
- Problem-Based Learning (PBL): PBL authentically interconnects content by connecting Standards from different content areas within a holistic problem. These problems are typically novel in nature and partially defined. Students work collaboratively to research the problem and are given an opportunity to apply and synthesize information as they innovate solutions.
- Learning Cycle: CADHS is a constructivist model school. As such learning is dynamic and interactive. Teachers make learning meaningful when they employ activities that call on students to use their prior knowledge and experiences to construct their own frames of thought.
- Hands-On Learning: Hands-on learning is learning by doing. Through the use of manipulative and interactive technologies, students conduct investigations in which they directly observe and test their ideas. The learning experience enhances students' ability to think critically and learn what, how, when, and why concepts interact.
- Cooperative Learning: A cooperative setting capitalizes on the collective knowledge and skills of learning groups. This group interaction supports the development of strong critical thinking skills as team members brainstorm, develop action steps, posit questions for discussion, and evaluate each other's ideas.
- Cognitive Coaching: Cognitive Coaching strategies help students reflect on their thinking processes. Cognitive Coaching is a facilitative process in which the coach guides students towards the solution to a problem rather than providing direct instruction on concepts. This instructional method fosters the development of key PBL competencies.

Students will participate in small and cooperative group instruction in all subject areas that will include age-appropriate topics and contexts in which students will want and need to talk to one another. Students will be taught skills in all subject areas and learn to work

independently, applying their language and conceptual learning in problem solving and writing. We will incorporate multiple instructional approaches to include all students, including English Language Learners, students with disabilities, and at-risk students, in active, meaningful ways.

Toward this end, both experiential learning opportunities coupled with a strong academic foundation results in the establishment of the following academies, or schools-within-the-school:

- Entrepreneurship
- Wellness Science
- Forensics

These academies will be complimented by weekly school-wide meetings that are intentionally designed to be participatory, engaging, and will run in a congress-like fashion where students will debate a proposed assertion weekly. The esprit de corps set by these weekly meetings will be the hallmark of our school. Students will be leaders who know how to effectively communicate, respectfully debate, and actively participate in the school meetings so that they can emerge as effective citizens who understand the dynamics of leadership.

The academies have been designed around the following principles and curriculum initiatives:

- Entrepreneurship implies the ability for leaders to think strategically, plan effectively, and wisely organize others around a business, project, or community-based service initiative. The focus of the academy is to provide students with a theoretical framework for how to construct a business plan, measure the business plan, and forecast return on investment. Students will study ethics, business principles, and leadership with a focus on human resource management. As juniors, students will create and propose community service based projects with the technical advice of community and business mentorships that the school creates. As seniors, students will meet regularly with their school approved mentor in the implementation of a service project or business proposal and will lead a team of lower classmen in its implementation.
- Wellness Science is a broad-based leadership program that leverages student interest in life sciences with the dynamics of the human experience. Students will learn to self-manage, develop personal health-exercise-wellness plans, and begin to advocate for others in their development of life-long nutrition, self-care, and fitness. Students will study the essentials of public advocacy through public speaking, leadership skills by developing health coaching skills that uses their knowledge of nutrition, fitness and self-care, and will write publishable articles demonstrating their

advocacy skills around wellness science. As juniors, students will shadow health professionals approved by the school and develop presentation tools that can be used at a local health-related fair. As seniors, students will meet regularly with their school approved mentor in the coordination and implementation of a local health-related initiative and will lead a team of underclassmen in its implementation.

- Forensics is the art and science of presenting legal evidence and/or argument. Developing highly competent public advocacy is the foundation for the academy. Students will learn the fundamentals of argumentation and participate in local, regional, and state Forensics competitions. This broad-based academy allows students to begin to develop advocacy skills around an issue of their choice. Students will study public speaking and debate, argumentative writing, and philosophy and logic. As juniors, students will participate in regional and state level Forensics tournaments while writing a senior thesis proposal. As seniors, students will meet regularly with a school approved mentor for the development of their senior thesis. Students will present their thesis during the final two months of school in grade and school wide meetings.

2. Instructional Practices

All levels of learners will be addressed and Championship Academy of Distinction High 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.

Our primary intent is to support high student achievement; however, we will also be deliberate as we teach our students to become exemplary citizens, enjoy learning, engage in critical thinking, and demonstrate mastery of educational building blocks to ultimately

become successful, productive and contributing high school graduates, college and career ready. Through exemplary teaching methods, small classes, academic support, innovative use of technology and leadership opportunities for all, we seek to enable our students to become successful. We believe that academics are only one component of education, and those other skills, including self-discipline and leadership, are aspects of a well-rounded education.

Parental involvement is essential to the learning process and complements our efforts to share in the responsibility to provide successful learning environments. We recognize that each student should be treated respectfully as a valued individual. We acknowledge that everyone learns differently and will promote a learning environment that allows for learning as an individual process. To that end, we seek to promote those best practices which positively impact the immediate classroom environment, student emotionality, student sociological needs, and student physical needs with regard to intake, time, and mobility.

The establishment of the School will provide parents flexibility to choose among diverse educational opportunities within the public school system. Through an assertive, nondiscriminatory marketing plan, as detailed in this application, the School will make certain to inform parents in the community of the myriad educational opportunities available for their children. Working alongside neighborhood partners and community members, the School will offer parents additional choices within the state's public school system.

The School will pursue and obtain accreditation from the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS/CASI) AdvancEd.

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

The School will be accountable to its students, their families, and other stakeholders, by providing a quality education in a responsible, cost-efficient manner. In order to align the plan for academic success with financial efficiency, the School will gather pertinent Data relative to its student body in order to set goals targeting student performance and achievement. The School is responsible for its students' success and thus, must determine and meet each student's individualized educational needs.

The School will use Annual Accountability Reports to self-monitor and evaluate to continually improve curriculum, instruction, resource allocation, and fiscal responsibility. The School is committed to providing for the needs of its students and will use all available Data sources to drive school improvement towards further student achievement. The establishment of educational goals and allocation of School resources will be strategically aligned to promote effectiveness, efficiency, and success.

The School will be accountable to students, parents, and community members, who will be encouraged to participate in all aspects of the educational process. CADHS will:

- Utilize the research-based Florida Continuous Improvement Model (FCIM) and the FOCUS process will overlay the entire organizational structure of the school to guarantee academic success and financial efficiencies. The six steps to implementation include: faculty FCIM training; development of an implementation timeline; Data disaggregation; development of an Instructional Focus Calendar; communication to all stakeholders regarding the importance of staying focused daily on the FL Standards and scheduled communication (focus groups) with all stakeholders. The outcome of this year's work will dictate the development of an improvement plan for the subsequent school year.
- Use FOCUS, a Florida Department of Education (FLDOE) website offering online mini-assessments for reading, math, and science. For each focus in reading and each benchmark in math and science.
- The School will immediately pursue and obtain accreditation from the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS/CASI) AdvancEd. The School will ensure AdvancEd accreditation before the first graduation class.
- Achieve annual performance gains in the student's reading, writing, mathematics, and science levels.
- Show a safe school environment and program satisfaction as indicated in results from student, teacher and parent surveys.
- All appropriations and resource allocations will be aligned with our vision to help students and ensure their academic achievement. Funds will be spent for in accordance with the mission, goals and objectives of the school.
- Ensure all teachers have the necessary instructional materials, on-going professional development and supplies needed to teach our students and meet our goals.
- Reward and award administration, teachers and staff for their performance.
- All decisions and finances will be open, available, and audited annually. Strict fiscal accountability with the best internal controls will be stressed.
- Conduct audits performed by a Certified Public Accountant.
- House students in a safe facility that will be ACADHS compliant and meet the state of Florida Fire Prevention Code, district fire code, and health and safety requirements. The proposed educational facilities will comply with the Florida Building Code pursuant to chapter 553 and the Florida Fire Prevention Code, pursuant to s. 633.025, F.S. We will work closely with local officials and district personnel to ensure that the School is in complete compliance with all zoning regulations, building and renovation permits, safety codes, traffic studies, occupancy

permits, and all other federal, state, and local laws and regulations. The facility will comply with the provisions of the Asbestos Hazard Emergency Response Act (AHERA) and the LEA Asbestos Management Plan (AMP).

The School will use Annual Accountability Reports to self-monitor, evaluate and continually improve curriculum, instruction, resource allocation, and fiscal responsibility. The School is dedicated to providing for the needs of its students and will continually use all available Data sources to drive school improvement towards further student achievement.

School faculty and administration will use student data to impact everyday teaching and learning practices to refine and improve instruction. The School will follow the Florida Continuous Improvement Model (FCIM) to undergird the organizational structure of the school and guarantee academic success and financial efficiency. Some important elements of this process include:

- Development of an implementation timeline
- Disaggregation of student Data
- Development, implementation, and monitoring of an Instructional Focus Calendar
- Implementation of the FL Standards
- Implementation of ongoing assessment to monitor the teaching and learning process
- Schedule communication and collaboration (focus groups) with all stakeholders
- Implementation of ongoing maintenance, remediation, and/or enrichment activities based on FL Standards and results of FL Standards Assessments.

The School will promote academic success and financial efficiency by aligning responsibility with accountability via the following:

- FL Standards
- Title I
- Florida Continuous Improvement Model (FCIM)
- FL Standards Assessments
- Governing Board
- National Career Academy Coalition.

All require rigorous accounting with regard to student academic achievement, career academy success, quality and integrated instruction aligned with Standards, allocation of human and material resources, policies and procedures, and administrative monitoring. The Governing Board of CADHS will ultimately be responsible for ensuring that the School has the resources it needs to meet high Standards of academic achievement. The School will annually prepare an operating budget that must be approved by the Governing Board.

The operating budget will be evaluated each year based on the student achievement trends at CADHS.

CADHS aims to serve high school students within the District. All apportionment and allocation of resources (people and fiscal) shall be aligned with our vision to help students and to continually improve our School and services. Our decisions and finances will be open, available, and audited annually. Strict fiscal accountability with the best internal controls will be stressed.

c. 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

The Family Educational Rights and Privacy Act (FERPA) (34 CFR § 99.31(a)(8) gives parents certain rights with respect to their children's education records. As such, our:

- Parents will be invited to review their student's academic progress and assessment results and to discuss specific academic strengths and weaknesses. All testing results will be available on-line and sent home.
- Students will participate in developing an ongoing Individual Academic Plan (IAP), representative of his/her progress which will be monitored through teacher-led conferencing and Data chats.
- Parents will be involved in all stages of documenting and updating Individual Education Plans (IEPs) and English Language Learner Plans as applicable. 14 Form Number: IEPC-M1 Rule Number: 6A-6.0786 May 2012.

The Florida Continuous Improvement Model (FCIM) will provide for the ongoing evaluation of student progress. In combination with FCIM, there will be quarterly and separate parent and student focus groups. These groups will allow stakeholder feedback of programs that they would like to continue, change or added.

The School will ensure parental awareness of student academic goals, successes and challenges. Parents will receive ongoing communication regarding student progress through the following methods: mid-quarter progress reports; quarterly report cards, parent conferences, and parental involvement workshops, in addition to other forms of written and oral communication, e.g., email and personal notes. Parents will be involved in the documenting and updating of Individual Education Plans (IEPs) and English Language Learner Plans, if applicable.

The School will provide parents with assessment results on a yearly basis, as indicated in the *Just Read, Florida* initiative. This report will also provide information about a student's

academic level and whether he/she has gained a year's worth of learning for every year of instruction at the School. The School will additionally seek to educate parents on the meaning, purpose, and impact of this information. Adequate Yearly Progress (AYP) reports will also be disseminated to parents.

The School places a primary focus on reading as well as increasing learning opportunities for all students in accordance with the prescribed purposes of a charter school found within S.1002.33(2)(b)(c), FS. The School's desire is to teach students to understand what they read, through systematic, direct instruction of FL Standards which are aligned to the six components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension and oral language. In order to *make reading a primary focus*, all objectives from Florida's Reading Program Specifications will be implemented at the School.

The School will continually access new information and research from the Florida Center for Reading Research (FCRR) and *Just Read Florida!* to fortify and enhance a research based reading curriculum. The School will use a 50 minute reading block for students and a 100 minute reading block for readers who are one or more years behind. The program will differentiate for specific student learning needs with timely and specific feedback, and high student achievement to ensure the greatest impact of a full instructional block.

As previously stated, ongoing communication regarding the child's progress will occur between the School and the parents. Examples of such methods include discussing student needs through the respective documentation and communication processes for development and update of Educational Plans (EPs), Individual Education Plans (IEPs), and English Language Learner Plans (ELLP), as applicable. The School will maintain an open channel of communication with parents and other stakeholders at all times.

Parents will be provided a password to the School's student management system (parent and student portal) which will provide them access to student grades, assignments, attendance and incremental progress. Computers will be made available at the School for use by those parents who do not have ready internet access. The School's portals will also be available as an application for use with parent and student Smart Phones.

Open and continuous communications will occur to ensure that school remediation plans are understood and agreed upon. Clear communications, via verbal/phone, written letter, and/or email, will notify parents of their student's grade level of reading and the annual gains made while in attendance

The School will provide parents with notification of student progress through report cards at the nine week period, interim reports at the four and one half week period, and parent-teacher conferences as requested by teachers and/or parents.

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

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

- *Improve student learning and academic achievement.*
- *Increase learning opportunities for all students, with a special emphasis on low-performing students and reading.*
- *Encourage the use of innovative learning methods.*
- *Require the measurement of learning outcomes.*

1. Improve student learning and academic achievement.

The purpose of CADHS, in keeping with §1002.33(3)(b), F.S., is to produce high academic achievement for all learners, and thereby meet the statutory requirement of improving student learning and academic achievement. High academic achievement will be attained through a curriculum rooted in solid educational research aligned to the FL State Standards, continuous assessment of Data related to student performance, analysis of student learning gains and a faculty and staff that understands that without student engagement, learning is not successful.

The School will prepare all students to reach their maximum potential in all subjects with a special emphasis on reading, mathematics and writing using research-based exemplary curricula/program enhancements (described later). The School will use a month by-month scope and sequence calendars aligned to the FL Standards (Attached). To ensure student achievement the School will assure the following:

- The instructional content considered essential for all students to learn versus the content considered supplemental would be identified and communicated to teachers.
- The amount of essential instructional content that has been identified can be addressed during the time available to teachers.
- The essential instructional content is organized and sequenced in a way that students have ample opportunity to learn it and demonstrate mastery.
- Minimize interruptions and use proactive scheduling of non-instructional activities during the school Day to protect the instructional time available to teachers.

Closely monitored and assessed, all students will be observed to ensure adequate progress on the FL Standards. All students will benefit from various forms of assessment including, but not limited to, state accountability tools, other required assessments, school interim assessments, academic progress reports in core content areas, verbal assessments, group activities and cross-curricular activities and projects that will provide insight to student progress. Assessment activities will take place in the classroom, alone

and in small groups while also providing students with hands-on activities to implement learning practices that are relevant and real-world.

Low performing students will benefit from intervention programs designed to remediate achievement progress, such as small group instruction, interventions and after school tutoring. The school will implement the Florida Department of Education's *Just Read,* an initiative to provide opportunities for students to show progress in reading, writing and communication skills.

All students will maintain an Individual Academic Plan (IAP) empowering them to track their own academic progress. The IAP will include Data Chats initiated from baseline achievement levels to determine future rates of academic progress. Student goals are set for each student, skill/gap areas are identified and student grouping is adjusted. Throughout the year, the IAP will be updated and students are expected, at a minimum, to achieve mastery of each of the required FL Standards for the grade level.

Programs designed with strong parent involvement, produce students who perform better than in programs that do not involve parents at all. Parent participation is integral to the success of the School. Parents will be required to volunteer at the school.

Data will be used to identify student progress toward mastery of required FL Standards to implement individualized strategies to improve outcomes. The school will analyze disaggregate data and will differentiated instructional based on database decision-making. All students who are English Language Learners (ELL) will participate in programs designed to enable those students to communicate and function successfully in English in an academic environment. This is in addition to participation in the regular classroom for core content instruction.

A variety of programs and services to meet the diverse needs of students with disabilities will be offered. The instructional program for students with disabilities will be aligned to the FL Standards and the Individual Educational Plan (IEP) thus providing ample opportunities for the student to learn and achieve individual outcomes. Instruction with accommodations supports the pathways described in the IEP.

Methods utilized by the School will include but not be limited to:

- Pre-assessment, interim assessment and screening designed to ensure that all students are at their appropriate instructional level in reading and math; and if not, then by prescribing a specific learning plan to enable the student to reach grade level expectations.

- Expand mastery-based learning through use of such methods as Direct Instruction and Brain-based learning in all course instruction to meet the FL Standards and incorporating the NCLB Act to ensure a year's worth of learning;
- Utilize the Florida Continuous Improvement Model (FCIM) as a model for focusing on high student achievement. Each student's progress will be continuously monitored by such methods as on-going assessments, class analysis charts and Data chats.
- Establish a comprehensive program to recognize and reward students for measurable achievement of academic gains and character development.

The School will implement a well-rounded educational program that holds the School and its students accountable for meeting self-determined goals and Standards, as well as those required by the State of Florida and the Sponsor. The educational philosophy of the School is geared at increasing, promoting and facilitating a wide array of learning opportunities and raising the academic achievement of its students. To meet this goal, the school commits to:

- Delivering learning opportunities for students that provide an innovative, creative, and challenging curriculum within a collaborative classroom setting;
- Implementing a continuous improvement program where student assessment results delineate differentiated and targeted instruction tailored to students' individual needs;
- Promoting the expectation and providing the means for all students to achieve their highest academic potential, especially in the core subjects of language arts, mathematics, science and social studies;
- Matching or surpassing the average student academic performance of the local district in all required public accountability tests; and
- Seeking, establishing, and maintaining sound, mutually-beneficial partnerships with local education and civic institutions to provide a wide array of educational experiences for students to enjoy continued learning opportunities beyond the classroom.

The educational philosophy of the School is rooted in the development of the whole child through learning opportunities that are not limited to academic areas. The School will provide a challenging curriculum and set high expectations for students, while meeting their needs and supporting their dreams and goals. To this end, the School is dedicated to the following:

- Instruction focused on mastery of FL Standards;
- Curriculum that encourages innovative and creative teaching and learning processes;
- Learning plans developed and implemented for students at different levels of achievement;

- Progress monitored through ongoing assessments;
- Differentiated instruction tailored to student needs as determined by Data results and analysis;
- Curriculum evaluated in relation to student Data and modified as needed to ensure appropriate and effective instruction;
- College-readiness at the forefront of instruction;
- Real-world connections beyond school through meaningful interactions with local organizations, civic institutions, colleges and universities.

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

The School will follow the State supported initiative, *Response to Intervention (RtI)*, in order to accelerate and maximize student academic and social-emotional outcomes through the application of Data-based problem solving at all levels of the educational system. Through its implementation, the School will identify students at risk, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on student responsiveness. Early intervention is crucial to keeping students from developing further deficiencies. This is particularly true of reading acquisition and proficiency. Reading proficiency is among the highest priorities of the School.

The purpose of CADHS, in keeping with §1002.33(3)(b), F.S., is to produce high academic achievement for all learners, and thereby meet the statutory requirement of improving student learning and academic achievement. High academic achievement will be attained through a curriculum rooted in solid educational research aligned to the FL State Standards, continuous assessment of Data related to student performance, analysis of student learning gains and a faculty and staff that understands that without student engagement, learning is not successful.

The School has adopted the use of the Sponsor's K-12 Comprehensive Research-Based Reading Plan. This plan will define the School's comprehensive intervention reading programs (CIRP), supplemental intervention reading programs (SIRP), educational technology needs, assessments, reading minutes per Day, cap size for intervention groups, minutes per intervention group, and number of Days per week for the intervention group Teachers and staff will be trained and have access to a wide variety of instructional materials that instruct and reinforce language arts skills. Examples include Structured Independent Reading, Reciprocal Teaching, Read and Retell Learning to Write – Writing to Learn, Vocabulary Development, Accelerated Reader Program, Creating Independence through Student-owned Strategies (CRISS), Book Sharing, Cooperative Groups, and Graphic Organizers.

The School's Reading Coach is a literacy leader at the school who embraces the *Just Read, Florida* coaching model through a cycle of support focused on co-planning, co-teaching and modeling, analyzing data to inform instruction, and advocating and serving a pivotal role in leading professional learning at the school through Professional Learning Communities (PLCs) and Lesson Study. This coaching model extends to all school stakeholders, including all instructional staff, reading intervention teachers, guidance counselors, ESE and ESOL support facilitators, media specialists, and other support staff. The literacy coach works as a critical partner in the school's Multi-Tiered System of Supports/Response to Intervention (MTSS/RtI) Process in the screening, diagnosis, progress monitoring, and placement of students in the targeted literacy instruction and intervention that best meets the students' needs.

The *National Geographic Learning/Cengage Learning Edge* as the high school Comprehensive Intervention Reading Program (CIRP). *Edge* incorporates authentic texts written by famous authors, incorporating a cross section of genres and styles of text, literary fiction and nonfiction. It engages learners through authentic, essential questions, pairs informational texts and literature in text sets to deepen inquiry, and incorporates a complex, grade level text selection for close analytic reading within each unit. The District curriculum department has development a bank of Comprehension Instructional Sequence (CIS) lesson plans, using texts at an increasing level of complexity as reflected by the "stretch text" Lexile levels in Appendix A of the Florida State Standards. The CIS provides additional instruction for students reading below grade level to ensure scaffolded support for them to build literacy independence to comprehend and analyze grade level texts.

The new adoption of *Edge* facilitates the placement of students in multi-grade reading classes, and the District has identified placement criteria and developed a scheduling process to encourage schools to place multi-grade students in High School Intensive Reading classes, targeted to meet specific student needs, for the purpose of accelerating them to grade level proficiency and out of intensive reading.

Instructional practices across all classrooms, above, at, and below level reading proficiency will reflect the shifts of rigor demanded for college and career readiness as reflected in the Language Arts Florida Standards:

- Use complex informational text for instruction at a ratio matching the Language Arts Florida Standards (70% informational text to 30% literary text).
- Make the close reading of texts central to lessons—rather than ancillary—and focus on texts that elicit close reading and re-reading for understanding.

- Provide effective instruction scaffolding that enable all students to access complex texts directly without preempting or replacing a text by translating its contents for students.
- Provide a gradual movement towards decreasing scaffolding and increasing independence as 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.

Specifically, high school students reading *below* grade level must be taught by teachers with high expectations for rigor, relevance, engagement and results. High school teachers must support all students in using literacy strategies across all content areas as tools for "reading and writing to learn." Reading instruction across all content areas support students' literacy development, enhances academic and discipline-specific vocabulary, comprehension and critical thinking and reasoning skills, and supports the comprehension and mastery of increasingly complex text and content knowledge through reading, writing,

listening and speaking, and language. The Next Generation Content Area Professional Development (NGCAR-PD) initiative continues to be a strong focus in building capacity for literacy across the content areas in high school content area classrooms.

Championship Academy of Distinction High 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 Standards 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 CADHS' 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 he provided professional development on how to teach 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 CADHS 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 in order 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.

- Assessment of all students will occur continuously throughout the year, including screening, progress monitoring, diagnosing, and outcome measuring that will provide data for individual academic plans and help guide instruction.
- Struggling readers will be monitored using diagnostic tools including Florida Assessments for Instruction in Reading (FAIR-FS), Developmental Reading Assessment (ORA), i-Ready Diagnostic assessments, phonics surveys, and core curriculum assessments. Interim assessments, such as i-Ready, a computer-based adaptive assessment, will be ad ministered at intervals throughout the school year and will help measure the effectiveness of instruction.
- Early intervention is preferable to extended remediation; therefore CADHS 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 50-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.
- Students who score level 1or 2 on FL Assessments will take an intensive reading course in addition to the required language arts class. Additionally, 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.

The School's curriculum will serve students of all ability levels in accordance with the Florida Standards. Using Data from published FCAT reports, standardized assessments, and when applicable, respective end-of-course exam results, the School will measure its own progress towards meeting the academic performance of its student population. The School will annually develop measureable learning objectives in the major subject areas, targeting student learning and development needs, as delineated in its annual SIP.

FL Standards that are not mastered will be identified, and appropriate measures for remediation will be instituted for individual students. Remedial students and students with special learning needs will have access to supervised study time and tutoring after school and on Saturdays (as needed and within budget) to accelerate their progress. In addition, students performing at grade level will be offered similar opportunities in order to maximize potential and advance progress.

The Educational Plan encompasses all content areas with a foundational focus on the different reading competencies as well as increasing learning opportunities for all students in accordance with the prescribed purposes of a charter school found within F.S. 1002.33(2)(b)(c). The reading ability of each student will be of a priority for all school staff. Subject area teachers will have the knowledge and instructional prowess to incorporate a literacy focus into their specialty. Explicit and systematic instruction of reading comprehension will be emphasized.

Teachers will be expected to provide direct comprehension instruction, teaching students to understand the written text and its relation to existing knowledge and the outside world. Students will also develop a solid link between reading and writing through engaging materials, thinking maps and graphic organizers, research opportunities, and authentic cooperative learning experiences.

Additional support using homework and classwork assistance will be offered during specific hours throughout the week for students in need of extra practice and support. Teachers will be available during times outside of instructional blocks. This additional contact with students is critical for those who need a structured practice environment, as well as continuous feedback throughout the learning process both at home and in school. Initiating and strengthening collaboration between school, home, and community, provides the basis for support and reinforcement of student learning. Involving parents and students, and engaging them is critical to successful implementation of the educational program. This plan for creating a support system for remedial students will involve the consistent collaboration between stakeholders.

Tutoring will be available for students not making adequate progress. For students that require additional intervention, tutoring will also be available at the School. These sessions are derived from the operating budget and are applied to those students requiring extra intervention to close the achievement gap between present levels and expected learning outcomes. Teachers will use a supplemental curriculum in small group settings, targeted to student skill deficiencies, as determined by diagnostic and formative Data.

Low performing students will benefit from intervention programs designed to remediate achievement progress, such as small group instruction, interventions and after school tutoring. The school will implement the Florida Department of Education's *Just Read,* an initiative to provide opportunities for students to show progress in reading, writing and communication skills.

All students will maintain an Individual Academic Plan (IAP) empowering them to track their own academic progress. The IAP will include Data Chats initiated from baseline achievement levels to determine future rates of academic progress. Student goals are set for each student, skill/gap areas are identified and student grouping is adjusted. Throughout the year, the IAP will be updated and students are expected, at a minimum, to achieve mastery of each of the required FL Standards for the grade level.

All students who are English Language Learners (ELL) will participate in programs designed to enable those students to communicate and function successfully in English in an academic environment. This is in addition to participation in the regular classroom for core content instruction.

A variety of programs and services to meet the diverse needs of students with disabilities will be offered. The instructional program for students with disabilities will be aligned to the FL Standards and the Individual Educational Plan (IEP) thus providing ample opportunities for the student to learn and achieve individual outcomes. Instruction with accommodations supports the pathways described in the IEP.

Methods utilized by the School will include but not be limited to:

- Pre-assessment, interim assessment and screening designed to ensure that all students are at their appropriate instructional level in reading and math; and if not, then by prescribing a specific learning plan to enable the student to reach grade level expectations.
- Expand mastery-based learning through use of such methods as Direct Instruction and Brain-based learning in all course instruction to meet the FL State Standards and incorporating the NCLB Act to ensure a year's worth of learning;
- Utilize the Florida Continuous Improvement Model (FCIM) as a model for focusing on high student achievement. Each student's progress will be continuously monitored by such methods as on-going assessments, class analysis charts and Data chats.
- Establish a comprehensive program to recognize and reward students for measurable achievement of academic gains and character development.

Low performing students will also be identified through the use of diagnostic assessments. Students who score below grade level will be given extra support to reach grade level. CADHS will continually access new information and research from the Florida Center for Reading Research (FCRR) and *Just Read Florida!* to fortify and enhance a research-based reading curriculum. All students in grades 6th to 10th and those who have not passed the reading portion of the FL Standards Assessments will participate in a year-long reading class whether it is a remedial reading class for struggling students or a literature class for more advanced students.

The Florida Multi-Tiered System of Supports (MTSS) and Response to Intervention (RtI) has consistently been defined in Florida as the practice of providing high-quality instruction and intervention matched to student needs using learning rate over time and level of performance to make important instructional decisions.

The School will adopt Florida's four-step problem solving MTSS/RtI process designed to revise instruction and intervention. The steps include:

- Problem Identification entails accurately identifying the problem and the desired behavior for the student(s) experiencing academic or behavioral difficulty.
- Problem Analysis, involves analyzing why the problem is occurring by collecting Data to determine possible causes of the identified problem.
- During Intervention Design & Implementation, evidence-based interventions based upon Data collected previously are selected or developed, then implemented.
- Lastly, evaluating the effectiveness of interventions utilized is paramount in a problem-solving process. This fourth step is termed Response-to-Intervention. It is in this fourth step that a student's or group of students' response to the implemented intervention is evaluated so that the effectiveness of instructional efforts is measured.

The MTSS/RtI framework is characterized by a fluid continuum of academic and behavior instructional supports. Three tiers are used to describe the level and intensity of the instruction/interventions as they are provided across the continuum as follows:

- Tier 1: Core, Universal Instruction & Supports - General academic and behavior instruction and support provided to all students in all settings.
- Tier 2: Targeted, Supplemental Interventions & Supports - More targeted instruction/intervention and supplemental support in addition to and aligned with the core academic and behavior curriculum.
- Tier 3: Intensive, Individualized Interventions & Supports - The most intense (increased time, narrowed focus, reduced group size) instruction and intervention based upon individual student need provided in addition to and aligned with Tier 1 & 2 academic and behavior instruction and supports.

CADHS will implement a gifted education program to serve eligible students. This program will provide a qualitatively different program designed to meet the needs of gifted students. A gifted student is defined by State Board Education rule 6A-6.03019 as one who has superior intellectual development and is capable of high performance.

The School will also use the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment tool or similar, which is a state-aligned computer-based testing system that adapts to the child in real-time as the test progresses for a pinpoint picture of learning achievement and readiness. NWEA's MAP is fully correlated to the FL Standards.

3. Encourage the use of innovative learning methods

The School will encourage and challenge its teachers to use innovative learning methods by providing a teaching and learning environment that promotes sharing and implementing of best practices and proven research-based methodologies. Professional development will be provided on an on-going basis to ensure that teachers are equipped with the most current information to successfully support student learning. Instruction at the School will be founded on innovative research-based practices to provide the best teaching and learning opportunities for students. Highlighted below are a few examples of innovative techniques that will ascend the School's students to new heights of success.

In considering a "**Pedagogy of Confidence," s**tudents will be provided instruction that builds upon their sense of personal identity, abilities, and self-worth (Jackson, 2005). The instructional tools utilized by this method of instruction have been proven highly effective in improving achievement levels of students in urban settings. Students learn to enhance their strengths rather than focus on weaknesses and develop a sense of self that allows them to overcome obstacles to learning.

We will use performance-oriented learning in which core concepts can be mastered and remembered. Our educational program is based on three (3) essential elements:

- A strong academic foundation implementing a challenging, standards-based college preparatory curriculum that will provide our students with opportunities to make connections to their community and their world.
- Unique instructional methods including project-based learning, standards-based instruction with *a thematic curriculum that emphasizes business and entrepreneurial concepts and skills*.
- Technology integration using a 1:1 (1 student: 1 computer) Learning Framework by allowing students to bring their own device (BYOD.

CADHS will meet the needs of every student and encourage lifelong learning, with a focus on strong leadership skills. We will prepare students to have a sincere responsibility to give back to the community.

Every classroom will have SmartBoard-like technology and all students will be allowed to bring their computing device (the school will provided tablets or laptops to those students who do not already own one for check-out).

We will base our character leadership instructional model from the text “Role Models: Examples of Character and Leadership” by Dr. Joe Hoedel. This is a highly research based program that highlights 17 individuals who exemplify the different character traits covered in the curriculum. A consistent weekly format utilizing ethical dilemmas, lectures, character movie segments, current events, role model readings, basic skills and expository writing assignments are implemented to provide a framework for stable learning.

Entrepreneur Studies
One component of our learning is a focus on Entrepreneurship. The School will offer students a unique path in our standards-based instruction with a thematic curriculum that emphasizes entrepreneurial concepts and skills. We will provide students with a financial literacy foundation that promote entrepreneurial and financial thinking. Students will learn how to write business plans, create a pathway for a career and learn about spending, saving, borrowing, investing, and managing money. Our program will:

- Teach students the ABC’s of how to manage money and make smart choices while they learn to read, add and subtract.
- Enhances a student’s growing awareness of the world by imparting knowledge of how the world works.
- Helps students consider the future, set goals and make realistic plans for their futures.
- Gives students at every level the opportunity to learn by doing.
- Moves in a developmentally sensitive way from concrete to abstract learning.
- Uses web links for interactive and technology-based experiences.
- Provides a start-to-finish personal financial education that is comprehensive, rewarding and enjoyable, and involves the whole family.

When students choose the Entrepreneur pathway, they will explore additional opportunities in the Business and Entrepreneurial fields. From the beginning, students will learn to work as a team. Interactive lectures and small-group workshops will give students opportunities to build upon strengths and minimize weaknesses. Leadership topics will include:

- Personality Styles and Group Dynamics
- Public Speaking
- Conflict Resolution
- Stress and Time Management

In 9th and 10th grades they will begin a business located in the school's incubator and participate in an incubator business program. In 11th and 12th grades, students will have the opportunity to further their education through partnerships with local businesses and non-profit organizations, as well as with dual and early enrollment options with local community colleges.

By teaching the fundamentals of business and entrepreneurship, as well as the creative process, teamwork, leadership, and communication, CADHS graduates will be prepared to tackle the challenges they face as citizens in the complex world of the 21st century. .

This pathway will provide students with technical knowledge and skills needed to prepare for further education and careers in the Business, Management, and Administration.

Wellness Studies
The Wellness Science pathway allows for students to explore the world of the health professions. Nutrition, wellness and health care policy will be the background used to develop wellness leadership among our students. Students will learn to self-manage, develop personal health-exercise-wellness plans, and begin to advocate for others in their development of life-long nutrition, self-care, and fitness. Students will study the essentials of public advocacy through public speaking, leadership skills by developing health coaching skills that uses their knowledge of nutrition, fitness and self-care, and will write publishable articles demonstrating their advocacy skills around wellness science. As juniors, students will shadow health professionals approved by the school and develop presentation tools that can be used at a local health-related fair. As seniors, students will meet regularly with their school approved mentor in the coordination and implementation of a local health-related initiative and will lead a team of underclassmen in its implementation.

Forensics
The Forensic program will allow students opportunities to practice civil discourse. Students will learn the essentials of speech and debate. Students will develop the complex skills needed to compete in Lincoln-Douglas and Congress competitions across Broward County and the State.

- In 9th and 10th grades, students will have opportunities to shadow attorneys, judges, and elected officials to gain hands-on opportunities to see these skills used in authentic settings.
- In 11th and 12th grades, students will select an advocacy area and school partnerships with mentors will be created. Seniors will be expected to facilitate the weekly school-wide meetings.

All academies will include as part of the delivery models:

- *Differentiated Instruction*
- *Inquiry-Based Learning*
- *Project-Based Learning*
- *Technologically-infused Learning*
- *Community-Centered Learning*

4. ***Require the measurement of learning outcomes***

CADHS requires measurement of learning outcomes, in accordance with the State of Florida. As required by Florida Statute, the School will implement all state and district requirements for assessment. Using Data from assessment reports as well as End-of-Course (EOC) exams, faculty and administration will identify the learning needs of students and develop measurable objectives. Students not making adequate progress toward mastery of the FL Standards will be identified and appropriate measures for remediation will be instituted.

The School will participate in all applicable components of the Florida State Accountability System; as well as any other age-appropriate research-based assessments. Using Data from assessment reports to measure progress in meeting the needs of student population, the School will:

- Identify students not making adequate progress towards mastery of the FL Standards (with emphasis on low-performing students and students exhibiting reading deficiencies);
- Annually develop measurable learning objectives in the major subject areas to target student learning and development needs;
- Implement the Sponsor's CRRP; and
- Institute and monitor appropriate measures for students requiring remediation in reading and other prescribed subjects.

Learning outcomes will also be measured through the student's IAP as part of the student's academic, career and social-emotional-ethical development.

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. As teachers implement differentiated instruction, it will be necessary to use varied techniques of assessment, including (but not limited to) rubrics, mini- bench mark 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 High School will disaggregate available data for review. This information will be documented and used as a planning tool for teaching and learning.

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.

In addition to full participation in all state-mandated testing and accountability requirements, the School will conduct further analyses of student achievement through other proven assessment tools deemed appropriate and necessary. Data analysis will be used to identify students who are not making adequate progress toward annual learning gains in reading, mathematics, writing and science.

Continuous assessment of student performance is an integral component of the individual's learning. Individual student, grade-level, and whole-school achievement goals in reading, mathematics, and other areas will be established at the start of each academic year from the Data obtained by creating each student's individual personalized education plan and portfolio. These goals will reflect individual, grade-level, and whole school improvements on various assessments, including the FL Assessments (including EOC's), FL Standards, FAIR assessments, MAP or similar, running records, and formative and summative tests.

Our assessment methods will be based upon:

- A variety of assessments. In order to have a complete picture of a student's achievement, different types of assessments must be used. Assessments for individual students should focus on a student's progress towards a proficiency standard rather than comparing student's performance against other students.

- Desired student outcomes. There should be a close relationship between a desired student outcome and the means used to assess it.
- Use of knowledge. Assessing what students do with knowledge is as important as assessing what knowledge they have. Assessment should promote and support reflection and self-evaluation on the part of the students, staff and parents.

Our classroom assessments will fall into three categories:

- Diagnostic assessments will provide information to assist teacher planning and guide differentiated instruction.
- Formative/interim assessments will occur concurrently with instruction. These ongoing assessments will provide specific feedback to teachers and students for the purpose of guiding teaching to improve learning.
- Summative assessments to summarize what students have learned at the conclusion of an instructional segment.

Once enrolled at CADHS, students will be required to take baseline diagnostic tests focusing on mathematics and reading. Northwest Education Association (NWEA) Measure of Academic progress (MAP), or similar assessment, will be used to gain a baseline assessment for all our students in August and new students as they arrive in our School.

Interim assessments (MAP) that are aligned with the FL Standards will also be administered regularly. The Measures of Academic Progress (MAP) multiple-choice assessment will help our teachers find out what our students know and are able to do.

As required by s. 1008, 22, Florida Statute, the School will fully comply with the Florida assessment program and will follow all state and district requirements for assessment. Using Data from state assessments (old FCAT and/or FL Assessments) reports as well as End of Course exams (if required for some students), faculty and administration will collaborate to determine the most current learning needs of students and develop measurable objectives to target in the annual School Improvement Plan. Students not making adequate progress toward mastery of the FL Standards will be identified, and appropriate measures for remediation will be instituted.

Students in the high school will also take additional assessments such as the PERT, PSAT, ACT, and SAT. We expect to surpass national averages. Our ultimate goal is for students in the 12th grade will take the Advanced Placement exams in one to four subjects.

The Instructional Leadership Teams (ILT) will analyze results from interim assessments and provide feedback to teachers highlighting trends which, if good will be replicated and, bad, will be corrected. Our ILTs will be formal, collaborative teams of faculty and

administrators who meet regularly to review academic trends within the School. The ILT will be composed of the Principal, Counselor, all core academic regular education lead teachers, ELL and ESE Coordinators.

Administer frequent assessments - Frequent assessments help us check for understanding, provide data for analysis and helps us to track student progress. With data we are able to administer early interventions and to adjust teaching methods to meet the needs of the students.

Types of Assessments	Purpose (s)	Grades	Frequency
Measures of Academic Progress (MAP) or SAT-10	Baseline	6-12	Fall
MAP or SAT-10	Progress Monitoring Summative	6-12	Winter Spring
Florida Assessment for Instruction in Reading (FAIR)	Diagnostic Monitoring Summative	6-12	Fall Winter Spring
PSAT	Formative	8-10	Fall
SAT/ACT	Summative	11-12	Spring
FL Assessments	Summative	6-10	Spring
EOCs	Summative	7-12	Spring
PERT	Summative	11	Spring
WIDA	Monitoring	6-12 ELL students	Spring
Informal classroom assessments that may include, but are not limited to running records, teacher constructed tests, classroom assignments, observations and rating of performance, portfolios of student work, and computer-assisted assessments.	Formative and Summative	6-12	On-going

The School's common lesson plan template will use Marzano and Danielson's research-based Florida Educator Accomplished Practices (FEAP) to assist in planning and executing educationally sound and effective lessons across all disciplines.

Teachers also input homework for students based on the lesson. Homework will be populated to *EdLine* or similar program, onto the parent information screen. Teachers

monitor student's academic progress throughout the grading quarter. Our assessments will lead directly to appropriate instruction with instructional components that are closely coupled with assessment data to help deliver targeted, personalized instruction by skill or standard.

Assessment practice at CADHS is best encapsulated by the following quotation,

> "The best teachers recognize the importance of ongoing assessments and continual adjustments on the part of both teacher and student as the means to achieve maximum performance. Unlike the external standardized tests that feature so prominently on the school landscape these Days, well-designed classroom assessment and grading practices can provide the kind of specific, personalized, and timely Information needed to guide both learning and teaching." (McTighe and O'Connor, 2006, p. 213).

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

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

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

1. Create innovative measurement tools.

We are committed to using research-based methods that encourage the use of innovative strategies and measurement tools. Individual student, grade-level, and whole-school achievement goals in reading, mathematics, and other areas will be established at the start of each academic year from the metrics obtained from state, district and individual formative and summative data. Our primary goal is to respond to the needs of all of our students. As such, the instructional staff will use all means at their disposal to understand what is needed for their students to succeed.

The creation of innovative measurement tools will be encouraged as a collaborative process designed to meet a specific need. This process will be incorporated into the implementation of our Professional Learning Communities (PLCs).

This profile, incorporating academic, behavioral, service learning and wellness will be created at the School.

Our educational environment will be constructed in a manner that instills in the students the belief that learning is continuous and we will use testing as a checkpoint to show the way toward continuous improvement.

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

The School seeks to stimulate improvement in the public schools by being a model for new and innovative educational practices that facilitate and accelerate student achievement. The School will share best practices and innovations with other interested schools to stimulate continual improvement with the Sponsor, throughout the state of Florida, and beyond.

The School will focus on helping marginal and lower performing students. Our opening will expand the capacity of public schools, and offer students and parents a unique choice in a school based upon accountability.

3. Expand the capacity of the public school system.

The School will be housed in a facility that meets the state requirements for charter school facilities per s.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. This charter school will aid the District in relieving pressure to build new schools. Moreover, it addresses the issues raised in the Constitutional Amendment for class size reduction by creating student seats to serve students in the Sponsor's public schools. The School plans to locate in an existing building or construct its own building, thereby allowing for the expansion of public school choices in the District. We will expand the District's capacity by providing an educational facility, teachers, instructional materials, and support to our full capacity.

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

We desire to have a symbiotic relationship with the District. Again, we plan to accommodate students with a special niche-based educational opportunity. Our capacity will help mitigate the impact of any new residential growth by providing another school choice within the District.

Metrostudy's 4Q14 survey of the South Florida housing market shows that quarterly starts decreased by 16% from 3Q14 to 1,691, but are up 19% from 4Q13. The annual pace increased 6.4% to 7,334 from the annual starts rate observed in the fourth quarter of 2013.

This marks two consecutive quarters of measurable annual starts growth. Lot shortages in Palm Beach, *Broward*, and Miami-Dade are likely to have a dampening effect on the starts rate in the near term, however. The annual closings rate of 6,852 was up 18% from the previous quarter and is up 21% from one year ago, which extends this upward trend to eleven consecutive quarters. There is growth in the area which will demonstrate demand for more school space.

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

Teacher effectiveness is crucial to the success of the School and its students. The School seeks to provide new and exciting professional opportunities for its teachers. Teachers and staff will share in the decision-making processes at the School. Teachers will be encouraged to incorporate their unique style into their instruction and will be provided multiple venues for collaborating on best practices with each other. A spirit of collaboration, rather than competition, will prove the most beneficial to students as well as create a positive working environment for teachers. This will be accomplished through the establishment of professional learning communities. The study and sharing of research-based instructional strategies to incorporate critical thinking and differentiated instruction will be the primary focus. To ensure the integration of technology throughout the curriculum, teachers will participate in on-going innovative technology-based in-services to better assist them in effectively impacting their student's cognitive, emotional, and ethical growth.

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

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 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.

Championship Academy of Distinction High School will be a school with a structured academic environment to deliver a rigorous, innovative educational program. In alignment with the School mission, the student population being targeted includes students in grades 9 to 12 from families who are in search of a high quality education that allows students to fully achieve their personal and academic potential through a curriculum that specializes in Entrepreneurship, Wellness Sciences, and Forensics.

In accordance with Federal and State anti-discrimination laws and the Florida Educational Equity Act, Section 1000.05(2)(a), F.S., the School will not discriminate on the basis of race, gender, ethnicity, national or ethnic origin, or disability in the admission of students. The School shall adhere to the following:

- Pursuant to s. 1002.33(10)(a), F.S., the School shall be open to any age/grade appropriate student residing within the School District. In compliance with Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities in Education Act, and the Americans with Disabilities Act, all students regardless of disability will have equal access to the School. In accordance with state law, all necessary accommodations that do not impose an undue hardship will be made by the School to include students with disabilities.
- Pursuant to s. 1002.33(10)(f), F.S., students served in Exceptional Student Education (ESE) or English for Speakers of Other Languages (ESOL) programs, shall have equitable opportunity of being selected for enrollment.

- Pursuant to s. 1002.33(10)(g), F.S., students may withdraw from the School at any time and enroll in another public school in accordance with district policy.
- Pursuant to s. 1002.33(10)(b), F.S., the School will enroll any eligible student who submits a timely application, unless the number of applications exceeds the capacity of the program, class, grade level, or building, at which time a lottery shall be conducted.

We will attract a cross-cultural student body and will be most appealing to parents wishing to have their students attend a school which promotes scholarship, values, structure, and self-discipline. We have found parents who are seeking other educational options and parents who have previously considered or participated in home-schooling. Parents seeking more intensive learning programs through “School of Choice” options in the targeted area have found barriers because of enrollment limits. Our educational model (described below in Section 3.C.) offered in a high technology environment will attract interest.

The School believes its students have a duty to learn and a duty to lead. CADHS's highest priority is to prepare our students, including students traditionally underserved or underachieving (not meeting their personal potential), so that our graduates are prepared to enter and thrive at the finest universities and colleges, if they so choose.

The School’s educational program is based on the educational needs of the following student profile:

- Students and families who commit to a rigorous college and career preparatory educational program. Students are accepted on an equal basis, without academic entrance requirements.
- Students whose academic and personal interests benefit from a smaller school environment with personalized attention.
- Students whose diversity reflects the community.

The School is expected to have a racial/ethnic population as well as an English Language Learner (ELL) and Exceptional Student (ESE) population reflective of the surrounding traditional public schools and community it will serve. We will seek a racially and ethnically diverse student body and offer all our students excellence and equity in education. Every applicant will be given equal opportunity in the admissions process.

The School acknowledges that it will serve no more students than the enrollment capacity identified in the application, without the approval from the Sponsor District School Board. CADHS believes that virtually all students, not just a few, are capable of a demanding,

rigorous and relevant college preparatory high school education that prepares them to succeed in college.

The school's population shall consist of the following:

- Any age/grade appropriate student residing within the school district.
- Sibling(s) of a student enrolled in the school will be given enrollment preference.
- Students who qualify for ESE and/or ESOL programs shall have equal opportunity of being selected for enrollment.
- Any eligible student who submits a timely application, unless the number of applications exceeds the capacity of the program, class grade level or building.
- Students may withdraw from the school at any time and enroll in another public school in accordance with district policy.

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.

We intend to initially target 9 to 12th grade students who reside in the District. With current economic limitations, we see that more students are likely to depart private education and seek public opportunity. We perceive student population growth in public schools without demonstrative housing growth as an outcome of our economic times. We perceive a real need to address the potential for rising student population and limited public school construction.

The numbers provided herein are estimates, and may fluctuate within each grade level depending on student enrollment and/or attrition in the respective grade levels. The projected student-to-teacher ratio shall be consistent with those required by Florida Law as applied to charter schools. We will maintain school-wide class size averages of twenty-five (25) in grades 9 -12.

The five year enrollment projections are found in the following table.

Five Year Enrollment Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
9th Grade	11 Sections 275 Students	8 Sections 200 Students	6 Sections 150 Students	6 Sections 150 Students	8 Sections 200 Students
10th Grade		11 Sections 275 Students	8 Sections 200 Students	6 Sections 150 Students	8 Sections 200 Students
11th Grade			11 Sections 275 Students	8 Sections 200 Students	8 Sections 200 Students
12th Grade				11 Sections 275 Students	11 Sections 275 Students
Total Possible Enrollment	**11 Sections 275 Students**	**19 Sections 475 Students**	**25 Sections 625 Students**	**31 Sections 775 Students**	**35 Sections 875 Students**

CADHS will ensure 100% compliance with class size requirements for charter schools by setting specific limits on the maximum number of students that may be enrolled by grade and classroom. If for any reason, there are more student applicants for the available student spaces, the School shall conduct a random lottery.

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

The student projections were developed utilizing:

- The board's prior experience
- Other similar schools in the state which enroll over 850 students and have a waiting list
- No other school with this model is available for families in the district

The School will be located in an area of high student density. The student projections were developed utilizing the experience of other experienced charter school operators in the State.

The School is expected to have a racial/ethnic population as well as an English Language Learner (ELL) and Exceptional Student (ESE) population reflective of the surrounding traditional public schools and community it will serve. The School will be located in an area

of high student density. The student projections were developed utilizing the experience of other experienced charter school operators in the District.

Previous parent surveys at our Elementary and Middle Schools articulated the desire for us to expand our middle school offerings and to start a high school program. We placed our schools in an area with a dense population base to support multiple schools with sizes greater than 850 students. It was determined that we could be competitive with schools in the area where families might be looking for alternative educational options. 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.

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 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 11Elementary, 1Middle 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.
Middle and High School Enrollment within 5 miles

	6th	7th	8th	9th	10th	11th	12th	Total
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
Total	3,096	3,041	3,312	3,021	3,049	2,778	3,251	21,548
High Needs %	9%	11%	10%	0	0	0	0	4%

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.

Age	Numbers
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

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.

Broward: Quarterly housing starts in Broward County declined 5% over the previous quarter, but are up **54% from 4Q13**. The **annual starts pace increased 7%** y-o-y to 1,194. Again, this articulates strong regional growth.

Section 3: Educational Program Design

CADHS will aim to produce high academic achievement for all its learners. As such, the statutory requirement of improving student learning and academic achievement will be met. Our educational program is based on three (3) essential elements:

- A strong academic foundation implementing a challenging, FL Standards-based college preparatory curriculum that will provide our students with opportunities to make connections to their community and their world.
- Unique instructional methods including project-based learning and mastery of subjects.
- Strong technology integration using a one student to one computer (1:1) learning framework with student “bring your own device” (BYOD)..

We subscribe to the perspectives of Sanford (W*here Colleges Fail: A Study of Student as Person, 1968)* who suggests that a holistic approach, which focuses on a balanced concept of challenge and support, is best for students.

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

1. Annual Calendar

The School's calendar will be consistent with the Sponsor's calendar for each year. The School will follow the annual number of school days and minimum instructional minutes required by law. CADHS will operate annually for 180 school days. The academic year will be divided into two (2) semesters. Each semester will consist of two (2) marking periods. We will follow the School District academic calendar, including, but not limited to beginning and ending school dates, vacation dates, holiday dates, and teacher workshop dates.

2. Daily Schedule

The School will be open from 6:30 a.m. for students requiring morning supervision prior to the start of school. The school also will host optional after care until 6 pm, for those parents who arrive late. Breakfast will be provided to students arriving prior to 7:45 a.m. The School's course offerings will reflect Florida Department of Education (FLDOE) course coding.

The school day will run from 8:00 to 3:40 each day (350 instructional minutes and 45 minutes for daily tutorial each day, 1,050 hours per year). This schedule allows for student leadership to be present and visible throughout the day. This will also be efficient in terms of transportation, security, and food service resources. The School's instructional day will accommodate 350 minutes, more than the minimum of 300 minutes required.

Our proposed academic day will consist of:

- Core Academics: 8:00 am-3:40 pm (Mon-Fri, except for scheduled District early release days).
- After School Program: 3:40-6:00 pm (Mon-Fri).
- The school day has been lengthened in order to allow for 50-minute blocks of time for instruction in language arts, math, science, physical education, and electives.
- Daily schedule Draft (Mon-Fri):

6:30-7:45 am:	Early Day Programs/Breakfast
8:00-8:50 am:	Class 1 (Leadership Lab)
8:55-9:45 am:	Class 2
9:50-10:40 am:	Class 3
10:45 am-12:55 pm:	Class 4A (class=50 min, lunch = 45 min, tutorial = 35 min) Class 4B (lunch = 45 min, class=50 min, tutorial = 35 min)

	Class 4C (tutorial = 35 min, class=50 min, lunch = 45 min)
1:00-1:50 pm	Class 5
1:55-2:45 pm	Class 6
2:50-3:40 pm	Class 7
3:40 pm:	Dismissal
3:40-6:00 pm:	Extended Day programs

If the District offers an “early release” day to its students, the School will likewise offer an “early release” day. The School will also follow the District’s teacher work day schedule. The School’s Early Day Program will include an open study hall and learning lab opportunities. Our wireless internet service and our computer labs, as our funding allows, will be accessible to students on campus from 6:30 am to 6:00 pm, Monday-Friday, as we are able to afford staffing. Students may do research or participate in our virtual classrooms for remediation, tutoring, course make-up or specialized non-recurring electives.

The School’s academic program will include an Extended Day Program beginning at 3:40 pm on Monday - Thursday, at which each student, depending upon his or her Individual Academic Plan (IAP), will receive individual and/or small group tutoring, as funds are available, in the core academic subjects (with a ratio of no more than 1 tutor to 12 students) or in state assessment preparation (for those students who have not yet taken and/or passed FL Assessments, and/or End of Course assessment). In addition to tutoring, the Extended Day Program will allow for students to attain non-academic goals by taking additional noncore curriculum classes (electives) and participating in guided enrichment or extracurricular activities and sports.

Although required, at a minimum, to offer the same number of minutes of instruction set forth by Florida Statute, many educators agree that students must spend more time in a rich learning environment if schools are going to make a meaningful difference in academic achievement. We believe that a longer school day, with optional before and after school activities, will enable a richer educational experience.

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

The focus of the School's educational program is to provide students with a strong developmental academic program built within a school within a school concept. CADHS places academics as its highest priority. We will seek to provide an educational opportunity unmatched by any other program. Our structure and academic excellence can provide our students with the proper educational foundation, which will allow them opportunities to

achieve their very best academic work. Our system of awards and recognition, coupled with unique methods to assist and help our students, will celebrate and promote academic excellence throughout our School.

The educational focus of the School will use scientifically researched instructional practices by highly qualified instructors to meet the needs of all learning styles and abilities. High quality curriculum materials and the latest technologies will be used towards achievement of this goal. Mastery of the FL Standards through Project-Based Learning and the high use of technology will be a highlight of instruction. This coupling allows students to not only learn, but also more importantly apply, the required benchmarks into real-world situations. This enhances critical-thinking and decision-making skills while bringing students' attention to what lies ahead of high school, be it college, technical education, or a career, in addition to the rigorous core and elective curriculum to be described later.

Technology integration will occur throughout the School and its operations. Our School will integrate the use and understanding of technology throughout our college preparatory curriculum in every classroom, providing students with a competitive advantage in college and beyond. Our plan includes 1:1 learning where every student has access to textbooks and interactive tutorials for work at School and at home. Our tools include cloud based and tablet computing, traditional desktops, and both wired/fixed and wireless/mobile thin clients. Additional tools will include interactive white boards, a digital curriculum, web-based student information and instructional improvement systems, and digital assessment tools. Students will take advanced technology courses in a modern computing environment that supports server-based computing as well as web-based applications.

Our educational program is specifically designed to support our mission to provide high school students the highest quality college preparatory education possible, incorporating the principles of leadership, discipline, and honor in a school environment. Teachers will support students as they develop a strong academic foundation, critical thinking skills, and the moral qualities and habits of mind that are needed to be good citizens. Key elements of our educational program will include:

Championship Academy of Distinction High School
Educational Program Design
Key Elements

1. School-within a-School	• Entrepreneurship • Wellness Science • Forensics
2. Strong Academic Foundation	• Challenging, Standards-Based College Preparatory Curriculum • Individual Learning Plan (ILP) • Research-Based Instructional Strategies • Comprehensive Assessments
3. Technology Integration	• Digital Model of Instruction • Digital Tools • Infrastructure • High-Tech Classrooms

1. Student Development Model

CADHS will improve student learning through a system, which puts emphasis on becoming a whole person by taking responsibility for one's own actions. The School will use a student development model, consistent with our mission, which is built upon Academics, Character, and Self Discipline.

2. Group Work

Group work will also be an integral part of all our courses. We will encourage cooperative learning. The board sheets will make group work very convenient. Along with the traditional tests, finals, and quizzes, group and individual projects and problem sets will be assigned in all the core courses. In addition, students will keep a portfolio, in which they keep and organize all their graded assignments. They will also write reflective summaries on topics assigned by the instructor. The teacher can use the reflective summaries to have the students describe their experiences in the course and to do some goal setting.

By working in groups in class, they learn by sharing their ideas with others, and that this leads to success. A lot of learning takes place when one is responsible for explaining something to a classmate.

3. Leadership and Personal Improvement
Our leadership and personal improvement concept focuses on goal setting and planning. We will teach our students that goals are dreams with deadlines. We will help them establish concrete criteria for measuring progress toward the attainment of goals. When students measure progress, they stay on track, reach target dates, and experience the exhilaration of achievement. When they identify goals that are most important to them, students begin to figure out ways to make them come true. They develop the attitudes, abilities, skills, and capacity to reach them.

At CADHS, student academic performance is paramount and inextricably linked to nurturing children to strong character and a sense of civic responsibility. We believe that positive character development is a crucial aspect of a quality school. We believe that a school must cultivate a culture of character in order to be a successful learning community.

CADHS will be founded on six core values: respect, responsibility, integrity, courage, curiosity and effort. Teachers and staff will be expected to model these core values in all behaviors inside and outside the classroom. These core values will provide our students with the opportunity for self-improvement, individual growth, and character development.

4. Entrepreneur Model
We will infuse the required FL Standards with these elements and train our teachers to deliver their lessons in unique and creative ways while meeting the diverse needs of the students. CADHS students will master:

- Personal and business finance
- Vocabulary and processes of the business world, including marketing, customer-satisfaction, quality control, and management systems
- Banking and loans for both personal and business use
- Career exploration into the hospitality, finance, banking, investment, real estate, retail and other business sectors
- Making decisions based on facts and risks
- Using technology to maximize success and efficiency

We will provide electives that will enhance student understanding and the education of our students as they prepare for the career cluster in business and entrepreneurships. By teaching the creative process, teamwork, leadership, and utilizing mastery learning, students will be prepared to tackle the challenges they face as life-long learners and citizens in the complex world of the 21st century.

CADHS is dedicated to improving our community through high academic achievement and creative excellence. We will engender in our students strong character and enlightened leadership through researched-based effective Social-Emotional Learning curriculum (Responsive Classroom Program) as well as through purposeful acts of service.

As a primary vehicle to help students to experience first-hand what it means to be a social entrepreneurs, students will be engaged in *project-based learning*. Through project-based learning students will discover how the disciplines interact and their real-world applications as they practice the core values of creativity, innovation, collaboration, and social responsibility on a daily basis. A growing body of research has demonstrated the effectiveness of project-based learning in significantly improving the performance of diverse students in standardized assessments, attendance, retention, and college enrollment/completion rates.

The educational focus of the School will use scientifically researched instructional practices by highly qualified instructors to meet the needs of all learning styles and abilities. High quality curriculum materials and the latest technologies will be used towards achievement of this goal. Mastery of the FL State Standards through Project-Based Learning and the high use of technology will be a highlight of instruction. This coupling allows students to not only learn, but more importantly apply, the required benchmarks into real-world situations. This enhances critical-thinking and decision-making skills while bringing students' attention to what lies ahead of high school, be it college, technical education, or a career, in addition to the rigorous core and elective curriculum to be described later.

5. Wellness Science Model
The School's diverse learning environment will promote healthy lifestyles and enhance the quality of life. The school will encourage students and families to strengthen their health and well-being through educational opportunities, integrated programs, and wellness activities through its Wellness Science program. The school will promote positive changes in physical, social, emotional, and intellectual wellness which will lead to heightened individual student performance.

We intend to promote positive changes in physical, social, emotional, and intellectual wellness which will lead to student academic achievement. Our wellness policy will address healthy eating, physical activity, and socio-emotional support.

Students in this "school" will participate in 50 minutes of physical activity a day through physical education class in addition to a physically active or health related elective. Integrating project-based learning will promote student investigation, differentiated

instruction, student independence, use of the inquiry process, and the ability to think creatively, critically and infuse informational skills.

Its technology component is designed to combine the areas of critical thinking, information fluency, communication, collaboration, creativity, and innovation in to the interactive learning environment. Students will use presentation and word processing software to report on data, findings, and/or research related to their individual health, wellness, and fitness. Spreadsheets, graphs, and additional supplemental software may be used to track/monitor their own progress or progress of their research. Additionally, students will use technology to establish relationships with organizations aligned to the purpose of the Wellness Science School via Internet research, blogs of professionals in related industries. Students may also use digital video recordings to analyze their sports mechanics or the effectiveness of their team's strategies during physical activities.

6. Forensics Model
For many, forensics is a precursor or introduction to law and legal studies. However, the design of our program is broader than a traditional legal studies program. Instead, our program focuses on teaching students the art of public discourse and encourages advocacy through public speaking, speech and debate and understanding the political system. Toward this end, all students in this academy will participate in Lincoln-Douglas Debate and Congress competitions across Broward County and the State.

7. Strong Academic Foundation
a. Challenging, Standards-Based College Preparatory Curriculum
The educational program at our school is a challenging, standards-based college preparatory curriculum that will provide our students with opportunities to make connections to their community and their world. The curriculum will be structured to meet FL Standards for grades 6 through 12. In support of this standards-based curriculum, we will chose textbooks from the state-adopted list of texts and/or District lists of texts. Close collaboration among staff members will support teaching across the curriculum to enable our students to make connections across course content areas.

At CADHS, all students are enrolled in core and elective classes that are aligned with FL Standards. Within this framework, teachers develop curriculum strategies and techniques to achieve expected school wide learning results. Teachers will be dedicated to continually assessing the curriculum in relation to the standards. Textbooks, supplementary materials, and overall curriculum decisions will be made with standards alignment as a top priority.

The core curriculum will align with the FL Standards. The benchmarks and objectives of the courses offered will be in alignment with the course descriptions provided by the Florida

Department of Education. The Core Subjects will include Language Arts/English, Science, Biology, Social Studies, Intensive Reading, Mathematics, Intensive Mathematics, Algebra I, Honors Algebra, Geometry, and physical education. Enrichment courses (World languages, arts, physical education and technology) will be developed so that applicable FL State Standards objectives are met but also expanded upon to meet the particular goals and needs of students attending CADHS.

b. Individual Academic Plans (IAP)
An Individual Academic Plan (IAP) will be developed by each CADHS student, with the help of his or her teachers, academic advisor, and school staff. It will be geared specifically to the student's needs and goals and will map out each student's course through CADHS and beyond.

c. Research-Based Instructional Strategies
CADHS understands that learning is a complex set of integrated skills. Therefore, we rely on the foundational work found in: Piaget's Process of Cognitive Development to determine stages of the cognitive development, the Nine Instructional Strategies research of Marzano (2001), Bloom's Hierarchy of Thinking, and the work of Jay McTighe and Grant Wiggins in their *Understanding by Design* (1998) as well as Webb's Depth of Knowledge. Additionally, we believe students who find their curriculum relevant, and have the opportunity to become active learners, become personally invested in their own education.

Having teachers reflect on classroom practices, procedures and instructional strategies that they implement in their classroom is a technique that can assist them in raising the quality of their classroom instruction.

(1) Instructional Approaches

Teachers will be supported through professional development to ensure successful implementation of the method(s) listed:

- *Direct Instruction*
- *Modeling and Guided Practice*
- *Gradual Release of Responsibility (GRR)*

(2) Project-Based Learning (PBL)
We believe that connections between subjects and content areas must be demonstrated for students, so that they can see the interdependence of subjects and knowledge, and that this will prepare them for their future. Using our thematic units of instruction, we believe we

can implement the essential elements of PBL (Buck Institute for Education, http://www.bie.org):

- Lessons based on open-ended driving question or challenge
- Essential content and skills
- Inquiry-based learning
- Critical thinking, problem solving, collaboration, and various forms of communication
- Student voice and choice
- Teacher and student feedback
- Publicly presented product or performance

(3) Differentiating Instruction

Differentiated Instruction will be used because not all students are alike. Based on this knowledge, differentiated instruction applies an approach to teaching and learning so that students have multiple options for taking in information and making sense of ideas. Differentiated Instruction methods include, but are not limited to:

- Providing a variety of assignments within units of instruction, realizing that students do not all learn in the same way.
- Recognizing the variance in learning styles of students.
- Allowing students to choose, with teacher direction, the route to their learning.
- Providing opportunities for students to demonstrate proficiency in an area they already know and allowing them to move forward.
- Offering tiered lessons, of varying degrees of difficulty, dealing with similar content.

(4) Integrating Instructional Strategies

Our plan for instruction is to use a combination of station rotation, project-based learning, and direct interactive lecture in our instructional practices. Instructional methods will be defined in daily lesson plans and planning calendars.

Station Rotation is a rotation model in which the students rotate *on a fixed schedule or at the teacher's discretion among classroom-based learning modalities* within a given course or subject (e.g., math).

d. Assessment

The School's planning team will develop a comprehensive assessment program to include assessments in the core academic areas. This program will include both nationally normed assessment tests and school-designed assessment tools. The School's assessment plan is described in detail in Section 5: Student Performance, Assessment and Evaluation.

6. Technology Integration

Technology integration will occur throughout the School and its operations. Our School will integrate the use and understanding of technology throughout our college preparatory curriculum in every classroom, providing students with a competitive advantage in college and beyond. Our plan includes 1:1 learning where every student has access to etextbooks and interactive tutorials at School and at home. Our tools include cloud based and tablet computing, traditional desktops, and both wired/fixed and wireless/mobile thin clients. Additional tools will include interactive white boards, a digital curriculum, web-based student information and instructional improvement systems, and digital assessment tools. Students will take advanced technology courses in a modern computing environment that supports server-based computing as well as web-based applications.

The effective use of technology in the classrooms will be a highlight of instruction. The coupling of high quality curriculum and unique instructional methods with state-of-the-art technology will allow students to not only learn, but more importantly, apply the required benchmarks into real-world situations.

a. Digital Model of Instruction

Effective technology combined with great teachers and engaged students, has the potential to transform the world of learning. Digital learning gives CADHS teachers more opportunities to personalize education, utilize data and content more efficiently, and be more innovative in their teaching to ensure all students meet today's challenging standards. This approach allows for a personalized learning experience and allows teacher to reach all students through differentiation. This engaging digital learning environment will allow CADHS to provide 24x7 accesses to learning to students and teachers, in and out of school.

Within the classroom, teachers will use interactive texts, videos, animations, and other features in digital instructional programs to provide more dynamic, personalized lessons with assessment tools that determine, in real-time, each student's level of performance.

b. Digital Curriculum

Digital materials will be selected to provide the School with options for integrating digital content into the classroom. Materials will include:

- FL Standards based instruction integrated into every unit and lesson
- Digital learning tools, including mobile apps and interactive whiteboard lessons
- Scaffolding and differentiation to meet the needs of all students

c. Digital Tools

Technology in our classrooms will include a 1:1 BYOD initiative, interactive white boards, a digital curriculum, and instructional improvement systems.

The student information system (SIS) will have applications on iOS and Droid devices, plus Windows RT access so students can see their grades. The School will sync files between student devices and teachers' computers. Teachers will be able to use *Evernote* and *OneNote* for syncing and may also use features from *Skydrive, Dropbox,* and *Google Drive* to go as paperless as possible. The School anticipates a constant flow of multimedia that the students create. The pipeline for sharing this multimedia and other creations should be set up for everyone to make it simple. *Dropbox* can be installed on all devices that will be used in classrooms and linked with the student account so that shared work can be done.

(2) Interactive White Boards

Classroom instruction will be enhanced with interactive white board technology. Short throw projectors will be installed as the interactive white boards in all classrooms. Interactive White Boards (IWB) will be used along with sound instructional strategies.

(3) Whole School Technology Integration

The School's technology plan has been carefully thought out and will allow it to both meet and exceed the needs of our staff and students while remaining modular enough to allow for future expansion at any time. Through the use of HMH's *SchoolNet* program, Microsoft's Active Directory architecture, and a Virtual Private Network, the School will be able to link all of activities regardless of distance. Further, this setup will allow the School a very robust security environment for the student devices.

- Stage 1: The School will implement an Active Directory system with Windows Server 2012 R2. This newer version is necessary for the plan to work. The hardware server (paid by the developer) will be installed with Server 2012. The School will one primary school domain and also create sub-domains for each department or activity, to include a separate on for all student devices. These will be managed all from a central location where these servers are located. Using Windows Azure, the School will link Server 2012 to Windows Intune so that all portable and desk top devices are able to communicate with the Active Directory system and are more secure. Windows Intune offers more security options than most other programs. Windows Azure is a program that is necessary to facilitate communication between Intune and Server 2012.
- Stage 2: After creating the domains, the School will link the networks across third-party cabling. This is needed for at-home use. The School will establish a Virtual Private Network (VPN). This will be accomplished with Cisco system hardware. The School will host its own unique VPN that can ensure a secure

connection between the School and its users. With the right firewall system in place, this is a very simple procedure to set up, literally requiring only a few commands. The School will further use these firewall systems to manage the laptop devices, even while they are outside of the school. By connecting them manually to our VPN, and forcing users into our filtering systems as a Proxy, we can ensure that we are filtering what students and other authorized School users are doing online. This is an option only available in Windows 8.1.

- Stage 3: This involves the integration of the School's network with HMH products. This also will be a quick setup, in which the Active Directory Federated Services will be used to federate logins to work with HMH. This means that logins will port over to HMH and allow a single login across the programs. These will further port over to HMH products realize through the *EdCloud.* The School may, unfortunately, need to manually input users as the infrastructure may not be finished on HMH's end to allow for automated user creation. The ADFS will also allow the School to interface with an Office 365 email system, *Study Island*, and other third-party applications to enable the School to create a one-stop shop in its digital platform.

C. Technology-Based Assessment Tools

The technology-based assessment tools are organized around two primary functions: content management and test administration. Any educator can create new assessment items, using a familiar, Microsoft Word-like editor and an advanced equation editor. Explanations can be written for each answer choice, and art and images can be easily uploaded. Every item and passage created in the system can be tagged with meta-data, such as difficulty levels, standards alignment, and lexiles. Administrators can also assign various permission levels to users that govern item sharing.

D. Hardware and Network Infrastructure

In these challenging economic times, school leadership needs to be innovative and thoughtful about how funds are allocated to support a 1:1 BYOD Learning Initiative. While a grant funding stream will be sought, the technology plan is not dependent on it.

One advantage of an effective use of technology is that financial savings might be realized from new work process efficiencies, expenses that might or should be eliminated, and revenues that can reasonably be recaptured as a result of the new 1:1 Learning environment. To this end, the findings and recommendations within Project RED have been studied. Our analysis and Project RED's recommendations revealed anticipated 1:1

Learning Initiative redundant costs and hardware replacement annual cost of (all costs are actual costs as provided by vendors):

6. CADHS High Tech Classrooms
The proposed technology repertoire will provide useable learning resources for the teacher, student, parent, administrators, or others that will allow learning objectives to be assembled and combined with learning content, linked to assessments, placed in a class assignment, and included in online homework and group assignments.

Within each class, teachers will use interactive texts, videos, animations and other features in digital instructional programs to provide more dynamic, personalized lessons with assessment tools that determine in real-time each student's level of performance to help teachers quickly identify academic strengths and weaknesses. In the earlier years of education technology, there was a misplaced assumption that fun graphics, animations, and advanced technology were needed to keep the attention of 21st century students. While technologies in our classrooms help to involve students and develop fundamental skills, we believe that the true opportunity for learning is in the accessibility of information, not in the devices themselves.

The single most important benefit of 1:1 is clear: 1:1 technology allows teachers to differentiate both in terms of *how they teach* and *how the students are expected to demonstrate their learning*.

- Differentiation of Content Delivery:
  In traditional instruction, not involving the use of technology, teaching and learning appeared undifferentiated. Teachers lecture to entire classes and focus on reaching the middle group. Students were expected to learn the material presented at whatever pace was determined by the teacher or by the curriculum. The teacher was the one primary source of information in the room, resource materials or (often out-of-date) textbooks were frequently the only other information sources available.

  With 1:1 technology, content delivery can be differentiated, particularly through video. Videos can be paused and viewed multiple times by students for whom the traditional lecture moves too quickly. Far better still, however, the entire model of content delivery through lecture-based learning can be supplemented by student research and project-based learning.
- Differentiation of Assignments
  Previously, without the help of technology, the undifferentiated content delivery described earlier was followed by one undifferentiated assignment, which was given to all students, again without taking into account those students' individual

needs. With 1:1 technology, assignments can be differentiated or even individualized through the use of adaptive technology that gets harder or easier based on previous student responses.

C. Describe the research base for the educational program.

The educational program of the School has been developed using scientifically-based instructional practices that will be implemented and delivered by highly qualified instructors to meet the needs of all students' learning styles and abilities. High quality curriculum materials and the latest technologies will be used towards achievement of this goal.

1. Leadership and Personal Improvement

At CADHS, student academic performance is paramount and inextricably linked to nurturing students to strong character and a sense of civic responsibility. We believe that positive character development is a crucial aspect of a quality school. We believe that a school must cultivate a culture of character in order to be a successful learning community. A number of research studies support the implementation of character education and, in fact, provide evidence that the integration of character education has a positive impact on student achievement.

Finck (2003) described a program for improving moral character to increase academic achievement. Post-intervention data indicated some improvement of moral character, which in turn increased student academic achievement. Because of the intervention, there was a decrease in the disciplinary infractions, an increase in grade point averages, and an improvement in attendance and cafeteria behavior.

Benninga, et al. (2003) conducted a large study including data from 651 schools. The elementary schools in the sample with solid character education programs not only showed positive relationships with academic indicators that same year, but also evidenced positive correlations across the next two academic years.

Berkowitz, & Bier (2005) looked at 109 studies carried out on the effectiveness of 39 different character education programs or methods. They ended up focusing on results of 78 of the studies, covering 33 programs. Those rejected had not shown appropriate scientific rigor. Fifty-two of the 78 studies looked at the program's effect on academic achievement. Fifty-nine percent of these studies showed a significant positive effect on academics.

Over a 4-year period, researchers (Skaggs and Bodenhorn, 2006) measured several outcomes in five school districts initiating or enhancing character education programs. Based on student, teacher, and administrator surveys, there was a noticeable improvement in character-related behavior. In certain districts, suspension and drop-out rates also decreased after the implementation of the character education programs.

2. Strong Academic Foundation

An intellectually demanding curriculum and assignments—prerequisites for a productive life after high school, be it in the classroom or on the job – are proposed for this School. The college preparatory curriculum will be taught in a structured school environment to promote structure, organization, teamwork, scholarship, and leadership.

The benefits of a good academic preparation accrue across racial and ethnic groups, making education the truly great equalizer. Research demonstrates that students rise to the rigor of the work they are assigned. Yet an examination of assignments in one state found that the higher the grade level, the less likely academic standards were aligned with that grade level. The result: an artificial instructional gap that denied students the chance to master grade-level content. Class work or homework that simply asks students to fill in the blanks will not prepare them for postsecondary opportunities.

- Research conducted by Stamford University's Bridge Project (2003) shows that many college-bound students simply don't know which courses are necessary not just to enter college, but to begin credit-bearing work. According to their report, one of the most common student misconceptions about college readiness is that meeting their high school graduation requirements will prepare them for college.
- Hallinan (2006) studied the effect of course placement and student achievement in an analysis of comprehensive high schools. She found that "assigning a student to a higher ability group increases the student's learning regardless of the student's ability level." The best data demonstrate that students enrolled in the college-preparatory track in high school are more successful in whatever they do after high school.
- Research shows that a challenging high school curriculum can help predict postsecondary success. That means all students should take four (4) years of English, at least three (3) years of science including two (2) lab courses, four (4) years of math up to Algebra II, four (4) years of social studies, and two (2) years of a foreign language. Nowadays, the knowledge and skills students need for college match those required for careers.
- Research evidence shows that student academic achievement is closely related to the rigor of the curriculum. Chubb and Moe (2012), using longitudinal data from their "High School and Beyond" study, found that "rigorous academic program participation has a strong, independent effect on achievement gains" (p. 210). Our

academic curriculum, which is college preparatory in focus, intends to challenge our students by exposing them to higher level concepts with supports necessary to help them understand and accomplish them.

Research literature, terms such as “challenging curriculum,” “academic environment,” and “academic press” are commonly used to denote rigor. Although “challenging curriculum” generally refers to course taking, “academic press” refers to schools having strong goals emphasizing academic achievement. Our courses certainly emphasize challenge; our efforts are to promote academic press among our students.

3. Entrepreneur Model

According to Edutopia.org (2012) the work students do learning entrepreneurship is a natural fit with Florida Standards and the project-based learning approach used in this academy makes this authentic and dynamic for our students.

New research from the Network for Teaching Entrepreneurship (NFTE) argues that the benefits of teaching young people how to launch and run a business extend beyond developing the next generation of world-changing entrepreneurs. NFTE has provided courses in entrepreneurship to more than 500,000 students, mostly from low-income middle schools and high schools, since the organization was founded in 1987. Students who completed a NFTE program were doing better at educational achievement than the population at large.

Additionally, NFTE research has shown that students, who complete the entrepreneur programs, ***start and maintain businesses at substantially higher rates*** than their peers and have a ***greater interest in attending college***.

A new study, called "High School Careers" by Internships.com in 2013, surveyed 4,769 students, which included 172 high school students and 4,597 college students. The study discovered that 72 percent of high school students and 64 percent of college students want to start a business someday. In addition, 61 percent of high school students and 43 percent of college students would rather be an entrepreneur instead of an employee when they graduate college.

4. Wellness Science

There are innumerable health issues facing high school students. The childhood obesity crisis continues to worsen in the U.S., with an estimated one in six children (16 percent) from ages 10 to 17 considered to be obese.[1]. Type 2 diabetes, once known as “adult-onset diabetes”, is now becoming more common among adolescents, especially in minority

[1] Bethell, C., et al. (2010). National, state, and local disparities in childhood obesity. *Health Affairs*, 29(3): 347-356.

communities.[2] Additionally, overweight children are more likely to be the target of taunting and teasing in school, a serious risk to mental health, leading to lower self-confidence and a higher risk of depression.[3] High school is also a time of increased independence, and with it comes the risks of poor decision-making, which can be reflected in poor food choices and in drug or alcohol use. In addition, there are many recent developments that have led to the increased health dangers to teens:

- Until recently, physical education classes in schools could be relied on to engage children in a half hour or more of daily physical exercise and/or health class. Yet with the advent of the *No Child Left Behind Act*, an increased focus on testing has turned physical education into a luxury that many schools cannot afford. Similarly, recess has been reduced or eliminated in schools across the country in favor of more math and language arts learning time.[4]
- One study found that in 2006 only 7.9 percent of schools provided students daily physical education during the school year.[5]
- Research shows that time spent engaged in outdoor activities correlates with increased fitness in children, yet children have turned to the TV remote, computer mouse and video game controller more often than outdoor recreation to occupy their down time.
- According to the Centers for Disease Control, 61.5 percent of children do not participate in any organized physical activity outside of school hours.[6]
- The quality of children's diets has similarly been a detriment to their health, with fast food consumption tripling in the past 30 years, children's daily food intake rising gradually over the past quarter-century, and only 8 percent of vegetables consumed by children being dark green or orange. Instead, fried potatoes make up about 46 percent of total vegetable consumption.[7]

Research shows that programs that encourage physical activity and learning about healthy lifestyles can improve student health outcomes.

- A study measuring the health and social benefits of school programs found that controlling for baseline obesity, poverty status, and race and ethnicity, the

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[2] Institute of Medicine of the National Academies (2005). Preventing childhood obesity: Health in the balance. National Academy Press, Washington, DC.
[3] Eisenberg, M. E. et al. (2003). Association of weight-based teasing and emotional well-being among adolescents. *Archives of Pediatrics and Adolescent Medicine*, 157, 733-738.
[4] Fletcher, A. (2010). Changing lives, saving lives: A step-by-step guide to developing exemplary practices in healthy eating, physical activity and food security in afterschool programs. Healthy Behaviors Initiative. Retrieved from, http://www.ccscenter.org/afterschool/Step-By-Step%20Guide.
[5] Burgeson, C.R. et. al. (2007). Physical education and physical activity: Results from the School Health Policies and Programs Study 2006. *Journal of School Health*: 77(8), 435-468.
[6] Sallis, J., et al. (2003). Environmental interventions for eating and physical activity: A randomized controlled trial in middle schools. *American Journal of Preventative Medicines*; 24(3).
[7] Science Daily (2009). Inadequate fruit and vegetable consumption found amongst U.S. children. *Journal of the American Dietetic Association*. Retrieved from, http://www.sciencedaily.com/releases/2009/03/090302183254.htm

prevalence of obesity was significantly lower for school program participants (21 percent) compared to nonparticipants. (33 percent).[8]

- A report by the U.S. Department of Education found that 10-16 year olds who have a relationship with a mentor are 46 percent less likely to start using drugs and 27 percent less likely to start drinking alcohol.[9]
- A recent evaluation of afterschool programs in California displayed that youth reached federally-recommended levels of moderate to vigorous physical activity levels for an average of 24.4 minutes daily when they participated in structured activities and received only 13 minutes through unstructured activities.[10]

In order to meet the School's vision of empowering students with the skills needed to be healthy and graduate prepared for success in college and careers, addressing health and wellness within the school are essential. Health and wellness cannot be a single "program," but rather it must be a philosophy and core value of our school with multiple course work opportunities within the program's design. The School will use elements of the Centers for Disease Control and Prevention's (CDC) Coordinated School Health Model, which addresses all eight components of a healthy school. These components include:

- Health education;
- Physical education;
- Health services;
- Nutrition services;
- Counseling, psychological, and social services;
- Healthy school environment;
- Health promotion for staff; and
- Family/community involvement.

5. Forensics

The School will expose students to the varied career and college opportunities, which are available to students who are competent in forensics activities and tournaments. Students will learn about advocacy, public policy, legal careers, public service careers, and the political system. This will be done with direct instruction as well as labs, seminars, speakers, cooperative learning, and regional participation in forensics competitions.

[8] Mahoney, J. L. & Heather, L. (2005). School program participation and the development of child obesity and peer acceptance. *Applied Developmental Science*: 9(4), 202-215.

[9] Riley, R., Peterson, T., Kanter, A. Moreno, G., & Goode, W. (2000). Afterschool programs: Keeping kids safe and smart. U.S. Department of Education.

[10] CANFit, Partnership for Public Health/Public Health Institute, Samuels & Associates (2009). Promoting healthier afterschool environments: Opportunities and challenges. The California Endowment.

This program is uniquely designed to directly teach citizenship skills within highly organized experiential learning based classrooms. The value of legal studies programs provides students with a broad-based background to succeed in liberal arts programs at the college level. The curriculum will assist students to:

- Understand the functions and limits of law in resolving conflict and regulating behavior in society.
- Communicate effectively about the law in order to participate more effective in American society.
- Appreciate that the law is closely related to one's personal life and relates to everyone's rights and responsibilities in American society.
- Develop a positive, informed and unprejudiced but questioning attitude to law and legal matters.

We expect students in this academy to use the skills and insights learned to deal with real life issues they are passionate about in a manner that is both sensitive and informed.

6. Demanding Curriculum

An intellectually demanding FL Standards curriculum and assignments—prerequisites for a productive life after high school, be it in the classroom or on the job – are proposed for this School. The college preparatory curriculum will be taught in a structured school environment to promote structure, organization, teamwork, scholarship, and leadership.

The benefits of a good academic preparation accrue across racial and ethnic groups, making education the truly great equalizer. Research demonstrates that students rise to the rigor of the work they are assigned. Yet an examination of assignments in one state found that the higher the grade level, the less likely academic standards were aligned with that grade level. The result: an artificial instructional gap that denied students the chance to master grade-level content. Class work or homework that simply asks students to fill in the blanks will not prepare them for postsecondary opportunities.

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preparatory track in high school are more successful in whatever they do after high school.

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7. Research-Based Instructional Strategies

a. *Gradual Release of Responsibility (GRR)*

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

b. *Problem-Based Learning*

Research shows that achievement gains are possible by teaching using PBL approaches. This instructional method has been shown to increase academic achievement on state assessments; and be more effective than traditional instruction for long-term retention, skill development, and mastery of 21st century skills; and be especially effective with lower-achieving students (Buck Institute for Education, 2009; Center of Excellence in Leadership of Learning, University of Indianapolis, 2009).

A study by Liu, Olmanson, and Horton (2011) examined high school students' learning and motivation as they engaged in a multimedia enriched problem-based learning (PBL) environment for science.

Using a mixed-method design with both quantitative and qualitative data, we investigated the effect of a multimedia environment on student science learning, their levels of motivation, and the relationship between students' motivation and their science learning. The analysis of the results showed that: Students significantly increased their science knowledge from pretest to posttest after using the PBL program, they were motivated and enjoyed the experience, and a significant positive relationship was found between students' motivation scores and their post-science knowledge scores (http://www.eric.ed.gov/PDFS/ED522012.pdf, p.2).

Research into the use of PBL at the high school level found similar results. A study by Mergendoller, Maxwell, and Bellisimo (2009) looked at the effectiveness of PBL in a high school economics class. They found that…PBL was found to be a more effective instructional approach for teaching macroeconomics than traditional lecture/discussion (p = .05). Additional analyses provided evidence that PBL was more effective than traditional instruction with students of average verbal ability and below, students who were more interested in learning economics, and students who were most and least confident in their ability to solve problems (http://www.bie.org/images/uploads/general/50a90dcc6963062c85b49a69a21a81cf.pdf, p. 2).

A recent meta-analysis of the available research on PBL by Edutopia (2012) identified key components for the successful implementation of this instructional method. These include: a carefully developed project design that implements the PBL procedure with fidelity; structured student collaboration that deliberately includes team goals and rewards based on individual learning growth and individual accountability; assessment that clearly defines the criteria for success and multiple opportunities for feedback, reflection, and revision; and a supportive network for teachers' professional development so that teachers can develop increasing sophistication in the implementation of PBL.

c. *Differentiated Instruction*

Teachers recognize that each student comes into the classroom with different backgrounds, languages, cultural experiences, interests, and abilities. By differentiating instruction, teachers maximize the growth and development of each student's needs. Differentiation is recognized to be a compilation of many theories and practices.

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

Current research provides evidence that skillful differentiation has a positive effect on student achievement. For example, Subban (2006) reported that recent studies at that time showed positive outcomes from the use of differentiated instruction, particularly among experienced teachers. A study by Koeze (2007) considered two questions: "Does differentiated instruction have an impact on student achievement?" and "Are there components of differentiated instruction that have a greater impact on student achievement than others?" Results from the study indicated that there were components of differentiation that led to higher student achievement than others. Huebner (2010) summarized a further growing body of research that demonstrated that differentiated instruction yields positive results for students across all ability levels.

d. Technology Integration

Technology will be infused into student learning throughout the educational program to support academic achievement for each student. The goal of technology usage within a classroom is to take it out of the hands of the teachers and place it within the hands of students, for an optimal experiential learning environment.

Technology is a tool for learning. Today's students live in a digital world and a global society, and must be prepared for the challenges of a digital world. A 2011 survey by the National School Boards Association found that fifty percent (50%) of students with online access say they use social networking, such as Facebook and Twitter, to communicate specifically about schoolwork.

The Partnership for 21st Century Skills (accessed on line at: http://www.p21.org/storage/documents/P21_Framework_Definitions.pdf) suggests that students will be more prepared for success in the 21st century if they are able to:

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access, manage, integrate, evaluate and create information to successfully function in a knowledge economy
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

The primary goal at our School is to use technology to support learning and achievement. As stated by Marzano (2009), using learner response devices, graphics, and other visuals to represent information, and using applications that allow teachers to present information in an unusual context, have a statistically significant relationship with student achievement. In particular, the use of interactive white boards in the classroom has been shown to have a *sixteen (16) percentile point gain in student achievement*. The use of interactive white boards not only prepares students with 21st technology skills, but also increases students' achievement.

Summarizing the outcomes of the Project RED study conducted by The Milken Exchange (Milken Exchange/ISTE, 1999, 2), Lemke concluded that, under the right set of circumstances:

- technology and communications can accelerate, enrich and deepen basic skills;
- technology can be a great tool for motivating and engaging students;
- technology in schools can be a wonderful link between academics and emerging practices in a host of professional fields, so to speak taking science out of the laboratory and out into the field of everyday life;
- technology can dramatically increase the viability of students in the work force, the skills acquired making them more employable and professionally productive;
- technology can strengthen teaching, providing teachers with a powerful learning tool which also promotes individualized instruction; and
- technology can be a catalyst for change in schools by prompting teachers to rethink how they do education by rethinking their whole role in the classroom when they need no longer think of themselves as the provider of information content, but rather as the facilitator of learning in an already information-rich online environment.

Karsenti listed the twelve (12) main benefits of the 1:1 laptop program as:

- Facilitation of work for both teachers and students;
- Greater access to current, high-quality information;
- Greater student motivation;
- Greater student attentiveness;
- Development of student autonomy;
- Increased interaction among students, teachers and parents;
- Individualized, differentiated learning;
- Engaging, interactive and meaningful learning using multimedia support;
- Development of internet and computer skills;
- Universal access;
- The breakdown of barriers between the school and society;
- More opportunities for students in the future.

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

The educational program at the School is well aligned with the school's mission.

Mission/ Purpose	**Educational Program Elements**	
Incorporating the principles of leadership and character in a structured school environment	School Culture	• Leadership and Personal Improvement
Highest quality college preparatory education	Strong Academic Foundation	• Challenging, FL Standards-Based College Preparatory Curriculum • Individual Learning Plan (ILP) • Research-Based Instructional Strategies • Comprehensive Assessments
Our primary purpose is to develop lifelong learners, exemplary citizens and communicators who can	Technology Integration	• Digital Model of Instruction • Digital Curriculum • Infrastructure • High-Tech Classrooms

actively participate in local issues while exemplifying intercultural understanding and respect in a rapidly globalizing world.		
Globally Competitive Education	Entrepreneur Model Wellness Science Forensics Model	• Problem Based Learning • New Tech Network (NTN) Model

The educational program at CADHS will align with the school's mission by implementing high quality, research-based **instructional resources and methods** to support the classroom teacher and lead to a rigorous education. Teachers will be skilled and able to adapt or modify materials to better meet the needs of students with diverse learning styles, experiences, and abilities. They will do so utilizing individualized education programs designed to meet the needs of the student while being modified for on-going growth and progress. The GRR model will ensure that the curriculum is implemented in a way that promotes differentiated instruction and high academic expectations for all students.

CADHS recognizes that **curriculum** should not be driven by instructional materials, but that high quality curriculum materials such as those selected by CADHS should model FL Standards. The School will provide structures to facilitate this process, moving from teacher-directed instruction to increasingly student-directed learning activities that harness the power of technology to differentiate instruction and support individual success. This process will be constantly monitored by teachers sensitive to the needs of our individual learners, and who understand that the "scaffolding" required by some students needs to be substantial, while for other students, such scaffolding can be progressively dismantled.

Students that are academically gifted will be identified and placed in classes that will challenge them. If a student is more advanced for the course work offered at the academy additional courses will be arranged through Dual Enrollment at a local college and online classrooms. As schools serve a wide range of student ability, one must recognize that some students need more direction and other students need a more independent learning environment. Whatever the learning needs and preferences, our goal is to equip our students with the skills and the mind-set to allow them ready access to further learning.

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

CADHS proposes to meet high standards of student achievement by aligning its curriculum with the FL Standards and the educational requirements of the Elementary and Secondary Education Act (ESEA) formerly *No Child Left Behind* Act ("NCLB") and maintaining high expectations for all learners. The combination of educational programs designed to meet high academic standards, coupled with a high degree of local parental choice, provides the standards, flexibility, and diversity envisaged by the Charter School Statute. The State has significantly changed the standards and the content students are expected to know and be able to do at each grade level. These standards require concepts to be taught in far greater depth than previous standards.

The population being targeted is those students in grades 9-12 from families who are in search of a high technology college preparatory school that includes the application of critical thinking skills and an emphasis on moral development and character education. CADHS students, through direct supervision of CADHS teachers, the Principal and Governing Board will be successful in attaining the required FL Standards by ensuring that the standards are integrated within the CADHS college preparatory course work. The educational program at CADHS will be developed in accordance with the Florida performance-based standards.

The School's educational programs and curricula are built upon rigorous and relevant standards that will help improve student achievement and attainment of the FL Standards and NGSSS as defined by Senate Bill 1076, "Next Generation Sunshine State Standards means the state's public K-12 curricular standards, including Florida Standards in English Language Arts and mathematics, adopted under s. 1003.41, Florida Statute (F.S.)." The School's instructional staff will utilize assessment data and results to drive instructional decisions, integrate strategic interventions to address gaps in student performance, and improve student outcomes.

The School will offer multiple levels of core curriculum including foundational courses, core courses integrated with reading development, core content courses, honors courses, and advanced placement courses to help prepare students for success in college. Course offerings will depend upon student needs. Our goal is to graduate students who are prepared to enroll in freshman-level college courses and succeed without requiring remediation. The School's programs are focused on increasing postsecondary enrollment, and increasing the diversity and number of high school graduates who enroll in postsecondary education.

CADHS will be dedicated to providing a diverse population of students with an outstanding education focused on the core curriculum areas and technology. The curriculum will be designed to promote student proficiency on state standards in reading, math, science, and writing. The curriculum will be driven by annual academic benchmarks and the integration of effective instructional strategies, including reading strategies; grade level expectations; and technology as integral components rather than as pure resources. The basic core curriculum (reading, writing, mathematics, science, social studies, language arts, and other electives) will be built upon, and assessed by, a framework of high expectations and continuous assessment of competencies.

Teachers will maintain a checklist of those State Standards that must be implemented into their lessons. Teachers, and students, as appropriate, will track skills taught, mastered, and retained for each student's portfolio.

CADHS will strive to help each student develop basic and advanced skills in reading and mathematics using challenging content from all subject areas. Teachers in all subject areas will require students to apply Reading and Mathematics skills to challenging content in the specific subject area. CADHS Language Arts teachers will rate and grade student work using the FSA Writing Component rubrics, and provide specific feedback regarding each student's achievement level on practice writing prompts.

All content area teachers will support the school-wide reading program by teaching and emphasizing the use of effective reading strategies, and applying critical reading strategies in their discipline-based textbooks or other reading selections. All content area teachers will support high math achievement by applying creative thinking and problem solving strategies in discipline-based situations. Examples of this support include: the creation and interpretation of graphs and tables in applicable discipline-based situations; the identification and explanation of mathematical concepts, processes, and solutions in applicable discipline-based situations; and the development of measurement and number sense skills in applicable discipline-based situations.

Quality instruction is a key to student learning and performance. Teachers must be sufficiently knowledgeable about the content they teach to make learning real, relevant, and challenging for every student. The role of the teacher is to explain ideas and demonstrate procedures, and students are expected to quickly duplicate those procedures. The teacher has a critical role to play in establishing the norms and expectations for facilitating discussion in the classroom. The teacher builds a community of mutually supportive learners working together to make sense of concepts. The teacher introduces background information that is necessary to "investigate" the objectives of the lesson. The teacher uses

higher level questioning to probe further into a concept via discussion, exploration and summarization. It is through teacher and student interaction in the classroom that students learn to recognize and apply acceptable practices, as well as explain, defend and justify their reasoning. The teacher's ability to create and manage this diverse learning environment is enhanced by their understanding and incorporation of interdisciplinary philosophies and practices. Multicultural themes will teach students tolerance for the ethnically and/or culturally diverse population served by the school. With tolerance comes understanding, thus creating a community of students who are committed to working together to assist in creating a school environment that is conducive to learning.

The School recognizes that a culturally diverse student population requires individualized methods of instruction delivery. Differentiated instruction will be infused throughout the curriculum with content and pace of instruction suitable for the abilities of the students in that class. As such, the needs of all students, including exceptional and gifted students, will easily be met.

The HMH 1:1 learning solution will be implemented at CADHS, which has years of research validation as succeeding in remediation and to provide course offerings or to accelerate coursework not available in a conventional way. Research and development efforts in digital learning will be expanded by increasing student access to such systems, partnering with additional appropriate vendors, and producing additional distance learning products.

Classroom and school-wide interim assessments are a critical component of the teaching and learning process. Teachers assess student learning frequently to insure academic success. In addition, interim assessments provide tools for adjusting and refining curriculum and instruction. The School will provide (as the budget allows) tutoring for students whose assessment results indicate a need for further instruction in any essential skill area.

Classroom teachers and administrative staff will monitor student progress on a continuous basis. Informal student/teacher conferences, Principal visits to classrooms, and examinations of test results including data chats are ways a student's progress is monitored.

Core intervention programs, for each subject area, further aid in meeting the needs of students who may still be experiencing difficulties in the core subject areas. The Multi-Tiered System of Supports, including Response to Intervention (MTSS/RtI) refers to specific three-tiered procedures that align with the steps of problem solving:

- Implementing evidence-based interventions

- Frequently measuring a student's progress to determine whether the intervention is effective
- Evaluating the quality of the instructional strategy
- Evaluating the fidelity of its implementation. (For example, did the intervention work? Was it scientifically based? Was it implemented as planned?)

State assessment preparation and achievement will be emphasized. CADHS will ensure that each of its students is appropriately equipped to apply knowledge and skills to achieve the best possible outcome on high stakes assessments. Teachers will develop and pose questions that are of the same cognitive rigor as those on state assessments for class discussions and for tests. In addition, teachers will generate open-ended questions for classroom assessments that parallel those question types (e.g., extended-response, short-response and gridded-response). Each teacher will receive specific training regarding the design and structure of the new state assessments and how she/he may best prepare students for maximum performance on the test(s).

Additional services and processes that will lead to improved student performance for the school's target population include the implementation of the Florida Continuous Improvement Model (FCIM) and the Four-Step Problem Solving Process.

Florida Continuous Improvement Model (FCIM)
The Florida Continuous Improvement Model is CADHS's method for insuring that all levels of students are provided with meaningful instruction. FCIM is a continuous process in which data analysis determines classroom instruction and is designed to assist administrators, teachers, and students in recognizing students' academic strengths and weaknesses through a systematic approach to data collection and analysis from student assessment.

The School find that the use of data "levels the playing field" for all students because continuous assessment reveals the gaps in learning that must be addressed to help ensure student academic success. Armed with data and the means to harness the information data can provide, teachers and administrative staff will make instructional changes aimed at improving student achievement, such as:

- Prioritize instructional time
- Target additional individual instruction for students who are struggling with particular topics
- Identify individual students' strengths and instructional interventions that can help students continue to progress
- Gauge the instructional effectiveness of classroom lessons
- Refine instructional methods and

- Examine school-wide data to consider whether and how to adapt the curriculum based on information about students' strengths and weaknesses.

As part of the FCIM the school will conduct Data Chats with teachers and students. Data chats offer teachers the opportunity to review student achievement and other school wide data and use this data to improve teacher instruction. Teacher data chats will:

- Identify each student who is not proficient
- Identify the demographic information of the student
- Determine patterns
- Determine which skill/concept/standard/benchmark where the student is strongest/weakest
- Determine which instructional strategies needed to address the skill/concept or standard/benchmark
- Determine which interventions will be implemented
- Determine how student progress will be measured
- Set a date for review of data

Data chats with students will help the students understand where they are and what is needed to make improvements.

Four-Step Problem Solving Process

In addition to the FCIM, CADHS will implement the Four-step Problem Solving process. This process is used to plan and revise instruction and intervention. Each step includes critical activities:

- *Problem Identification* - Gap analysis is conducted to determine the amount of progress that needs to occur in a given amount of time to move groups of or individual students to benchmark.
- *Problem Analysis* - The problem-solving team generates hypotheses to identify potential reasons for students not meeting academic or behavioral benchmarks. Data are used to verify that potential hypotheses are viable reasons for students not meeting benchmarks, prior to intervention development.
- *Intervention Development* - Detailed action plans are developed or revised to help students move closer to meeting academic and benchmarks.
- *Evaluation of Response* - Progress monitoring data are collected and compared to goals set during problem identification to determine if instruction or intervention is effective at moving groups or individuals to benchmark. Instruction/intervention is revised if necessary.

The School will be dedicated to providing a diverse population of students with an outstanding education focused on the core curriculum areas and technology. The curriculum will be designed to promote student proficiency on state standards in reading, math, science, and writing.

If the school intends to replicate[11] an existing school design:
F. Provide evidence that the existing design has been effective and successful in raising student achievement.

Not applicable.

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

Not applicable. The applicant is not replicating an existing school design.

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.

CADHS will follow the Florida Standards. The School's curriculum will provide for appropriate instruction based upon the state curriculum frameworks and course descriptions, standards prescribed by the Florida State Department of Education and Florida's System of School Improvement and Accountability Goals and Standards. The School will use a comprehensive and evidence- based model of teaching and learning that addresses the social, personal, and academic goals of students. Plans developed for individual students [including Educational Plans (EP), Individual Educational Plans (IEP), English Language Learner (ELL), and 504 plans] will strictly be adhered to and accommodations provided according to law. The program is characterized by a strong curriculum plan, rich learning experiences, and technology enhanced teaching and learning opportunities.

[11] [11] An applicant is considered to be replicating an "existing school design" if:
- The proposed school is substantially similar *overall* to at least one school, and
- The individuals and/or organization involved in the establishment and operation of the proposed school are deeply involved in the operation of the similar school(s).

Curriculum defines what students should know and be able to do. The curriculum for CADHS reflects high expectations, and the Florida Standards. The overriding goal of the curriculum is to provide a balance between a firm foundation in basic skills and lifelong learning skills. Again, the curriculum at the School is based on the Florida Standards. These rigorous standards describe what students should know and be able to do at the various grade levels in all areas of instruction. The School seeks to impart on its students the ability and motivation to be:

- Knowledgeable, lifelong learners who are engaged in the educational process
- Individuals who takes responsibility for their own actions
- Effective communicators
- Problem solvers
- Collaborative team workers
- Self-directed learners who takes advantage of the opportunities available

To that end, the clear objectives for curriculum have been defined. The curriculum objectives for the School are to:

- Provide an effective, research-based, relevant and rigorous curriculum that aligns to the School's mission, purpose, and educational program design while meeting the needs of all students
- Use appropriate assessments to determine student mastery and performance in all subjects ensuring improved student performance, a year's worth of learning for each year enrolled, and attainment of the State Standards
- Integrate technology to enhance the teaching and learning environment
- Provide FL Assessments preparation so students demonstrate mastery at Level 3 or higher, transitioning to career and college readiness following full implementation of FL Standards.

Rigor and relevance will play an integral role in CADHS's curriculum and educational program. Florida Statute, 1003.42, provides for CADHS's required courses and instruction to ensure that students meet State Board of Education adopted standards. Most specifically, *members of the School's instructional staff, subject to the rules of the State Board of Education, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction.* The State Board of Education Rule 6A-1.09412 Course Requirements - Grades K-12 Basic and Adult Secondary Programs provides "…*the essential content and course requirements for each course in grades K-12 contained in the "Course Code Directory and Instructional Personnel Assignments" adopted by Rule 6A-1.09441, F.A.C. Course requirements approved by the State Board of Education and are (available) online.*" CADHS will follow these FL Standards course descriptions (requirements) which shall define the School's

content standards for all subject area and grades K-12. Both the *Mathematics Florida Standards (MAFS)* and *Language Arts Florida Standards (LAFS)* were approved by the Florida State Board of Education on February 18, 2014 and implemented in the 2014-15 academic year. CADHS will also follow the MAFS and LAFS within its curriculum.

The School will adhere to the Broward County School District Student School Progression Plan and the FL Standards. Curricula will be aligned vertically and horizontally in order to prepare students for FL Assessments and End of Course state assessments. Teachers will be required to document instruction of the FL Standards and those Florida Next Generation Sunshine State Standards still in effect, by completing daily lesson plans, as well as records of weekly and monthly planning units. A generalized lesson plan format will be used by all teachers to ensure specific objectives are taught, benchmarks are met as listed in the curriculum, and ESE/EP/ELL, 504 and RtI practices are included.

1. Rigorous Curriculum Design

The School's academic focus will be carefully aligned to the FL Standards. Every lesson will be designed and implemented using the *Rigorous Curriculum Design* – a standards-based backwards planning process. A rigorous curriculum is a set of intentionally aligned lessons with clear learning outcomes, matching assessments (formative and summative), engaging learning experiences, and instructional strategies that are organized into sequenced units of study.

The School sees the *Rigorous Curriculum Design* process beginning during summer professional development. Teachers from each grade level will collaborate to review the state standards, separating them into priority standards (those needed to progress to the next grade level and will be covered on the state standardized test) and supporting standards (those that support the learning of priority standards). Teachers will then "unwrap" these two sets of standards, identifying the teachable parts (skills to be taught), and translating them into student friendly learning objects. Once this process is complete, teachers begin creating targeted units of study and engaging lessons that are aligned with the identified skills. Additionally, skill-specific assessments are created that will be analyzed each week to make adjustments to instruction and identify individualized student learning strategies to enhance comprehension and achievement.

All CADHS students will take the following core academic classes: Reading/language arts, math, science, and social studies. Additionally, students will have instruction in foreign languages, the arts, music, computers, and physical education focusing on health and wellness. Effective communication and leadership skills are also integral to a student's success. Oral presentation and writing will be imbedded in all CADHS classes.

Well-developed reading skills are essential to the mastery of core subject content. The School's reading curriculum will focus on the importance and inclusion of reading activities in all subject areas. The education plan advocated by CADHS will seek to provide increased reading and learning opportunities and choices for all students, and will give special emphasis to expanding learning opportunities for students who have been identified as low readers and academic performers.

FL Standards are aligned with our mission and purpose. These FL Standards will provide appropriate guidance to lead student instruction to mastery of the standards for Language Arts, Mathematics, Science, Social Studies, Foreign Languages, The Arts, and Health/Physical Education. These standards will form the basis for our instruction, and evaluation of student performance.

Our commitment to deliver a college preparatory curriculum dictates high rigor and relevance in core subject areas. All programs focus upon a core of common learning, emphasis in the development of higher level thinking skills, and consolidation of study skills. We will seek to expand the student's knowledge base in each succeeding grade level, always moving forward, to ensure the student builds capacity and is not only college bound but also college and career ready. Fundamentally, through our FL Standards based curriculum, we seek:

- Challenge students to develop their full potential.
- Engage parents and families to prepare children to have the life skills they need and support learning at home.
- Give teachers a structure for student learning expectations and freedom to personalize instruction.
- Connect the classroom with real-world business and community needs.

In order to provide rigorous and engaging content for our students, the curriculum will also address:

- Gagne's Nine Events of Instruction as a model for lesson and unit development. Introduced in 1969, Gagne's Nine Events of Instruction have been used by curriculum developers and teachers as a model for high quality instructional design.
- The use of levels 4, 5, and 6 of Bloom's taxonomy (analysis, synthesis, and evaluation).
- Real-world applications to connect learning through the use of problem or project based learning.
- Access to advanced placement (AP) courses and other special interest courses.

The course of studies provide for a spiral design, meaning that previous concepts are revisited in a more advanced form in later units or grades. Students exhibit mastery of

essential concepts at each level of advancement along the spiral curriculum. The curriculum is comprehensive, dynamic, and continuously upgraded. This means our students will have access to the most up-to-date content that incorporates revisions and state standards changes as they occur.

For every course, the objectives are clearly laid out on the Pacing Charts ("lesson plans") available to the teachers. Each unit of a course has its sub-objectives and, in turn, every lesson plan or period has its own sub-objectives. These objectives consist of skills, abilities, and new concepts that students acquire, or master, as a result of having access to the interactive texts within and without the classroom.

Our curriculum is specifically tailored to ensure that all students meet the requirements for high school graduation - including mastery of all respective FL State Standards while participating in an innovative college preparatory program. Following our annual review processes, any curriculum change or additional adoption decisions will be made after consulting with teachers, instructional teams, parents, and educators, and notice provided to the School District sponsor.

2. The Academic Core
A common academic core prepares all students not only for State Assessments but also for post-secondary college and career endeavors. Students entering grade nine as of 2016-17 need to complete the requirements below from the Florida Department of Education in order to graduate. Students will be offered the 24 credit standard diploma option. The Florida's public high school graduation requirements are specified in the following sections of Florida Statute Section 1003.4282, F.S., Requirements for a standard high school diploma (effective July 1, 2013The School will offer courses made available by Florida Department of Education. The courses listed will be connected with course codes out of the Florida Department of Education course code directory as provided by the 2015-2016 Course Directory - Adopted by the State Board of Education on May 15, 2015.

3. Curriculum Content
CADHS's curriculum objectives and related content will be directly aligned with FL Standards. The curriculum is designed with the intention that all students obtain those skills necessary to be successful in colleges or universities. Although the curriculum places a heavy emphasis on the core subjects of English and mathematics, other subjects, such as science, world language, social studies, art, health, physical education, and computing are also considered important, and will be offered to provide a well-rounded education. The curriculum also provides for a variety of course opportunities, such as AP and honors courses.

A core component of the School's program is the frequent student assessment throughout the curriculum, which enables timely identification of individual needs and talents. Thus, students who are capable of advancing rapidly have the opportunity to do so, and are prepared to successfully complete a variety of internationally recognized examinations. Conversely, students who are struggling are identified in real-time and provided with intensives designed to fill learning gaps that may have developed.

Pearson will work with CADHS to build the digital resource portfolio that will be used to power each student's learning environment. While the expectation is that this portfolio will meet the majority of our digital resource requirements, Pearson-provided free internet resources will also be used. Supplemental materials and other relevant resources that support the academic goals of our School will also be incorporated.

We will use the FL Standards curriculum with:

- Information is chunked to prevent cognitive overload
- Interactive animations assist with visualization of difficult concepts
- Checkpoint questions test a student's understanding of key topics
- Guided practice questions in the form of multiple choice and drag-and-drop matching activities provide self-assessment opportunities
- Videos, step-through, and toggle graphic treatments present a deeper dive into lesson content to improve comprehension

a. Overview of Reading/Language Arts

CADHS considers reading and language arts as the centerpiece of our academic program. Effective literacy skills will be central to our charter school curriculum. Our students will be provided with the content and skills introduced and developed through Reading; Writing; Listening and Speaking; and Viewing and Presenting. We will promote communication skills and strategies to strengthen the strands that lead from content and concepts to connections among people and disciplines.

Reading is the integrator of our curriculum. Our students will be strong readers. We seek to provide opportunities to examine great literature that crosses the boundaries of subjects, cultures, and times. In addition to literary and expository texts read in class, students will read independently from a comprehensive list of leading works prepared for each grade level. This strand will help us produce strong, fluent, lifelong readers.

b. Overview of Mathematics Programs

Our curriculum will provide students with in-depth, standards-based mathematics content that reflects the best thinking of mathematicians and teachers. It is our goal to ensure that every student achieves the essential skills needed for mathematical literacy. Our teachers

will have mathematical knowledge beyond the curriculum that is taught and will participate in ongoing professional development to better serve our students.

Fundamentally, we seek to provide a learning environment that emphasizes the unifying concepts of fundamental computational operations, communication, reasoning and proof, representation, problem solving, and connections. The domains/strands include expressions and equations, functions, geometry, mathematical practice, ratios and proportional relationships, statistics and probability, and the number system.

The School will expose its students to advanced Math topics at earlier grades. The following are sample math course sequence options for students. Depending on student progress, these sequences might vary:

- Algebra I → Data Analysis → Geometry → Algebra II → Pre-Calculus
- Algebra I → Geometry → Algebra II → Pre-Calculus → AP Calculus AB
- Algebra I → Geometry → Algebra II/Trigonometry → Mathematical Analysis → AP Calculus AB
- Algebra I → Geometry → Algebra II/Trigonometry → Mathematical Analysis → AP Calculus BC
- Algebra I → Geometry → Algebra II → Pre-Calculus → AP Calculus AB
- Algebra I → Geometry → Algebra II → Pre-Calculus → AP Statistics
- Algebra I → Geometry → Algebra II → Pre-Calculus → AP Computer Science

The Mathematics program will be focused on providing all students with the mathematical skills they will need to compete in advanced technology fields. The goal of mathematics program will be to enable students to comprehend concepts, operations, and relationships in mathematics as well as proficiency in application of those concepts to model and solve problems. Students will develop fluency in solving multi-step equations, modeling functions and algebraic thinking.

Critical thinking and problem solving will be an integral part of learning objectives at each grade and in every course. Students will have considerable experience in analyzing data, graphs, charts and presenting them verbally, to describe a wide variety of patterns and relationships. Using knowledge and tools they have acquired so far, students will be asked to model the problem they are facing, develop an approach to solve it, come up with an acceptable success criteria, implement the solution and assess the outcome.

c. Overview of Science Programs

Effective science education begins in early in response to a student‘s natural curiosity about the world around him or her. A science curriculum will be offered that reflects the

practices of scientists by providing hands-on labs and thinking opportunities for students to apply the scientific method. They inquire, explore, analyze, classify, and test hypotheses in the classroom and in their environment.

CADHS will seek to cultivate skills such as scientific inquiry and problem-solving skills. By enhancing these skills, the School seeks to build a science-literate citizenry. This literacy refers to an individual's ability to apply his or her understanding of how the world works within and across four interrelated domains:

- Scientific Literacy - The ability to use scientific knowledge and processes to understand the natural world as well as the ability to participate in decisions that affect it.
- Technological Literacy - Students should know how to use new technologies, understand how new technologies are developed, and have the skills to analyze how new technologies affect us, our nation, and the world.
- Engineering Literacy - The understanding of how technologies are developed via the engineering design process using project-based lessons in a manner that integrates lessons across multiple subjects.
- Math Literacy - The ability of students to analyze, reason, and communicate ideas effectively as they pose, formulate, solve, and interpret solutions to mathematical problems in a variety of situations.

d. Overview of Social Studies Programs

The Social Studies portion of the curriculum will integrate several fields, using literature, science, technology, and the arts to enrich learning. Personal and global perspectives are essential elements for students facing a rapid changing world. Both perspectives will be presented throughout the social studies strands of Civics, History, Government, and Economics. Embedded within these strands are themes ranging from cultures to environments, to provide for the integration, extension, and application of knowledge for active participation in a global society.

The foundation for all course material will be taken from the Florida Department of Education (FL DOE) Course Code Directory and will use FL DOE course coding.

e. Overview of Student Leadership and Personal Growth

Leadership and personal improvement curricula will focus on leadership skills, goal setting, and planning. Our students are made to feel like adults who have many opportunities to learn and apply real-life skills and become confident and competent leaders in the process. The program can effectively train students to come out of their shell of confusion and decide what they want to do with their life. It can help make them self-reliant and strong. It can also imbibe in them qualities of leadership, determination, and a winning attitude that

makes them stand apart from conventional students. As compared to conventional schools, we will compel our students to follow rules and meticulously complete their assignments.

Students will be taught that goals are dreams with deadlines. We will help them establish concrete criteria for measuring progress toward the attainment of goals. When students measure progress, they stay on track, reach target dates, and experience the exhilaration of achievement. When they identify goals that are most important to them, students begin to figure out ways to make them come true. They develop the attitudes, abilities, skills, and capacity to reach them.
, goal setting, and teamwork, and it builds leadership, self-confidence and character.

f. Overview of Business and Entrepreneur Studies
The Consortium for Entrepreneurship Education, which was established in 1982 to champion entrepreneurship education, is composed of State Directors of Vocational Education, K-12 educators, representatives of colleges and universities, foundations, private businesses and national organizations. Our thematic entrepreneurial approach will seamlessly integrate the core content areas and to business and entrepreneurial skills. For example, concepts of entrepreneurship are in natural alignment to virtually all mathematics concepts. Communication, whether it be written, oral, or via technology, is an essential skill in all businesses. Entrepreneurship also values teamwork, creativity, risk-taking, and leadership, which have been identified as crucial 21st century skills.

The Consortium for Entrepreneurship Education conducted a study of 40 state directors in 2012, and reported that of all the skills needed, *entrepreneurship skills are the most critica*l. This comprehensive study indicated that entrepreneurship education teaches skills for life, problem solving, and creative thinking. These experiences should begin in grade school."

g. Overview of Wellness Sciences
The School looks to provide opportunities for students to gain knowledge about physical fitness, healthful living practices, leisure-time pursuits, and stress management techniques while mastering a variety of physical fitness activities. The curriculum is centered on the concept that movement skills, intellectual development and physical fitness are elements of life that must be taught and reinforced. Further, students acquire and master skills in a progressive fashion through instruction, analysis and evaluation by credentialed professionals.

Life Nutrition and Wellness coursework will be used to prepare students for a life of good nutrition. Instruction focuses on basic nutrition, good health choices, and safety and sanitation and basic food preparation. Laboratory time will allow students to use principles of lifetime wellness and nutrition to help them make informed choices that promote

wellness as well as pursue careers related to hospitality and tourism, education and training, human services, and health sciences. Team work is essential to success in the classes.

Courses will provide a comprehensive study of the science of wellness of the whole individual. The science of wellness draws principles from exercise sciences, biological sciences, and behavioral sciences. The research from psychoneuroimmunology (PNI) supports specifically the holistic wellness paradigm whose focus is that every aspect of each human being, the body, mind, and spirit are involved in all wellness activities and all wellness activities affect the whole individual. Students will discover a new paradigm and experience the blending of the sciences to support the integrated nature of our being

Students will discover the significance of the wellness paradigm shift from physical, mental, social, emotional, and spiritual being dimensions of wellness to being dimensions of human nature. They will gain a working comprehension of the science of wellness through:

- Understanding the contribution wellness can make to the harmonious integration of the composite nature of human life, body, mind, and spirit.
- Understanding various behavior change models and the advantages of each.
- Learning about wellness research that demonstrate the integrated nature of human life and associated wellness principles.
- Understanding the science of wellness has the potential to improve the quality of life and the lives of family, friends, and community.
- Recognizing the ramifications of epigenetics for wellness now and in the future and also the future wellness of others.
- Articulating one's own comprehension of the science of wellness and the meaning it has through a written record of one's wellness experiences throughout the program.

h. Overview of Forensics Courses

Forensics is the art and science of presenting legal evidence and/or argument. Developing highly competent public advocacy is the foundation for the academy. Students will learn the fundamentals of argumentation and participate in local, regional, and state Forensics competitions. This broad-based academy allows students to begin to develop advocacy skills around an issue of their choice. Students will study public speaking and debate, argumentative writing, and philosophy and logic. As juniors, students will participate in regional and state level Forensics tournaments while writing a senior thesis proposal. As seniors, students will meet regularly with a school approved mentor for the development of their senior thesis. Students will present their thesis during the final two months of school in grade and school wide meetings.

4. High School Courses

High school students will receive instruction in language arts, mathematics, science and social studies. Instruction in fine and performing arts, speech and debate, practical arts, physical education, and electives classes will be in accordance with state statutes and rules, and graduation requirements. Instruction will be focused on ensuring that all students demonstrate mastery of the State Standards as determined by performance on the new FL State Assessment, including End of Course exams.

In accordance with s. 1003.4282, F.S., beginning with students entering grade 9 in the 2013-2014 school year, receipt of a standard high school diploma requires successful completion of 24 credits, an International Baccalaureate curriculum, or an Advanced International Certificate of Education curriculum. The high school curriculum will include the following core courses. Full course descriptions can be found in the Attachments.

Course Requirements for a 24-Credit Standard Diploma*	
Subject	**Credit Requirement**
English Language Arts (ELA)	4
Mathematics	4
Science	3
Social Studies	3
Fine and Performing Arts, Speech and Debate, or Practical Arts	1
Physical Education	1
Electives	8

*for students entering grade nine in the 2014-15 school year (http://www.fldoe.org/bii/studentpro/pdf/1415freshmenFlyer.pdf)

CADHS Core High School Courses			
Math	**English**	**Social Studies**	**Science**
Algebra I	English I	American Government/ Honors	Biology
Algebra II	English II	Economics	Biology/Honors
Algebra I/Honors	English III	Economics/Honors	Chemistry
Algebra II/Honors	English IV	Global Studies	Chemistry/Honors
Calculus		American History/ Honors	Earth Science
Geometry	English I/Honors	Government	Earth Space

Geometry/Honors	English II/Honors	Psychology	Health
Integrated Math I	English III/Honors	Geography	Environmental Science
Integrated Math II	English IV/Honors	US History	Marine Science/Honors
Integrated Math III		World History	Physical Science
Integrated Math IV		World History/Honors	Physics/Honors
Pre-Algebra			Physics
Pre-Calculus			
Trigonometry			
Statistics			

Advanced Placement	
• AP Biology • AP Calculus AB • AP Computer Science A • AP English Language and Composition • AP English Literature & Composition • AP Environmental Science • AP Human Geography	• AP Macroeconomics • AP Microeconomics • AP Psychology • AP Spanish • AP Statistics • AP United States Government & Politics • AP United States History CADHS may offer these courses based upon interest.

The CADHS high school curriculum will include unique classes such as ACT/SAT Prep and College Path. These classes will prepare juniors and seniors for college. College Path is designed to walk students through the college application process in a lab setting.

College guidance, starting during the freshmen year, will ensure that CADHS students are on the right track and stay on course until they finish high school.

5. High School Curriculum Resources

Our high school college and career ready curriculum will be based upon Florida's Standards in order to prepare all students for success in a two- or four-year college without remediation. Our course material selections, from Pearson Publishing, are approved aligned with the FL Standards. The School retains the right to change course materials to other FLDOE approved materials.

a. Reading/Language Arts

HMH's Holt McDougal Literature Secondary English Language Arts Program, Grades 9–12 (*HMLSELAP Online*) is our selection for our high school program. It is aligned with FL State Standards is well suited for a one-to-one digital learning environment. Both teachers and students have full access to their digital texts, while online tools help teachers differentiate the literature curriculum with assessment-based, interactive learning activities. *HMLSELAP Online* administers assessments (formative, summative, diagnostic) and generates records for data-driven decision making.

b. Mathematics

Holt McDougal Algebra 1, Geometry and Algebra 2 High School Math Curriculum, Grades 9–12 are selected as CADHS's comprehensive online digital courses that help students develop a deep understanding of mathematics through thinking, reasoning, and problem solving. All are aligned to FL State Standards. The flexibility of the program components and leveled resources enables teachers to adapt to the changing needs of their classrooms with online access to a student edition with audio, complete teacher's edition, instruction and presentation tools, editable worksheets, activities and videos.

c. Science

The School has selected a variety of curriculum resources to support the digital science program. *Holt McDougal Biology* is CADHS's selection for Biology. It is aligned with FL State Standards and includes complete online and mobile compatible Student and Teacher's Editions with audio; editable worksheets; online student explorations; and digital inquiry activities, interactive visuals, study guides, games, and online assessments with remediation.

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HMH's Modern Chemistry offers complete online student and teacher editions, a comprehensive classroom management center, customizable lesson plans, editable resources, hundreds of lab worksheets, interactive animations and simulations, tutorials, videos, virtual labs, and assessments in one place.

The *Holt Science Spectrum: Physical Science* features relevant content, lively explorations, and a wealth of hands-on activities help students understand that science exists throughout the world around them.

Holt McDougal Environmental Science is based on real, current, and relevant content that brings the world of environmental science to life.

HMH's Physics is CADHS's physics selection with effective teaching and research-based innovation. It hosts uniquely broad, deep, and thoughtful set of worked examples—key tools for developing both physical understanding and problem-solving skills.

d. Social Studies

HMH's *The Americans (National Edition*) is a complete online curriculum that allows students to experience dynamic, interactive technology that brings history to life with exciting sights and sounds, personal accounts, and dramatic human emotions.

The HMH's *World History* program provides students with various pathways into content for all levels and types of learners. Bridging the gap between the digital way students live and learn, this program delves into a larger pool of content that is hands-on, digital, and customizable.

HMH's *Economics* is a complete digital course that blends technology, integrated hands-on activities, and a student text providing students with multiple ways to connect, experience, and understand the content they are learning.

HMH's *US Government* offers students a strong introduction to government, citizenship, and the American economic and legal systems. An accessible narrative and compelling design work hand-in-hand with interactive technology, study guides, and activity-based resources to motivate students to actively participate in government.

e. Student Leadership and Personal Growth:

The focus for the Student Leadership and Personal Growth curriculum will include a spiral curriculum with increasing expectations for students and the development of more intense, complex, and rigorous skills for older students. Leadership and personal improvement concept will focus on goal setting and planning. Students will be taught that goals are dreams with deadlines. We will help them establish concrete criteria for measuring progress toward the attainment goals. When students measure progress, they stay on track, reach target dates, and experience the exhilaration of achievement. When they identify goals that are most important to them, students begin to figure out ways to make them come true. They develop the attitudes, abilities, skills, and capacity to reach them. Our program will be unlike any other.

Our students are made to feel like adults who have many opportunities to learn and apply real-life skills and become confident and competent leaders in the process. The program can effectively train students to come out of their shell of confusion and decide what they want to do with their life. It can help make them self-reliant and strong. It can also imbibe in them qualities of leadership, determination and a winning attitude that makes them stand

apart from conventional students. As compared to conventional schools, we will compel our students to follow rules and meticulously complete their assignments. To that end, our students will not be allowed to have no scope of incomplete assignments and it becomes a habit not to neglect any academic assignments.

Our students will have a positive peer atmosphere and little opportunity to stray away. For them, it can become more of an issue of honor than just simple code of conduct. With such a structured environment in place, it greatly helps under-motivated youth to seek purpose. When at last such students compete in the world with other students, they tend to stand out and defy all odds and surprise others with their talented and structured approach to problems with a greater sense of responsibility.

f. Interactive Business and Entrepreneur Courses

The educational program at CADHS is well aligned with the school's mission. Each component of the education program at the School was purposefully chosen to align directly with one or more components of the School's mission and/or purpose.

Mission/ Purpose	Educational Program Elements	
Incorporating the principles of leadership, business and entrepreneurial spirit into a college prep school environment	Business and entrepreneur career track model	• Business Classes and seminars • Entrepreneur opportunities • Leadership and Personal Improvement
Highest quality college preparatory education	Strong Academic Foundation	• Challenging, Standards-Based College Preparatory Curriculum • Individual Learning Plan (ILP) • Research-Based Instructional Strategies • Comprehensive Assessments
Our primary purpose is to develop lifelong learners, exemplary citizens and communicators who can actively participate in local issues while exemplifying intercultural understanding in a rapidly globalizing world.	Technology Integration	• Digital Model of Instruction • Digital Curriculum • Infrastructure • High-Tech Classrooms

The educational program at CADHS will align with the school's mission by implementing high quality, research-based **instructional resources and methods** to support the classroom teacher and lead to a rigorous education. Teachers will be skilled and able to adapt or modify materials to better meet the needs of students with diverse learning styles, experiences, and abilities. They will do so utilizing individualized education programs designed to meet the needs of the student while being modified for on-going growth and progress. The GRR model will ensure that the curriculum is implemented in a way that promotes differentiated instruction and high academic expectations for all students.

1) *Pearson's Business and Entrepreneur Focus*

Pearson's CourseConnect Entrepreneurship is a complete interactive program designed for blended and project based learning. It explores the challenges and opportunities of free enterprise. Content includes sound academic theory, stories, street smart successes,

inspirational references, case studies, and exercises in critical thinking that help student entrepreneurs start-up a small businesses.

CourseConnect Entrepreneurship is available as an online, hybrid, or on-ground environment. Topic-based modules focus on key learning outcomes and objectives, not chapters from a textbook. Because the courses are built in a modular format, the teacher can pick and choose which parts of the course he/she wants to use. Teachers can integrate Business and Entrepreneur activities seamlessly into existing curricula and instruction. Through the topics and accompanying program guides, *CourseConnect Entrepreneurship* works with any core subject program. Each module follows the same format: Introduce, Teach, and Evaluate. Topics illustrate how Business and Entrepreneurship areas are connected through hands-on labs, projects, and background materials. Focused business instruction will teach students to:

- Create components of a viable business plan
- Demonstrate management, leadership and communication skills for running and growing a business
- Demonstrate techniques for analyzing costs, preparing financial documents and reporting requirements
- Design an effective strategy for marketing, customer service, selling and relationship building
- Create a plan for researching, securing and managing the financial aspects of the enterprise
- Devise a plan for business operations that will ensure the business delivers on its promises to customers

2) Using Pearson's *MyBizSkillsKit* for Entrepreneurship allows students to practice business skills. It is an online resource that offers a wealth of tools to engage students. Other Pearson interactive programs which may be used:
    - *Entrepreneurship: Owning Your Future:*
        - Focuses on critical basic business skills including business communications, negotiating, business ethics, social responsibility, time management, and goal setting.
        - Centers on three business cases -- manufacturing, retailing, and service -- that run throughout the text.
    - *Sports Marketing: A Strategic Perspective*
    - *Better Business:*
        - Designed to communicate fundamental business concepts in the form of a clear and engaged conversation, not a dense text.
    - *Business English for the 21st Century:*

    - Designed to prepare students for the challenges of business communication.
- *Communication Skills: Preparing for Career Success*
- *Learning Team Skills:*
    - Coursework offers insight into how both those in a school and corporate environment can use teambuilding skills as well as their individual strengths to create, participate in, and lead successful working teams.
- *Business Ethics:*
    - Students learn the moral foundations, rules, and implications that are vital to the core of business.
- *Technical Communication in the Twenty-First Century:*
    - Approach analyzes why something worked or did not work, as well as how to produce the appropriate communication.
- *Office Procedures for the 21st Century:*
    - Students acquire the office and interpersonal skills needed to excel in any organization.
    - Topics including file management, time management, employment skills, basic financial forms, problem solving, human relations
- *Marketing: Real People, Real Choices:*
    - Students learn marketing from the perspective of real people who make real marketing decisions at leading companies every day.
- *Principles of Marketing:*
    - Students learn how to create customer value, target the correct market, and build customer relationships.
- *Professionalism: Skills for Workplace Success:*
    - Addresses topics students need to know when transitioning from the school environment to the workplace using case examples, activities, exercises, online video, and an interactive website.
- *Business Essentials:*
    - Provides a solid foundation of the essential topics that beginner business students need to understand.
- *Personal Financial Literacy*:
    - Provides the essential principles of personal finance, as defined by national standards, and makes them accessible and applicable to today's students.
    - Includes updated coverage of FICA withholdings, current tax issues, health care legislation, the "Great Recession" and the global economy, credit scoring, and other topics.

Fully aligned to the FL State Standards, the high school component of our business and entrepreneurship program provides for the inclusion of a challenging and focused series of ***Business Management and Finance academic pathway.*** The components include required coursework that forms the instructional strands for each grade level, career awareness activities such as career exploration field trips and career fairs, job shadowing opportunities, practical experience, internships, opportunities to take business/finance classes at partnering colleges and universities and technical schools, career counseling, and career portfolios. We believe this is one of the most unique and exciting parts of the school's design.

CADHS will prepare its students to be successful in life and work in the technology driven, globally-connected and competitive 21st century by incorporating hands-on economics, business and entrepreneurial experiences in the classroom. This will be accomplished through the use of an innovative and vibrant curriculum that is aligned with the FL State Standards, as well as the daily integration of critical thinking, innovation, collaboration, and technology as students participate in experiential entrepreneurship programs and develop essential entrepreneurial and financial literacy skills. Ultimately, graduates of CADHS will have the knowledge and skills required to be college and career ready. In short, they will be self-motivated, competent, lifelong learners.

In keeping with our focus, CADHS will offer students seven unique academic pathways within the field of business, finance and entrepreneurial studies that will provide them with career readiness employment upon graduation or prepare them for a 2 or 4-year college program. The structure for the pathway comes from national outlines on Career Clusters. The United States Department of Education, under its Office for Vocational and Adult Education (OVAE) issued its listing of 16 Career Clusters. The purpose of these cluster was to identify the knowledge and the skills that students needed as they followed a pathway towards a career.

The identification of the Cluster reflected input from national organizations involved in career training including the National Association of State Directors for Career Technical Education Consortium (NASDCTEc) and the National Occupational Information Coordinating Committee (NOICC). The creation of these Clusters was also impacted by national legislation including the Education Secretary's Commission on Achieving Necessary Skills (SCANS), Goals 2000: Educate America Act, and the National School-to-Work Opportunities Act (STWOA).
It is also important to note that the goals for our Business/Finance/Entrepreneur Career Pathways Curriculum are the same four goals for learners set forth by OVAE in April 2005. They include:

- Higher learning achievement,

- Successful transition between secondary education, post-secondary education, and/or employment,
- Better preparation to succeed in careers,
- Promotion and support of economic development to increase productivity.

The School believes that both the Career Cluster and Goals for Learners are consistent with our mission. We feel that they will provide the appropriate structure and direction of the curriculum for CADHS. We believe that our academic coursework, especially that contained in the pathways components, will reflect the intention of the FLDOE in ensuring all graduates are career and college ready. The 16 clusters identified by the OVAE cover every occupation from agriculture to transportation. Each of the clusters contains several different tracks or 'pathways' that are groupings of the knowledge and skills that are required for occupations in each field. The FLDOE Division of Career and Adult Education publish the curriculum frameworks aligned to the Career Clusters delineated by the U.S. Department of Education. We feel that our curriculum is best reflected in the Business, Management & Administration cluster.

Our academic pathway programs are designed around FL Standards and recommendations for courses within the career pathway. Like the national pathways, our pathway will be designed to present our students with substantial academic background in their chosen area. Students will take challenging academic courses that will increase their knowledge of the career and business while providing them with a basic career skill set. They will gain a better appreciation for business, finance and the entrepreneur spirit. In addition to their rigor, each of these courses of study will include the unique involvement of practitioners and college educators. We feel that this combination of the paths coupled with ongoing involvement by those in the field of business and education will make our school a unique and exciting place to be.

Suggested Pathway:

SUBJECT	9th Grade	10th Grade	11th Grade	12th Grade
Math	Alg1 or Geometry	Geometry or Trig/Alg 2	Trig/Alg 2 or Pre-Calculus	Pre-Calculus or Calculus
Science	Biology	Chemistry	Physics	Health
English	English 1	English 2	English 3	English 4
Social Science	Social Science	World History	American History	Econ/Civics
Elective	Business	Business	Business	Business

Elective	Business	Foreign Lang	Foreign Lang	Internship
Elective	Business	Business	Business	AP or Dual Enrollment Course

Business, Management & Administration Career Cluster

This pathway is designed for those students who want to participate in any kind of business –either as support staff or as part of the management/ownership team. These students would be interested in pursuing a career in the Administrative Support, Business Information Management, or General Management industries. Employees in this field must be innovative thinkers and have strong interpersonal, communication, and technology skills. Coursework may include some of the following:

- Accounting
- Administrative Office Procedures
- Advanced Business Technology
- Bookkeeping
- Business Communications
- Business Finance
- Business Law
- e-Commerce
- Entrepreneurship
- Information Systems
- Management
- Marketing

Base standards include:

- Utilize mathematical concepts, skills and problem solving to obtain necessary information for decision-making in business.
- Describe laws, rules and regulations as they apply to effective business operations.
- Explore, develop and apply strategies for ensuring a successful business career.
- Identify, demonstrate and implement solutions in managing effective business customer relationships.
- Implement systems, strategies and techniques used to manage information in a business.
- Implement, monitor and evaluate business processes to ensure efficiency and quality results.
- Plan, staff, lead and organize human resources to enhance employee productivity and satisfaction.
- Access, evaluate and disseminate information for business decision making.

- Plan, monitor and manage day-to-day business activities.

Business Information Management Career Pathway (BM-BIM)

- Describe and follow laws and regulations affecting business operations and transactions.
- Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
- Access, evaluate and disseminate information for business decision making.
- Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
- Plan, organize and manage an organization/department to achieve business goals.
- Courses to be considered:
    - Business Supervision and Management (8215200 / B060200)
    - Business Keyboarding (8200110)
    - Business Leadership Skills (8200120)
    - Computer Applications in Business 1 (8200520)
    - Computer Applications in Business 2 (8200210)
    - Computer Applications in Business 3 (8200211
    - Computer Applications in Business 4 (8200212)
    - Introduction to Business, Management and Administration (8370350)
    - Blueprint for Professional Success (8500375)
    - Business Cooperative Education - OJT (8200410 / B079999)
    - Business Cooperative Education Organization and Management (8200420 / B079998)
    - Business Education Directed Study (8200100)
    - Applied Computer Business Skills II / Computer Business Skills (8200330)
    - Emerging Technology in Business (8207010)
    - Applied Computer Business Skills I / Keyboarding and Business Skills (8200320)

General Management Career Pathway (BM-MGT)

- Describe and follow laws and regulations affecting business operations and transactions.
- Access, evaluate and disseminate information for business decision making.
- Apply economic concepts fundamental to global business operations.
- Employ and manage techniques, strategies and systems to enhance business relationships.

- Plan, monitor, manage and maintain the use of financial resources to ensure a business's financial wellbeing.
- Plan, monitor and manage day-to-day business activities to sustain continued business functioning.
- Plan, organize and manage an organization/department to achieve business goals.
- Create strategic plans used to manage business growth, profit and goals.
- Courses to be considered:
    - Business Leadership Skills (8200120)
    - Computer Applications in Business 1 (8200520)
    - Computer Applications in Business 1 & Career Planning (8200220)
    - Computer Applications in Business 2 (8200210)
    - Computer Applications in Business 3 (8200211
    - Computer Applications in Business 4 (8200212)
    - Introduction to Business, Management and Administration (8370350)
    - Blueprint for Professional Success (8500375)
    - Business Cooperative Education - OJT (8200410 / B079999)
    - Business Cooperative Education Organization and Management (8200420 / B079998)
    - Business Education Directed Study (8200100)
    - Applied Computer Business Skills II / Computer Business Skills (8200330)
    - Emerging Technology in Business (8207010)
    - Applied Computer Business Skills I / Keyboarding and Business Skills (8200320)
    - Finance (8815100 / M804011)
    - Global Finance (8515300 / F100110)
    - Business Owner (General Manager) (MKA0092)
    - Business Ownership (8812000)
    - Business Education Directed Study (8200100)

High School Business and Entrepreneur Activities

9th Grade Business/Finance Career Exploration Field Trips:
Our school's Career Exploration Field Trip program will give 9th grade students an opportunity to investigate their career options during visits to local banks and businesses. Each field trip will be incorporated into the introductory course on business essentials for ninth graders. The purpose will be to expand student awareness of the full range of workplace opportunities, the expectations for opportunities in that field in the future, the responsibilities of the jobs, and the paths that exist for getting to these positions.

These field trip opportunities provide a foundation for students to learn what work exists in the business and finance industries, so that they can make better choices in their personal and career preparation as the years go by.

10th Grade Business/Finance Career Fair:
Our school's 10th Grade Business/Finance Career Fair will be an annual event that provides students with an opportunity to explore career requirements by meeting with local employers representing many different occupations in the business and finance industries. Information will be offered to students through small seminars, rather than by exhibits or booths. Each year, our teachers will work with business partners to develop seminars, highlighting career interests in the industry as indicated on student surveys. Students will register in advance to attend different career seminars. This is a supplemental activity that we believe all students need to experience as a part of the educational program.

In each seminar, employer-presenters will provide students with information on education and skills needed for various career positions within their organizations. Presenters will discuss their own level of education, the skills they use regularly on the job, and how their typical work day looks.

The four goals for the Career Fair are:

- To allow every student the opportunity to participation in a meaningful career exploration activity
- To involve the whole school, including teachers, administrators, support staff, technical and special education students;
- To provide students with the opportunity to focus on their career options;
- To invite business and finance professionals into the school, encouraging collaboration and networking opportunities.

The Career Fair will also serve to build relationships between youth and adults. Students will prepare questions ahead of time, so the adults feel that their time is well spent, and provide positive feedback on the students' interest and attention. Students will become more comfortable talking with adults about careers and job opportunities, helping to prepare them for making future decisions about their career pathways.

The program will also build relationships between our school and its partners. Bringing business professionals into the school will establish respect between the two groups and open doors for more communication and joint activities.

11th Grade Business/Finance Careers Job Shadowing Opportunities:
As a part of our job shadowing opportunity, our students will spend a half-day, full-day, or several days visiting a partnering business/finance organizations, investigating different careers, and experiencing a typical day on the job. Job shadowing will allow students to clarify their career goals and understand how knowledge learned in the classroom translates to their ability to be successful in the workplace.

Our partners will demonstrate a connection between academics and careers, exciting students to learn by making their coursework more relevant. It will also expose students to business and finance environments within their interests and will offer firsthand knowledge about specific careers in the business and finance industries. Job shadowing will provide exposure to the day-to-day work environments, job characteristics and responsibilities to assist students in determining a career fit and create a better understanding of the work environment and types of skills needed for specific business and finance jobs.

12th Grade Business/Finance Internship/Externship Opportunities:
Involvement by our students in the operation of a business is a critical part of their education. All students in our school will complete an internship or externship during their high school years. Because of the time restrictions during the normal academic year, most of these opportunities will be available over the summer. So that students might have a better understanding of the context for their experiences, we will work to schedule these during or between the students' Junior and Senior years.

Our internship opportunity will be a partnership between a student and a business/finance organization, which will create a meaningful experience by providing hands-on training and career awareness. Our school will support the student intern with a teacher-mentor. The teacher-mentor will also communicate with the organization's host-mentor throughout the experience. The internship will be an opportunity for a student to gain practical work experience that complements his or her academic experience and, therefore, will have clearly defined projects and learning goals.

For our business and finance partners, internships will be an opportunity to complete valuable projects and test-drive potential employees. Because it is critical that the experience is a worthwhile one, we will be very careful in conducting ongoing assessments of the quality of our internships and externships. In addition to gaining constant feedback from the host-mentor, we will be soliciting weekly appraisals from our students and will be requiring at least three separate and written assessments from participating students. In addition, we will have a member the teacher-mentor conduct at least one on-site visit per internship.

g. Wellness science

This program offers a sequence of courses that provides coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in the Health Science career cluster; provides technical skill proficiency, and includes competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of Health Science career cluster. The content includes but is not limited to planning, management, finance, technical and production skills, applied aspect of leadership, underlying principles of technology, labor issues, community issues and health, safety, and environmental issues. Work based learning experiences are an integral part of this program. The content includes but is not limited to selection, preparation, service and storage of foods. It allows students to use technology to practice meal management techniques directed toward nutritional food choices based on the life cycle. This course will provide an awareness of consumer issues relating to health and wellness.

Mission/ Purpose	Educational Program Elements	
Incorporating the principles of wellness and health into a college prep school environment	Wellness and Health Science model	• Wellness Classes and seminars • Personal Improvement
Highest quality college preparatory education	Strong Academic Foundation	• Challenging, Standards-Based College Preparatory Curriculum • Individual Academic Plan (IAP) • Research-Based Instructional Strategies • Comprehensive Assessments
Our primary purpose is to develop lifelong learners, exemplary citizens and communicators who can actively participate in local issues while	Technology Integration	• Digital Model of Instruction • Digital Curriculum • Infrastructure • High-Tech Classrooms

exemplifying intercultural understanding in a rapidly globalizing world.

Courses focus on interpersonal skills, decision-making, developing positive relationships with peers and family and child development. Students will also study nutrition and wellness, food selection, and preparation.

HealthSmart is a comprehensive K–12 health education program that is aligned to FL Standards (attached). The ultimate goal of the *HealthSmart* program is to promote the healthy growth and development of youth and give them the knowledge and skills to make healthy choices and establish life-long healthy behaviors. *HealthSmart* is grounded in sound educational and behavioral theory. It focuses on the primary areas of risk for children and adolescents identified and monitored by the Centers for Disease Control and Prevention (CDC). *HealthSmart* meets the National Health Education Standards, and reflects the characteristics of effective health education curricula defined by the CDC. It also incorporates key knowledge and skill expectations detailed in the CDC's Health Education Curriculum Analysis Tool (HECAT) for each grade level. Lessons are designed to be easy to use, with clear, concise teaching steps focused on the essential concepts and skills that will enable students to develop, practice and support specific healthy behaviors. Activities are developmentally appropriate, challenge students in a variety of ways, and accommodate a range of learning styles.

HealthSmart meets the 15 Characteristics of Effective Health Education Curricula defined by the CDC:

- Focuses on clear health goals and related behavioral outcomes. *HealthSmart* has clear health-related goals and behavioral outcomes. The instructional strategies and learning experiences are directly related to the behavioral outcomes. Lesson objectives spell out the knowledge and skills students will gain, and support the healthy behavior outcomes identified by the CDC.
- Is research-based and theory-driven. Effective curricula have instructional strategies and learning experiences built on theoretical approaches that have effectively influenced health-related behaviors among youth. *HealthSmart* is grounded in sound educational and behavioral theory. The Theory of Planned Behavior provides the framework for lessons and activities; concepts from Social Learning Theory are strategically woven throughout the program; and the Trans-theoretical or Stages of Change Model serves as the foundation for activities designed to support student change of unhealthy behaviors. The program helps students analyze influences on their behaviors, supports the establishment of healthy peer norms and builds skills.

Pearson's *MasteringHealth and MasteringNutrition* is an interactive platform that helps students gain wellness and nutrition concepts. The *MasteringHealth* program provides the teacher with an online homework, tutorial and assessment tool that brings that high level of interaction, which leads to greater retention. The course work begin with the idea that many students are overwhelmed by trying to improve upon an established behavior regarding their personal health, and the steps they must take to achieve new goals. With the Behavior Change Videos students are presented with concise whiteboard-style videos that help with the steps of behavior change. They cover topics such as setting SMART goals, identifying and overcoming barriers to change, and planning realistic timelines. Additional videos review key fitness concepts such as determining target heart rate range for exercise. All of the videos include assessment activities that are assignable through *MasteringHealth.*

Teachers are able to use the provided interactive ways to present key topics to their students. Too often they must rely on fill in the blank or multiple choice questions. As a result, students lose interest and come unprepared to class. *MasteringHealth* provides Health and Fitness Coaching Activities that teachers can use to guide students through key health and fitness concepts. They are able to utilize the interactive mini-lessons that provide hints and feedback. These drag and drop activities focus on the challenging terminology and concepts of the course. Students feel engaged and end up coming prepared to class.

Suggested Pathway:

SUBJECT	**9th Grade**	**10th Grade**	**11th Grade**	**12th Grade**
Math	Alg1 or Geometry	Geometry or Trig/Alg 2	Trig/Alg 2 or Pre-Calculus	Pre-Calculus or Calculus
Science	Biology	Chemistry	Physics	Health
English	English 1	English 2	English 3	English 4
Social Science	Social Science	World History	American History	Econ/Civics
Elective	Wellness	Wellness	Wellness	Wellness
Elective	Wellness	Foreign Lang	Foreign Lang	Internship
Elective	Wellness	Wellness	Wellness	AP or Dual Enrollment Course

Courses to be offered:

- Exploration of Career Occupations 91002100
- Fitness Lifestyle Design 1501310
- Life Management Skills 8502000
- Health and Wellness 8417000
- Nutrition and Wellness 8500355
- Personal Fitness 1501300

h. Forensics

Forensics is the art and science of presenting legal evidence and/or argument. Developing highly competent public advocacy is the foundation for the academy. Students will learn the fundamentals of argumentation and participate in local, regional, and state Forensics competitions. This broad-based academy allows students to begin to develop advocacy skills around an issue of their choice. Students will study public speaking and debate, argumentative writing, and philosophy and logic. As juniors, students will participate in regional and state level Forensics tournaments while writing a senior thesis proposal. As seniors, students will meet regularly with a school approved mentor for the development of their senior thesis. Students will present their thesis during the final two months of school in grade and school wide meetings.

Mission/ Purpose	**Educational Program Elements**	
Developing passionate and compassionate students who understand the ethics of advocacy and can advocate a position civilly.	Legal Studies and Forensics Model	• Speech and Debate • Legal Studies • Personal Improvement
Highest quality college preparatory education	Strong Academic Foundation	• Challenging, Standards-Based College Preparatory Curriculum • Research-Based Instructional Strategies • Comprehensive Assessments • Authentic use of skills at adjudicated forensics competitions

Our primary purpose is to develop lifelong learners, exemplary citizens and communicators.	Technology Integration	• Digital Model of Instruction • Digital Curriculum • High-Tech Classrooms • Civil discourse • Hyper-local Journalism

Students will learn about the careers that include advocacy and the political system. Through authentic practice students will shadow people in advocacy based careers and work with local elected officials. The suggested elective will include:

Intro to Criminal Justice 1700320F6
This course consists of the history, examination and evaluation of the courts, the police and the correctional organizations of the criminal justice system in the United States today. Contemporary problems and possible solutions are also considered.

Intro to Criminology 1700330F7
This course consists of a survey of delinquent and criminal behavior patterns, including causation. Specific problems and selected case studies are examined.

Street Law 1007300 (Speech) and 2106350 (Law Studies)
Prerequisite: None
Street Law teaches and fosters critical thinking and analytical skills, while reinforcing a common-sense approach to problem-solving. Students will learn the foundations of our legal system and how those foundations continue to shape and guide our society today in a manner in which students can connect. Students will learn about some of the most famous and controversial legal cases in history and will have the opportunity to come to their own conclusions about the outcomes of those cases. Above all, students will develop and hone skills that will continue to serve them well beyond the classroom in an exciting and interactive environment.

Comprehensive Law 2106375
Comprehensive Law Studies teaches that the American legal system is the foundation of American society. They will examine the components and processes associated with the American legal system and are provided with a comprehensive examination of the civil and criminal justice systems. The course will cover civil, criminal, business, juvenile, and family law. Students will think critically about and evaluate social values and their impact on the establishment and interpretation of laws, causes and consequences of crime, and the reasons for the distinctions between the adult and juvenile justice systems. Students will also get the opportunity to present cases and argue cases in mock trial exercises.

Constitutional Law 2106468
This course consists of the following content area strands: American History, World History, Geography, Humanities, Economics, and Civics and Government. The primary content for

the course pertains to the study of major legal precedents and evolving judicial interpretations associated with the United States Constitution.

Business Law/Torts 1700320D6
Business Law (1st Semester): This course is a study of law as it relates to the sources of law, courts and court procedures, torts, crimes and contracts. Torts (2nd Semester): This course is a study of the various classifications and functions of tort law, including intentional and negligent torts, causation, proximate cause and defenses. The student who successfully completes this course will develop an understanding of the elements of tort causes of action and the legal defenses to such causes of action. The student will examine the practical aspects and issues involved in personal injury law, understand the asserting of legal claims, recognize appropriate remedies and draft related documents.

Family Law/Criminal Litigation 1700330D
Family Law (1st Semester): This course includes an examination of general and Florida laws of marriage, divorce, annulment, separation, adoption, custody, legitimacy, support, guardianship and the juvenile. The student who successfully completes this course will have a basic knowledge of what family law is and the skills to use that knowledge to apply legal standards and draft documents used in the practice of family law. Criminal Litigation (2nd Semester): This course includes a study of the definition and classification of criminal offenses, the principles of criminal responsibility and the legal procedures in a criminal prosecution. The student who successfully completes this course will have an understanding of the elements of crimes, have performed hands-on research, have drafted documents and have participated in oral trial presentations regarding a hypothetical criminal case.

Suggested Pathway:

SUBJECT	9th Grade	10th Grade	11th Grade	12th Grade
Math	Alg1 or Geometry	Geometry or Trig/Alg 2	Trig/Alg 2 or Pre-Calculus	Pre-Calculus or Calculus
Science	Biology	Chemistry	Physics	Health
English	English 1	English 2	English 3	English 4
Social Science	Social Science	World History	American History	Econ/Civics
Elective	Forensics	Forensics	Forensics	Forensics
Elective	Forensics	Foreign Lang	Foreign Lang	Internship
Elective	Forensics	Forensics	Forensics	AP or Dual Enrollment Course

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

Curriculum is more for us than simply the tools and books that will be used in the classroom. Kerr (1983) defined curriculum as, "All the learning, which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school" (p. 203). Moreover, we view our curriculum as being consistent with the School mission, and as a vehicle that provides a clear and concise framework for teaching and learning.

It is researched based and an instructional approach which is based on a variety of teaching techniques and programs, which is appropriate for all cadets at all levels, and when presented, based upon the tenets of an effective school, will enable its students to attain FL State Standards and receive a year's worth of learning for a year's attendance.

1. Rigorous Curriculum

Section, 1003.42, F.S. provides for required courses and instruction to ensure that students meet State Board of Education adopted standards. Most specifically, *members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction.*

The FL Standards will require Schools to do more than they may have in the past. One of the new focus points is that teachers are being asked to engage students more in the learning process by having them work in groups or individually and come up with answers on their own. This does not mean that teachers are not teaching; in fact, they are, but they are also facilitating the learning process in a new way.

In addition, increasing the reading level of ALL students is another point of emphasis. Teachers are required to have their students read high level texts, which require deep reading and higher level critical thinking, in order to get all students *ready for career and/or college expectations*. While students may be struggling with this transition, it is through this struggle to achieve that we will see greater growth throughout the learning process. Success in the classroom will require students to meet the teachers half way and do work outside of the classroom.

The School's curriculum follows the research based FL Standards and an instructional approach which is based on a variety of teaching techniques and programs, which are appropriate for all students at all levels, and when presented, based upon the tenets of an effective school, will enable students to attain FL Standards and receive a year's worth of learning for a year's attendance.

Determining Effectiveness
Additional learning opportunities are allocated and measured using a Response to Intervention (RtI) model. This model is a multi-tiered approach to providing services and interventions through the School's Problem Solving Team (PST) to our students at increasing levels of intensity based on progress monitoring and data analysis, which is aligned with all Federal and State of Florida laws. The School's Response to Intervention (RtI) correlates with the FLDOE Statewide Response to Instruction/Interventions Implementation Plan, to ensure all students are educated using an approved curriculum to ensure learning gains.

The School's RtI model includes:

- Tier 1 – Core, Universal Instruction & Supports: all students will participate in general education learning that includes: universal screenings to target groups in need of specific instructional and/or behavioral support, implementation of the Next Generation Sunshine State Standards and Florida Standards through a standards-based classroom structure, differentiation of instruction including flexible grouping, multiple means of learning, and demonstration of learning, progress monitoring of learning through multiple formative assessments, and positive behavior supports.
- Tier 2 – Targeted, Supplemental Interventions & Supports: targeted students participate in learning that is different by including: a standard intervention protocol process for identifying and providing research-based interventions based on student need; on-going progress monitoring to measure student response to intervention; and guided decision-making aligned with the core academic and behavior curriculum. This includes additional instructional time within the subject area of need.
- Tier 3 – Intensive, Individualized Interventions & Supports: increased time, narrowed focus, reduced group size instruction and intervention based upon individual student need, provided in addition to and aligned with Tier 1 and 2 academic and behavior instruction and supports, specialized programs, methodologies, or instructional deliveries. There is also a greater frequency of progress monitoring of student response to intervention(s). Students are provided instruction using a curriculum resource that is different from their core instruction.

The classroom teachers will remain in continual contact with all stakeholders by updating the IAP, electronic gradebook, progress reports, and report cards, using data derived from formative assessments, ongoing progress monitoring, and the benchmark testing results. Teachers will collaborate with resource professionals and administrators to continue the process while devising and executing a successful plan for the remedial student.

Involving parents and students, and engaging them in a collaborative manner, is critical to successful implementation of the education model. Initiating and strengthening collaborations between school, home, and communities, provides the basis for support and reinforcement of students' learning. The plan for assisting remedial students accounts for continued collaboration between all stakeholders as well as continuous monitoring of progress throughout the learning process. Both parents and students will take part in the Individual Academic Plan (IAP) process and the Progress Monitoring Plan process. Parents will be required to sign both, to provide evidence of awareness of current student level and the plan for improvement.

2. Curriculum that works.

In *What Works in Schools*, Robert J. Marzano discusses three types of curricula: the intended curriculum, the implemented curriculum, and the attained curriculum. The intended curriculum is the Florida Standards and the NGSSS still in effect, the content specified by the state of Florida to be addressed in a particular course or grade level. The implemented curriculum is the content actually delivered by the teacher, and the attained curriculum is the content actually learned by the students. The School's Curriculum is mapped to the NGSSS and Florida Standards and is designed to eliminate the possible discrepancy between the intended curriculum and the implemented curriculum for all students.

The curriculum also includes essential questions, objectives, evidence of learning, item specifications, vocabulary, and resources to provide further guidance on how to effectively ensure students master the curriculum. Curriculum implementation is supported through the following:

- **Instructional Focus:** Teachers, in conjunction with the School's leadership team, plan together and schedule learning objectives aligned to a data driven calendar. The calendar is developed based on the data provided by each formative benchmark assessment, which teachers analyze to determine what standards the students need to be re-taught, or taught more in-depth than previously expected. The calendars include targeted standards, plans for instruction, and weekly assessments. A reflection space is designated for teachers to note the results of the assessment, as well as thoughts on the instruction or activities to be considered for revision. Classroom teachers will develop the calendars several times throughout

the year to adjust instruction based on results. The instruction is thereby differentiated to meet the needs of the students while maintaining rigorous pacing and high expectations. These calendars are developed for both ELA and mathematics, and teachers will be encouraged to post and track results within the classroom to motivate and challenge their students.

- **Evidence of Understanding:** To ensure mastery, students will complete carefully designed higher-order, real-world performance tasks to demonstrate an understanding of the critical content and skills within a unit of instruction. These can include assessments from the designated textbook series or other research-based resources being used. Projects, presentations, and teacher-created tasks will also be used. All assessments that are used are designed to require students to employ critical thinking skills to increase rigor, as the School's mission is to create academic rigor within the classroom. These performance tasks are reflected on the gradebook, which provides teachers, parents, students, and school leadership visibility to the level of progress.
- **Common Assessments:** In addition to the aforementioned assessments, the School will use bi-monthly mini common assessments which are created from a data bank and used to determine students' progress on mastery of the *priority standards.* The assessments are aligned to FL Standards, and include short-term review, as well as spiral review, to check for mastery. This is to provide a uniform tool to monitor progress of mastery of grade level standards more frequently between benchmark assessments administered by NWEA MAP.
- **Data Chats:** Student work and data are considered collaboratively in weekly data chats with school leadership team and teacher cohorts. The level of student mastery of FL Standards is analyzed in order to drive instruction. Instructional focus plans, progress-monitoring plans, and any other instructional facet are discussed at these meetings to ensure needs of all learners are met. Decisions can also be made at these meetings regarding students who will participate in push-in/pull-out, tutoring, or any other additional support period.

Existing research has shown that students who take high-level course sequences learn more in high school and are more likely to attend and perform better in college than students who do not take these classes. A rigorous, college preparatory curriculum has demonstrated valuable equity benefits; they must be complemented with quality high school instruction. In particular, that curriculum must start by solving the problem of engaging students in coursework. Student academic behaviors (e.g. attendance, studying) in their classes are more predictive of student success in high school than many other factors. Engagement is a key component and will be center to CADHS instruction.

3. College Preparation and Career Readiness

Here are some of the research findings that explain the correlation between a coherent, specific approach to knowledge and the development of higher-order skills.

- *Learning can be fun, but is nonetheless cumulative and sometimes arduous*. The dream of inventing methods to streamline the time-consuming activity of learning is as old as the hills. In antiquity it was already an old story. Proclus records an anecdote about an encounter between Euclid, the inventor of geometry, and King Ptolemy I of Egypt (276-196 B.C.), who was impatiently trying to follow Euclid's *Elements* step by laborious step. Exasperated, the king demanded a faster, easier way to learn geometry—to which Euclid gave the famous, and still true, reply: "There is no royal road to geometry."

Even with computer technology, it's far from easy to find short-cuts to the basic human activity of learning. The human brain sets limits on the potential for educational innovation. One cannot, for instance, put a faster chip in the human brain. The frequency of its central processing unit is timed in thousandths rather than millionths of a second; *An absolute limitation of the mind's speed of operation is 50 milliseconds per minimal item.* A. B. Kristofferson, (1967), "Attention and Psychophysical Time," *Acta Psychologica* 27: 93–100.

Nor can we change the fundamental, constructivist psychology of the learning process, which dictates that we humans must acquire new knowledge much as a tree acquires new leaves. The old leaves actively help nourish the new. The more "old growth" (prior knowledge) we have, the faster new growth can occur, making learning an organic process in which knowledge builds upon knowledge.

- *Because modern classrooms cannot effectively deliver completely individualized instruction, effective education requires grade-by-grade shared knowledge*. When an individual child "gets" what is being taught in a classroom, it is like someone understanding a joke. A click occurs. If you have the requisite background knowledge, you will get the joke, but if you don't, you will remain puzzled until somebody explains the knowledge that was taken for granted. Similarly, a classroom of 25 to 35 children can move forward as a group only when *all* the children have the knowledge that is necessary to "getting" the next step in learning.

Studies comparing elementary schools in the United States to schools in countries with common core knowledge systems disclose a striking difference in the structure of classroom activities; the data in this paragraph come from H. Stevenson and J. Stigler, (1992), *The Learning Gap*, (New York: Summit Books). In the best-performing classrooms constant back-and-forth interaction among groups of students and between students and the teacher consumes more than 80 percent of classroom time. By contrast, in the United States, over 50 percent of student time is spent in silent isolation, Stevenson and Stigler,

pp. 52–71. Behind the undue amount of “alone time” in our schools stands a theory that goes as follows: *Every child is a unique individual; hence each child should receive instruction paced and tailored to that child*. The theory should inform classroom practice as far as feasible: one hopes for teachers sensitive to the individual child's needs and strengths. The theory also reveals why good classroom teaching is difficult, and why a one-on-one tutorial is the most effective form of instruction. But modern education cannot be conducted as a one-on-one tutorial.

Consider the significance of these facts in accounting for the slow progress (by international standards) of American elementary schools. If an entire classroom must constantly pause while its lagging members acquire background knowledge that they should have gained in earlier grades, progress is bound to be slow. For effective, fair classroom instruction to take place, all members of the class need to share enough common reference points to enable everyone to understand and learn—though of course at differing rates and in response to varied approaches. When this commonality of knowledge is lacking, progress in learning will be slow compared with systems that use a core curriculum:

- *Just as learning is cumulative, so are learning deficits*. As they begin 1st grade, American students are not far behind beginners in other developed nations. But as they progress, their achievement falls farther and farther behind. This widening gap is the subject of one of the most important recent books on American education, *The Learning Gap* by Stevenson and Stigler.
- This progressively widening gap closely parallels what happens *within* American elementary schools between advantaged and disadvantaged children. As the two groups progress from grades 1–6, the achievement gap grows ever larger and is almost never overcome, W. Loban, (March 1964), *Language Ability: Grades Seven, Eight, and Nine*, (Project No. 1131), University of California, Berkeley; as expanded and interpreted by T. G. Sticht, L. B. Beck R. N. Hauke, G. M. Kleiman, and J. H. James, (1974), *Auding and Reading: A Developmental Model*, (Alexandria, Va.: Human Resources Research Organization); J. S. Chall, (1982), *Families and Literacy, Final Report to the National Institute of Education*; and especially, J. S. Chall, V. A. Jacobs, and L. E. Baldwin, (1990), *The Reading Crisis: Why Poor Children Fall Behind*, (Cambridge, Mass.: Harvard University Press).
- The reasons for the parallels between the two kinds of gaps—the learning gap and the fairness gap—are similar. In both cases, the widening gap represents the cumulative effect of learning deficits. Although a few talented and motivated children may overcome this ever-increasing handicap, most do not. The rift grows ever wider in adult life. The basic causes of this permanent deficit, apart from motivational ones, are cognitive. Learning builds upon learning in a cumulative way, and lack of

learning in the early grades usually has, in comparative terms, a negatively cumulative effect.

Research from large-scale longitudinal evidence, particularly from France, shows that this gap between haves and have-nots *can* be closed, S. Boulot and D. Boyzon-Fradet, (1988), *Les immigrés et l'école: une course d'obstacles*, Paris, pp. 54–58; Centre for Educational Research and Innovation (CERI), (1987), *Immigrants' Children At School*, Paris, pp. 178–259. But only one way to close it has been devised: to set forth explicit, year-by-year knowledge standards in early grades, so they are known to all parties—educators, parents, and children. Such standards are requisites for home-school cooperation and for reaching a general level of excellence. But, equally, they are requisites in gaining fairness for the academic have-nots: explicit year-by-year knowledge standards enable schools in nations with strong elementary core curriculums to remedy the knowledge deficits of disadvantaged children.

- *High academic skill is based upon broad general knowledge*. Someone once asked Boris Goldovsky how he could play the piano so brilliantly with such small hands. His memorable reply was: “Where in the world did you get the idea that we play the piano with our hands?” It's the same with reading: we don't read just with our eyes. By 7th grade, according to the epoch-making research of Thomas Sticht, most children, even those who read badly, have already attained the purely technical proficiency they need. Their reading and their listening show the same rate and level of comprehension; thus the mechanics of reading are not the limiting factor, T. G. Sticht and H. J. James, (1984), “Listening and Reading,” In *Handbook of Reading Research*, edited by P. D. Pearson, (New York: Longman). What is mainly lacking in poor readers is a broad, ready vocabulary. But broad vocabulary means broad knowledge, because to know a lot of words you have to know a lot of things. Thus, broad general knowledge is an *essential* requisite to superior reading skill and indirectly related to the skills that accompany it.
- Superior reading skill is known to be highly correlated with most other academic skills, including the ability to write well, learn rapidly, solve problems, and think critically. To concentrate on reading is therefore to focus implicitly on a whole range of educational issues, A. L. Brown, (1980), “Metacognitive Development and Reading,” in *Theoretical Issues in Reading Comprehension*, edited by R. J. Spiro, B. C. Bruce, and W. F. Brewer, (Hillsdale, N.J.: L. Earlbaum Associates).

4. 1:1 Learning Platform

As mentioned above, the school will provide students with a digitally based adaptive platform of materials that are fully aligned with FL Standards.

The 1:1 Learning Platform was designed based on principles of effective instruction.[12] Specifically, these include:

- Gagné's Nine Events of Instruction, a research-based description of external conditions that optimize internal learning processes
- Visual Literacy, how material is organized to optimize retention
- Cognitive Load Theory, learning principles that utilize a research-based understanding of cognitive learning processes to create effective learning materials and environments
- Integrating Technology into the Classroom using Instructional Strategies based on the research from *Classroom Instruction that Works*, by Robert J. Marzano, Debra J. Pickering, Jane E. Pollock

Clark outlined that the use of the notebook computer as a learning tool influenced the learning strategies employed by the teachers and assisted in the construction of the content rather than just the delivery of content, Clark, R. E. (1991) "When researchers swim upstream: Reflections on an unpopular argument about learning from the media," *Educational Technology,* 31(2), 34-40. The practice of constructivist pedagogical principles was found to provide better outcomes than other models of instruction by Berg, Benz, Lasley, and Raisch, who also found that exemplary technology using teachers used and integrated technology, employed teaching strategies, used class based activities and applied resources in a constructivist manner, Berg, S., Benz, C. R., Lasley, T. J., & Raisch, C. D. (1998) "Exemplary technology use in elementary classrooms," *Journal of Research on Computing in Education,* 31(2), 111-122. Students of these teachers were engaged, involved in activities that were problem oriented, collaborative and based on authentic assessment. When teachers and students work within a wireless network, using portable computing devices, school management, teacher computer competency, curriculum design and the pedagogy of the teacher are focused on maximizing the use of the notebook, combined with appropriate structures for supporting teacher and technology, a constructivist learning environment will emerge. *The practice of* ***constructivist pedagogical principles*** *provided better outcomes than using other models of instruction, Newhouse, P. C. (2002, July 29 - 3 August), "Networking the learner: Computers in education."* Paper presented at the Seventh *IFIP World Conference on Computers in Education* (WCCE) 2001, Copenhagen, Denmark.

[12] Pearson. (no date). Leveraging Visual Literacy to Promote Mastery of Online Curriculum, http://www.pearsonschool.com/pdl/national/120295/docs/GP_WhitePaper2_Leveraging_Visual_Literacy.pdf

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.

The goal of our reading program will be to develop a program that will increase the level of reading for all students, including those at-risk, ELL, and students with disabilities.

CADHS will adopt a comprehensive research-based reading curriculum and all appropriate materials to support the program. A highly 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. Aligning with the Broward County Public Schools' Comprehensive Reading/Literacy Plan 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 High School will follow the Broward County Public Schools' Comprehensive Reading/Literacy Plan. The School 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.

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.

As highlighted in the Broward County Comprehensive Reading/Literacy Plan, the 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.

CADHS will implement *Just Read, Florida!* initiatives to assist in the process of developing students to become successful, independent readers and to assist them in meeting the LAFS. The School, using the Broward County CRRP as a guide, will develop and implement a school-wide Comprehensive Research- based Reading Plan (CRRP) prior to the opening of school. The CRRP will provide a framework for instruction integrating across curricular areas while aligning subject area standards. The School's CRRP will be designed to meet 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 will be used in evaluating and selecting materials and the textbook series. All school adopted materials and texts will be aligned with the LAFS and with the research-based findings described in Just Read Florida.

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 (the School will host 100 minutes)

- 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

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

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

The School submits that reading proficiency require that students be able to identify the words on the page accurately and fluently; that they have enough knowledge and thinking ability to understand the words, sentences and paragraphs; and that they be motivated and engaged enough to use their knowledge and thinking ability to understand and learn from the text (Florida Center for Reading Research, 2007).

The goal of CADHS is to improve the reading achievement of ALL students. To accomplish this goal the School will establish measureable goals for student achievement in reading. The School will use the new FAIR-FS Assessments to monitor progress and the MAP and the Diagnostic Assessment of Reading (DAR). The DAR is used by classroom teachers and reading specialists to assess student reading ability in five areas: phonemic awareness, phonics, vocabulary development, reading fluency and reading comprehension. The DAR may be used to test older students who struggle with reading. Teachers need no special training to administer the test, which is un-timed and administered verbally on a one-to-one basis. The 2015 assessment data will also be used

as a baseline for classroom instruction and initial course placement. The three administrations of FAIR-FS assessments will also be used with MAP results as predictors of student performance on the new Florida Standards Assessment and to inform classroom instruction throughout the year.

Specific Reading Goals are:

- Grade 9:
  Goal 1: Decrease by at least 3% the number of students who score more than two grade levels below expectations on the Florida Literacy Assessments (reduce the percentage of students scoring Level 1.)
  Goal 2: Increase by at least 5% the number of students who move more than one grade level as measured on the Florida Literacy Assessments (stronger movement from Level 2 to Level 3.)
- Grade 10:
  Goal 1: Decrease by at least 3% the number of students who score more than two grade levels below expectations on the Florida Literacy Assessments (reduce the percentage of students scoring Level 1.)
  Goal 2: Increase by at least 5% the number of students who move more than one grade level as measured on the Florida Literacy Assessments (stronger movement from Level 2 to Level 3.)

The School will fund at least one (1) Reading Coach. Additional coaches will be considered based upon need to provide for tiered support as delineated by the differentiated accountability model. For a reading coach to be effective, the role of the coach must be clear to school administration, teachers, and the coach. The role of the coach is specified in 1011.62 (9) (c) 3, noting that highly qualified reading coaches specifically support teachers in making appropriate instructional decisions based on student data, and in improving teacher delivery of effective reading instruction, intervention, and reading in the content areas based on student need.

The principal and the Reading/Literacy Leadership Team (RLT), which will consist of the ELA lead teacher, ESE Staffing Specialist, ELL Staffing Specialist, media specialist, intensive reading teachers and the reading coach/s, will work collaboratively to increase the amount of time the students are reading inside and outside of school. Reading initiatives with incentives will be a part of the process. *AR (Accelerated Reading)* and other pertinent incentive programs will be used. The School will provide “tubs” of books in the hallways before school, in the cafeteria during lunch, and trips to the public library. Independent reading will be supported and encouraged. Additionally, many of classrooms will be equipped with organized, leveled readers for student check-out. Independent reading be monitored is by student reading logs/journals to integrate reading and writing for students at

all levels.

Supplemental materials will be purchased and implemented, including *Hundred Book Challenge*. Summer reading lists will be shared with students and parents at the end of the school year to encourage summer reading. This focus on increasing the amount of time students spend daily engaged in close readings of appropriate text as well as a cross content focus on deepening understanding of content specific academic vocabulary will be monitored by the RLT. Additionally the RLT will review quarterly progress monitoring data from FAIR-FS and MAP benchmark literacy assessments to measure growth and provide next steps for continuous improvement of students overall reading and writing.

The School's reading plan includes a reading curriculum based on a foundation of real texts and text exemplars, per the high rigor put forth by Florida Standards. The FL Standards curriculum in which the School will group and arrange FL Standards in a particular way to ensure all grade level standards can be taught within the school year, will be used as the core curriculum for reading, and it will incorporate a variety of genuine texts, with a 50/50 blend of fiction and nonfiction in all grade levels. As referenced in *Just Read, Florida!,* an effective program incorporates a wide range of diverse texts.

The goal of the reading curriculum is for the students to be presented challenging comprehension activities that require students to not only read, but to also deliberately re-read text multiple times with the intention of pondering and answering higher order questions resulting in engaging and productive discourse. The School will use complex text for content-related lessons. A high priority is placed on the close, sustained reading of complex text with scaffolding in place that permits all students to experience the complexity of the text, rather than avoid it.

Students who are in need of decoding and text reading efficiency skills will be provided with 100 minutes of DAILY reading instruction, provided by a Reading certified or Reading endorsed teacher. Teachers will provide differentiated instruction using the Voyager ***Passport Reading Journeys*** **with eBooks** (PRJ) program. This instruction will include (on a daily basis):

- Whole group explicit instruction
- Small group differentiated instruction
- Independent reading practice monitored by the teacher
- Focus on increasingly complex literary and informational texts (exposition, argumentation/persuasive, functional/procedural documents, etc.)

The School will also promote text complexity. Our reading coaches will dialogue with the reading teachers, as well as other content teachers. This is often done in the professional

learning communities setting to ensure rigor and relevance in secondary classrooms. Scaffolding techniques will be infused to assure the success of all levels of readers.

Our reading curriculum will be differentiated to serve students of varying needs. This curriculum specifically scaffolds learning and helps bridge the gap for our students who have text decoding issues, as evident by their FAIR progress monitoring data.

An ELA curriculum that is carefully scaffolded from level to level and unit to unit will be used. Rigor is carefully infused in each activity through the use of higher-order questions and tasks. In terms of relevance, the “new literacies,” an expectation of Florida Standards, such as visual texts in video clips, photos, PowerPoint’s and websites will be incorporated.

Section 1003.428, Florida Statutes, requires students in the ninth grade cohort beginning in 2013-2014, who score at Level 1 on FCAT Reading 2.0 to receive interventions services in the following courses:

- an intensive reading course and/or
- a content area reading intervention course that is taught by a content-area teacher who has participated in content –area reading professional development, such as NGCAR-PD/CAR-PD, that builds teacher capacity to deliver scientifically-based content –area literacy practices that support low-performing students.

Section 1003.428 Florida Statutes, requires students in the ninth grade cohorts for 2011-12, and 2012-13 who score at Level 1 on FCAT Reading 2.0 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.

A student in the 2011-12 and 2012-13 ninth grade cohort who scores at Level 1 or Level 2 on FCAT 2.0 Reading but who did not score below Level 3 in the previous 3 years may be granted a 1-year exemption from the reading remediation requirement; however, the student must have an approved academic improvement plan already in place, signed by the appropriate school staff and the student's parent, for the year for which the exemption is granted.

Passing scores on FCAT and concordant scores on other assessments may not be used to exempt students from required intervention. The School may use flexibility to provide intervention to students in grades 11 and 12 who have met the graduation requirement. Courses that may be used to provide reading intervention to 11th and 12th grade students include *Reading For College Success, English 4-College Prep, or Intensive Reading*. Each of these three courses focus on the goal of providing instruction that enables students to

develop and strengthen reading comprehension of complex grade level texts and developing independent cognitive endurance while reading.

Other commonalities include a focus on understanding vocabulary in context, analysis of affix meanings in academic terminology, recognizing various rhetorical structures, identifying main idea, inferences, purpose, and tone within texts. While all three courses require the reading of both fiction and nonfiction texts, Reading for College Success provides a specific focus on informational text while English 4 provides a specific focus on literature.

High school students who score at Level 1 or Level 2 on FSA Reading and who have intervention needs in the areas of foundational reading skills (e.g. decoding, fluency) must have extended time for reading intervention:

- Students two or more years below grade level should receive a double block of time for reading to provide a sufficient amount of the following:
    - remediation in foundational reading skills
    - supportive opportunities to apply these skills
    - acceleration in academic vocabulary development and high-level comprehension of increasingly complex text
- Students less than two years below grade level may receive these services during the school day or before/after school with teacher support.

Teachers of intensive reading courses should be highly qualified to teach reading or should be working toward that status (pursuing the reading endorsement or K-12 reading certification). It is important that the classroom infrastructure (class size, materials, etc.) is adequate to implement the necessary array of reading intervention service options. These interventions will host the following characteristics:

- whole group explicit instruction
- small group differentiated instruction
- independent reading practice monitored by the teacher (applicable to reading intervention course)
- infusion of reading and language arts benchmarks specific to the subject area blocked with the intensive reading course (biology, world history, etc.)
- a focus on informational complex literary and informational texts (exposition argumentation/persuasive, functional/procedural documents, etc.).

Beginning with the 2013-14 ninth grade cohort, students who score at Level 1 who do not have intervention needs in the areas of foundational reading skills(e.g. decoding, fluency) may be served in content area reading intervention classes. Districts may also continue to serve students scoring at Level 2 on FCAT Reading who do not have intervention needs in

the areas of foundational reading skills (e.g. decoding fluency). Teachers of these classes must meet one of the following requirements:

- Content Area Reading Professional Development (CAR-PD)
- Next Generation Content Area Reading-Professional Development (NGCAR-PD) package
- Reading Endorsement
- K-12 Reading Certification

The School will progress monitor students scoring at Level 1 and 2 on FCAT 2.0 and/or FL Assessment for Reading. Reading a minimum of three times per year in order to appropriately plan for subsequent instruction and ensure student learning progress over time. This progress monitoring should include a Baseline, Midyear, and End of the Year Assessment. These monitoring opportunities will be conducted through scheduled MAP testing.

The School will diagnose specific reading deficiencies of students scoring at Level 1 and Level 2 on FCAT or FL Standards Assessments for Reading. Although formal diagnostic assessment provide specific information about a student's reading deficiencies, many progress monitoring tools and informal teacher assessments can provide very similar information in a more efficient manner. The School will use a formal diagnostic assessment to any student is to determine the specific deficit at hand so teachers can better inform instruction to meet the needs of students who continue to struggle in reading. The decision to deliver a formal diagnostic assessment should be the result of an in-depth conversation about student instructional and assessment needs by the teacher, reading coach, and reading specialist.

Each identified struggling reader must be given the instruction that best fits his or her needs. The School will implement a placement process that includes a variety of considerations with protocols, such as the following:

- Historical assessment data results, including prior FCAT scores:
    - Level 2 students who scored at Level 3 or above during previous school years require instructional support that focuses on accelerating development in academic vocabulary and high-level comprehension, ensuring that student development keeps pace with increases in text complexity that occurs from grade to grade. Further assessment is required to determine whether remediation is needed.
    - Students who have historically scored below Level 3 in numerous past years will require intervention focused on both remediation and acceleration. Further assessment is required to determine the appropriate proportion of remediation and acceleration for each student,

- **Assessment using grade-level passages:** Administer oral reading and comprehension questions of a grade-level passage:
    - **Independent student oral reading:** For Level 1 or Level 2 students who struggle to read a grade level passage aloud, distinguish the impact that each students' decoding issues have on his or her text comprehension in order to determine remediation needs:
        - Does the student successfully monitor basic comprehension of the grade-level text in spite of some decoding challenges?
        - Does the student struggle to decode the grade-level passage, and does this negatively impact his or her grade-level text understandings?
    - Comprehension questions: Level 1 or Level 2 students who have difficulty accurately answering several basic comprehension questions (e.g., main idea, details, etc.), summarizing the passage, or identifying text evidence that supports the author's claim will require systematic remediation in such skills as text structure, summarization, and comprehension monitoring using explicit instructional strategies such as text-marking/coding.

For the various student profiles referenced above, all will require accelerated instruction in academic vocabulary and high-level comprehension using complex texts to ensure their college-career readiness. Research suggests that fluency is not a strong predictor of a student's ability to comprehend text in middle grades and high school. Therefore, caution is recommended in using fluency data as a primary determinant for placement in reading intervention in the upper grades.

Our proposed program is aligned to the rigor, depth, and intent of Florida Standards and includes a range of diverse print and media. Within the program there are diagnostic assessments, leveled texts, intervention and supplemental resources, as well as various other components to meet the needs of all students. The program provides support in building a strong foundation in reading and utilizing critical thinking skills within the reading activities.

The School will approach reading from a holistic view as students learn to read and read to learn. The high school reading program will approach each student's needs with this in mind and use the following research to bring students to proficiency and accelerate students for advancement in the content areas. This curriculum is a balanced reading approach that incorporates a combination of reading and teaching strategies realizing that students need to use multiple strategies to become proficient readers.

The focus of the School's reading program is to develop students who:

- Are able to use reading as a primary method of learning

- Are able to learn from increasingly complex content area reading materials
- Are able to communicate effectively using reading and writing
- Are prepared for reading demands beyond high school and in the workplace
- Acquire the habit of reading for enjoyment as a life-long pursuit
- The School's reading curriculum includes the expectation that all secondary level students should master the basic skills of reading in terms of:
    - Decoding
    - Fluency (pace, rate, flow)
    - Comprehension (vocabulary and text comprehension)

Our reading program will be contextualized in the FL State Standards and implement the pillars (including the Comprehensive Research-Based Reading Plan) of *Just Read, Florida!* As components, we will use:

- Grade-level reading instruction, highlighting the objectives of the Language Arts Florida Standards (LAFS);
- Guided instruction in reading using materials at the student's instructional level;
- Explicit systematic instruction in phonemic awareness, phonics, word-attack skills, grammar, syntax, spelling, and vocabulary building (as and when needed);
- Instruction in the elements of effective writing;
- In-class sustained independent reading and sharing of books selected by the student and/or the teacher;
- Opportunities for fluency practice throughout the instructional day;
- Reading instruction using ESOL strategies when appropriate; and
- Reading instruction through ESOL classes for English Language Learner students.

Literacy is a "primary focus" within education and at our School as a cornerstone for instruction in all other subject areas. CADHS will promote this focus by meeting or exceeding Florida's *Reading Program Specifications* through the following practices:

- Reading instructional practices will be founded on scientific research.
- A systematic, explicit approach to instruction will provide skill scaffolding
- Students will actively engage in learning during instructional time.
- A Multi-tiered System of Support (MTSS), including Response to Intervention (RtI), will be used to identify and correct reading difficulties in a timely manner.
- Content area instruction will be infused with effective reading strategies

CADHS recognizes that literacy is the primary instrumental aspect necessary for academic success. Literacy must be infused campus wide with listening, viewing, speaking, reading and writing skills emphasized. In elementary school students are learning to read, however, in intermediate grades and middle school the shift is for students to "read to learn." Comprehension Development is ... a long-term process. Learning to read is only the first

step. This developmental journey extends from elementary through the middle and high school grades. Throughout this time, reading tasks and assignments grow increasingly longer, diverse, and complex (Rand, 2002, p. 176).

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

Reading instruction will be based on the Language Arts Florida Standards (LAFS). Students will progress through a reading curriculum that emphasizes phonemic awareness and decoding skills in its early stages and builds towards the ability to read, comprehend, and interpret prose and poetry of different genres. Close reading, reading to uncover layers of meaning that lead to deep comprehension (Boyles, 20130); fluency; and comprehension will be emphasized. Acquisition of an extensive and advanced vocabulary will also be emphasized at every level.

With the new demands and emphasis on "close reading" and with the LAFS, the *Comprehension Instruction Sequence* (CIS) will be used as a multiple-strategy lesson structure that all teachers can use to scaffold complex text for all students in all content areas. Teachers will develop CIS lessons in three steps with integrated and sustained text-based discussions and writing used throughout.

- Step one: explicit instruction in vocabulary and close reading through text-marking and directed note-taking.
- Step two; students generate questions that launch them into collaborative inquiry, supporting the practice of lifelong learning.
- Step three: students are challenged to use text evidence to validate positions they have formed over the course of the lesson.

To that end, our teachers will draw upon a variety of effective scientific research-based reading strategies to provide effective instruction to all students—including ESE, ELL, and Level 1 and Level 2 readers. Teachers will employ the Gradual Release method (as described earlier in Section 3) to aid students through the transition of "learning to read" into "reading to learn." FL State Standards will provide teachers with comprehensive tools and resources to aid in their literacy instruction. The standards also provide a proven cycle of instruction that gradually transitions the responsibility of learning from the teacher to the student.

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

- *READING.* All students will be required to carry an independent reading book, of their choice, at all times. If there are free minutes during class, students will be asked to take out their independent book and read. Teachers may schedule independent reading time into their daily or weekly schedules. Research recommends reading a minimum of *15 pages a day.* Fifteen pages a day is the minimum suggested in order for improvement to be noticed (Gardner, 2001). The School will encourage reading more than 15 pages daily. This will gradually increase for older students.
- *WRITING.* All content area classes will be writing, at least weekly. Writing will consist of short answer responses, long answer responses, essays, research projects, and/or quick writes. Reading and writing are closely related skills. A person can be a good reader but not a good writer; however, a person cannot be a good writer if he/she is not a wide reader. Writing requirements will align with the FL State Standards, including the LAFS.
- *VOCABULARY.* Since one can only learn and understand the world around them through language, vocabulary is a vital component of academic success. Additionally, comprehension and critical thinking require strong vocabulary skills.
- *CRITICAL THINKING.* Critical thinking transcends subject area divisions; it examines elements of thought implicit in all reasoning. Critical thinking employs a set of skills and questioning strategies that help guide students to an enhanced clarity and better reading comprehension. High level thinking questions are incorporated into classroom questioning aligning with the FL State Standards.
- *READING BY THE NUMBERS.* Students need the ability to locate information, organize, synthesize, and evaluate information from a variety of sources and interpret the information given within a text, graph or picture. Informational sections on standardized tests now comprise seventy percent (70%) of the reading material. Teachers will be incorporating these skills into all content area classes, aligning with the FL Standards.

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

The Reading Coach will oversee the reading program; and work with students in small groups and whole group instruction in the context of modeling, co-teaching, and coaching in other teacher's classrooms. The Reading Coach will be instrumental in the implementation of Florida's *Just Read!* reading initiative and communications between home and school.

1. The Reading Leadership Team

The School will establish a Reading Leadership Team with the purpose of creating reliable reading expertise within the school building and focusing on areas of literacy concern across the School. The Principal will select team members for the Reading Leadership Team (RLT) based on a cross section of the faculty and administrative team that represents highly qualified professionals who are interested in serving to improve literacy instruction across the curriculum. However, it is likely that the team will include the principal, reading coach, mentor reading teachers, ESE teacher, ELL teacher, and content area teachers.

The team will meet monthly throughout the school year, but may choose to meet more often. The RLT will maintain a connection to the School's Multi-tiered System of Support (MTSS) by using the MTSS problem solving approach to ensure that a multi-tiered system of reading support is present and effective.

The Reading Leadership Team will meet monthly to:

- Discuss and disaggregate student data;
- Review, plan, and assess the professional development needs of staff related to reading instruction based on student performance data;
- Develop an action plan that addresses curricular and professional development needs as they relate to the implementation of the reading plan; and
- Plan and promote school-wide literacy events, among other things.
- Examine the performances and learning plans for those students not reading at grade level.

The Principal will actively promote school-wide literacy reform by:

- Including representation from all curricular areas on the RLT;
- Selecting team members who are skilled and committed to improving literacy;
- Offering professional growth opportunities for team members;
- Creating a collaborative environment that fosters sharing and learning;
- Developing a school wide organizational model that supports literacy instruction in all classes; and
- Encouraging the use of data to improve teaching and thus impact student achievement.

The administrative team will conduct classroom visitations, monitor lesson plans, and ensure that reading strategies are implemented across the curriculum. Teachers needing assistance will be supported by reading coaches (when hired). In addition, all faculty members will be required to address strategies for reading instruction in their annual Individual Professional Development Plans (IPDP). These strategies must be constantly updated based on the results and analysis of progress monitoring in reading.

2. Research-Based Reading Instruction for All Students

Research[13] identifies the components of daily instruction as:

- Grade-level reading instruction which includes FL State Standard benchmarks.
- Guided reading instruction at the student's instructional level during small group differentiated instruction based on individual or clusters of need.
- Use of flexible grouping strategies, to ensure small group instruction is fluid and differentiated.
- Explicit systematic instruction in phonemic awareness, phonics (decoding), vocabulary (word attack skills to include morphological structures), grammar, syntax, spelling, fluency, and strategic actions to promote comprehension
- Instruction in effective writing practices.
- In-class sustained independent reading and shared read aloud by teacher and students.
- Opportunities for fluency practice will take place daily in class.
- Reading instruction to incorporate appropriate ESOL/ELL strategies
- Reading instruction to incorporate appropriate accommodations to meet the differentiated needs of students with exceptionalities (ESE).

The goal of our reading program will be to develop a program that will increase the level of reading for all students, including those at-risk, ELL, and students with disabilities. To that end, the primary objective of our reading program is to help students understand what they read, effectively express what they mean, and apply these skills to all areas of the curriculum. The use of multi-level tests, computer programs, and a wide variety of novels, can help each student master the skills needed to achieve independence in reading.

The **Florida Assessments for Instruction in Reading (FAIR)** will be used with students who have scored Level 1 or 2 on FL Assessments or FCAT 2.0 to further promote the assessment-instruction relationship and results will be recorded through the Progress

[13] HMH, P. David, L.R. Roehler, J.A. Dole, and G.G. Duffy. 1992. "Developing Expertise in Reading Comprehension." In S. Jay Samuels and Alan Farstrup, eds. *What Research Has to Say About Reading Instruction,* 2nd Edition. Newark, DE: International Reading Association.

Monitoring and Reporting Network (PMRN). The FAIR uses a broad screening tool to determine the probability of each student's success on the FCAT Reading.

Students who score in the green zone (85% probability or higher of scoring at or above grade level) will take a Broad Diagnostic Inventory to provide teachers with more information regarding abilities and needs. Students who score in the yellow or red zones (16-84% probability and 15% or below probability of scoring at grade level, respectively) will take a Targeted Diagnostic Inventory. The data obtained from this measure will be used to more closely focus in on reading difficulties. These students will require ongoing progress monitoring. The FAIR is given three times each year for ongoing information to support teachers in lesson planning and preparing for differentiation of instruction.

Reading results from the baseline testing of all students using the Measures of Academic Progress (MAP) or SAT-10 will also help us target instruction, particularly for lower level readers, and measure gains. MAP/SAT-10 will measure and report students' growth in Lexiles. Our intent is to match students with text and to monitor reading development on the individual, classroom, and school level.

Reading is a primary focus of our school and we have 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.

3. Reading Curricula and Programs

Our program is designed to support extensive reading and vocabulary development as well as reading comprehension through exercises and writing. The reading curricula selected for the School may include material such as (however material that is ultimately selected will only be approved Florida materials):

- HMH *Holt McDougal Literature Secondary English Language Arts Program*, Grades 6–12 to develop independent readers
- *Passport Reading Journeys with eBooks (PRJ)* as the intervention curriculum for grades 6-12

b. Struggling Readers

Section 1003.4156, Florida Statutes, requires high school students who score at Level 1 on FCAT 2.0 Reading to receive intervention services in the following courses:

- an intensive reading course and/or
- A content area course that is taught by a content-area teacher who has participated in content-area reading professional development, such as NGCAR-PD/CAR-PD, that builds teacher capacity to deliver scientifically-based content-area literacy practices that support low-performing students.

Each student must participate in the statewide assessment tests required by s. 1008.22, F.S. Each student who does not meet specific levels of performance in reading, writing, science, and mathematics determined by the commissioner on statewide assessments at selected grade levels, will be provided with additional diagnostic assessments to determine the nature of the student's difficulty in the areas of academic need, and strategies for appropriate instruction/intervention.

Our School will comply with Rule 6A-6-054, Florida Administrative Code in serving students who exhibit a substantial deficiency in reading as evidenced by scoring Level 1 or Level 2 on the FL Assessment in Reading, locally determined assessments, other statewide assessments (such as FAIR), or through teacher observations. Intensive reading instruction will be provided immediately following the identification of the reading deficiency.

Students who are identified as reading below grade level will enroll in a fifty minute per day intensive reading class. Immediate intensive intervention will be provided daily for all students who have been identified with a reading deficiency. The student will continue to be provided with intensive reading instruction until the reading deficiency is remedied.

The student's areas of academic need and intervention strategies will be identified through a Multi-tiered System of Support (MTSS) including a problem-solving, response to instruction, intervention process. Multiple tiers of increasingly intense instruction/intervention services will be implemented to support student academic proficiency. Students needing remediation or intensive instructional support will be matched to strategic and intensive instruction/ interventions based on screening, progress monitoring, and diagnostic assessments. If a student has been identified as having a deficiency in reading, CADHS's comprehensive reading plan, as required by s. 1011.62(9), F.S. will include instructional and support services to be provided to meet the desired levels of performance.

Parents will receive annual student progress reports that describe the progress of the student toward achieving state and district expectations for proficiency in reading, writing, science, and mathematics. CADHS will report to the parent the student's results on each statewide assessment test. The evaluation of each student's progress will be based upon the student's classroom work, observation, tests, district and state assessments, and other relevant information.

a. Instruction

Students assigned to intensive reading will engage in:

- The *Passport Reading Journeys* with eBooks *(PRJ)* curriculum or a comparable reading series
- Heavy Reading - Students will be assigned reading assignments that address both skill and content deficits. Many of the books will be selected from the state recommended literature lists. Students will engage in individual reading of self-selected books during class time. The major emphasis, however, will be at-home reading. Parental help will be solicited and encouraged. Students will set goals and track progress by the difficulty level of the books read, the number of books read, and reading comprehension scores.
- Vocabulary - Extensive work on vocabulary will be required of all students to build comprehension. The bulk of the vocabulary work will emphasizes the context in which the words are used. New vocabulary words will be identified by students from a variety of sources. The goal is 300 new words, all written on index cards, and filed in a card box. The students will work together in groups and as a class to master the words in their files.
- Comprehension - Cooperative class strategies will focus initially on the factual recall of what was read. With increasing fluency, comprehension activities will expand to include identification of central themes and interpretation.
- Writing - Writing is limited to frequent, short assignments relating to the comprehension of the materials. Dictated writing is also used.
- Assessment - The SAT10 and/or the MAP reading portion will be used to assess the students' reading levels before, during, and after the reading program. Multiple instruments can be used to ensure validity.

b. Response to Intervention (RtI)

CADHS will use the Multi-tiered System of Support (MTSS) including a Response to Intervention Model (RtI) for students in need of academic and/or behavioral support. RtI provides a seamless system of interventions and resources which allows students to make significant progress whether they are at-risk for failure or are gifted and talented students not meeting their full potential. We will use it to help students progress and to identify any student with an exceptional need.

The RtI Model is a problem solving three-tiered system designed to meet the needs of all students in the academic or behavioral domain. Tier I instruction includes high quality, research-based curricula and instructional strategies that support curriculum guidelines. Tier I focuses on core instruction for all students that should meet the academic needs of at least eighty percent (80%) of the students in a class. Flexible grouping that targets specific

skills are included so that the instructional goals of all students can be met. If fewer than eighty percent (80%) of the students in a class are demonstrating success, it is the responsibility of the teacher to adjust the teaching strategies for general instruction.

Documentation of interventions will be reviewed by the RLT team to determine whether the strategies were successful. If the results are encouraging, then the team will continue to monitor on a monthly or as-needed basis. If the interventions were not effective, an additional or different set of interventions will be designed and implemented for another three weeks.

The RLT team will meet weekly collaborate regularly, problem solve, share effective practices, evaluate implementation, and make decisions. Specifically, the team will meet to:

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

This problem-solving process is to assist the classroom teacher and parents in designing and selecting strategies for improving student academic and/or behavioral performance. Tier II offers more focused and intense instruction in addition to the standards-based curriculum received in Tier I. The curriculum and instruction at Tier II are designed to meet the needs of students not progressing as expected in Tier I.

Tier III instruction includes the most explicit, intense, and individualized instruction that is focused on a specific skill or need.

Grade	Class Size	Number of Intensive Reading Classrooms/Students Below Level 3 in 2014 9th at 48% and 10th at 47%				
		Year 1: 2016-17	Year 2: 2017-18	Year 3: 2018-19	Year 4: 2019-20	Year 5: 2020-21
9	25	5/120	5/120	5/120	5/120	5/120
10	25		3/71	3/71	3/71	4/94
Total Students		5/120	8/191	8/191	8/191	9/214
Cost		$14,156	$15,156	$1,000	$1,000	$1,000

For the 1st year, the School will need 3 sections of intensive reading. With five available periods, the school will need 1 intensive reading teacher. The reading coach will conduct this function. It will cost $14,516.

For year 2, the School will need 8 sections of intensive reading. Again with five available periods, the school will need 2 intensive reading teachers. It will cost $14,516 and cost for expendables is $1,000.

For year 3, the School will need 8 sections of intensive reading. Again with five available periods, the school will need 2 intensive reading teachers. Cost for expendables is $1,000.

For year 4, the School will need 8 sections of intensive reading. Again with five available periods, the school will need 2 intensive reading teachers. Cost for expendables is $1,000.

For year 5, the School will need 9 sections of intensive reading. Again with five available periods, the school will need 2 intensive reading teachers. Cost for expendables is $1,000.

PRJ will be a bridge to the FL Standards for our struggling readers. *Passport Reading Journeys*, with Updated Content, is an engaging literacy solution for high school students reading significantly below grade level. The research-based reading intervention program uses a blended approach focused on engaging students with age-appropriate instruction and content that includes real-world relevant, captivating Expedition themes and technology components that support and enhance instruction. PRJ includes:

- Implementation flexibility—blend of print and digital materials
- interactive *eBooks* digital curriculum—automatically included in teacher and student sets
- Online Teacher and Student Centers that provide single sign-on to all the tech components
- Scope and sequence specifically design to support instruction that addresses rigorous reading standards

- Content that challenges students with inferential questioning, deep text analysis, and online extension activities that provide grade-level text with increasing complexity
- Expanded and enhanced reading opportunities, including *ReadingScape*, an online library of multimedia reading selections to support independent reading
- New online assessment component, *Power Pass*, that increases test-readiness with passages and questions that mirror high-stakes exams

Scaffolded hints and personalized feedback allows the students to write and re-write independently, practicing skills in a safe engaging environment before submitting for grading. It is the only reading intervention program with technology-based writing coaching

Through explicit shared reading of a complex text, the teacher models the fluency and meta-cognition of a successful reader while teaching important skills and strategies to fill reading deficiency gaps. Students process daily reading, applying both strategies and reading themes to daily life, during guided classroom conversation.

4. Students Reading At or Above Grade Level

The goal of our 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 which may be transferred to content courses across the curriculum. The skills and strategies taught will align with the LAFS at the appropriate grade level, specifically those benchmarks which are assessed by the state assessment.

Students who are identified to be proficient in reading will be identified and instructed according to their strengths. The School will differentiate instruction. Within the regular classroom setting, students will have varied instructional methods, activities, assessment measures, reading material, and support structures. Course work at an advanced level will be available to above-level students, including courses available through the AP Laureate program.

CADHS students will progress through our reading curriculum to demonstrable fluent reading and strong comprehension skills. The acquisition of an extensive and advanced vocabulary will be emphasized at every level. Students will have regular and frequent lessons and practice in the writing of Standard English. These lessons will help the student master the principles and applications of correct grammar, including knowledge of the parts of speech, punctuation, spelling, sentence structure, and paragraph structure. Additionally, each student will have ample opportunity to practice and reinforce these writing skills via compositions and essays, while honing both writing style and creativity through original poetry and prose.

5. Writing

Reading/Literature and Writing will be taught across the curriculum. Our reading coach will incorporate quarterly thematic units that will encompass the international studies. Students will read short stories or novels as related to the theme for the quarter, and demonstrate comprehension and understanding through book reports, oral presentation, etc.

Writing is inextricably linked to the reading process and will be incorporated across the curriculum as an aid to comprehension in conjunction with the Comprehension Instructional Sequence Module, Learning Focused strategies, CRISS strategies, Writing Across the Curriculum and 6+ Writing Traits. As students work through the various strategies, they will write during “Before Reading” activities to activate background knowledge and make predictions (Written responses to Lesson Essential Questions, Anticipation Guides, etc.) They will write “During Reading” and “After Reading” activities and produce various formats of writing to reflect upon and respond to what they’ve read (Journaling, 2-column notes, chapter maps, text-to-self connections, exit slips, etc).

Before reading, students will be expected to set a purpose, preview, and plan. During the planning stage, students will use graphic organizers, Venn diagrams or story webs, timelines, preview checklists, visualization, and “think aloud.” During reading, students are asked to read with a purpose and to connect with the text. Students will take notes, highlight important parts, visualize and connect life experiences to the reading. Students will be asked to summarize using a plan.

After reading, students will be expected to pause and reflect, re-read and remember. Activities could include pair and share; write an email, picture making and journal writing. Other activities will include the use of basic reading skills—prediction, inferences, drawing conclusions, compare and contrast, cause and effect and evaluation. Writing will be incorporated as a response to reading, for the enhancement and reinforcement of comprehension and writing skills. Examples of the reading-writing connection are modeled throughout the CIS Modules.

The ELA curriculum, based on the Language Arts Florida Standards, incorporates writing throughout the learning process with the embedded assessment/portfolio requirement as the learning outcome measure.

a. Composition

Students will receive intensive training in English composition, including conventions of syntax and punctuation, and they will demonstrate competence in written assignments. Our teachers, with help from the reading coach, will introduce expository writing, with strong emphases on proper sentence, paragraph, and essay organization; they will also

introduce students to formatting of standard document types (memos, business letters, and e-mails). Essays that discuss and rely extensively on sources will be required throughout the curriculum; students will learn how to identify appropriate primary, secondary, and tertiary sources; organize a paper; use correct citation format; and properly format a bibliography according to prescribed style guidelines.

Students will 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).

Throughout the language arts curriculum, students will learn basic keyboard skills and program operations for word processing in the preparation of assignments, including the preparation of charts, graphs, and tables.

b. Literature

All students at all levels need rich experiences with significant literature. A quality literature program will include biographies, essays, and other nonfiction, as well as poetry, drama, stories, and novels. The Literature program will include multicultural selections of classic and modern works, not restricted to works of fiction, but encompassing as many of the genres of literature as are reasonably possible to offer to students. Material included in the curriculum will include, but are not limited to, Greek and Roman mythology, fables and stories from both Western and non-Western cultures, and stories illustrative of the history of the United States.

These reading materials will help students develop decoding and interpretive skills and begin student encounters with great and enduring writings that will form a basis for advanced literary study and address issues of character, virtue, and citizenship. Students will read and analyze increasingly challenging and complex works of poetry and prose, representing a wide range of styles and genres.

In alignment with the state literacy plan[14], the curricula and instructional approaches at our School will encourage the use of reading, writing, and discussion for authentic purposes across disciplines and will, thus, prepare our students for success in the college and university curriculum and result in a decreased need for remedial courses at the college level. Through active interpretation and evaluation, students will learn to read critically, to identify stylistic and rhetorical devices of poetry and prose, and will develop understanding of the relationship between literary form and content. The student reading at grade level will receive grade level instruction.

[14] http://www.justreadflorida.com/pdf/StrivingReaders.pdf

6. Purposeful Professional Development

According to Florida's Reading Program Specifications, educators need to expand upon their initial and comprehensive knowledge base in reading instruction in order to refine their instructional delivery and increase their effectiveness. This will be achieved through the Professional Learning Communities that teachers will participate in regularly.

All teachers will attend a workshop on the LAFS and Media Literacy. Teachers will be involved in decision-making regarding professional development in reading, using student data as the foundation for professional development needs. Some topics for professional development specific to reading instruction may include Response to Intervention (RtI), differentiated instruction, Florida Assessments for Instruction in Reading (FAIR), and research-based materials or programs.

Professional development may also occur through classroom action research projects, model lessons, or coaching as professional development effectiveness is increased when it is job-embedded and ongoing.

The book *Learning to Learn: A Guide to Becoming Information Literate in the 21st Century* will be used as a school-wide resource.

The primary goal of the reading program is to teach our students to understand what they read, through systematic, direct instruction of the Florida Standards and aligned to the six (6) components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language. In order to make reading a “primary focus,” all objectives from Florida’s Reading Program Specifications will be implemented at the School:

- Specification 1: Professional Development
  - 1.1 Comprehensive Initial Professional Development
  - 1.2 Professional Development for Everyone
  - 1.3 Frequent and Continuous Professional Development
  - 1.4 Professional Development to Impact Change
  - 1.5 Professional Development Led by School-site Expertise
- Specification 2: Administrative Practices in Support of Reading
  - 2.1 Reading as a School-wide Priority
  - 2.2 In-service and Evaluation Processes Focused on Reading
  - 2.3 Resource Focus on Reading Achievement
- Specification 3: High Quality Reading Instruction is a Dynamic System
  - 3.1 Propels Student Learning in Essential Reading Components
  - 3.2 Expends Efficient Use of Instructional Time
  - 3.3 Contains Systematic Set of Assessment Practices

3.4 Differentiated Instruction

- Specification 4: Reading Text Materials and Resources
  4.1 Materials Aligned with Student Reading Levels
  4.2 Comprehensive Instructional Materials
  4.3 Wide Assortment of Diverse Text
  4.4 Flexible Use of Text
  4.5 Appropriate Use of Technology

Relative to Specification 1: Professional Development, the School will provide professional development for all teachers through the model of continuous improvement. All teachers will be provided research-based professional development based on school improvement goals. Teachers will meet in professional learning communities regularly by grade level teams, facilitated by their team leads, to analyze student data and design units and accompanying lessons. Team leads participate in monthly leadership meetings with administrators as well. Based on administrative walk-throughs and student performance, teachers will be provided specific, differentiated professional development from mentor teachers, administration, curriculum specialists, or curriculum resource teachers.

Professional development will be provided at least monthly, in addition to weekly grade level meetings, as well as on designated teacher professional development days. Teachers will meet for data chats with mentor teachers and administrators, after benchmark assessment periods, to analyze student progress and develop an action plan for professional development, which will *include reading intervention strategies, teaching reading in content areas, and many other literacy development opportunities.*

The School will host a professional development plan for New Teacher Induction. This event will occur over the span of at least a week. In addition, teachers and administrators will be encouraged to exemplify the commitment to lifelong learning by seeking professional development outside of the requirements of the School. Teachers will also have to complete required coursework to obtain proper reading and ESOL endorsements, as well as follow state guidelines for professional certificate renewal.

Relative to specification 2: Administrative Practices in Support of Reading, School leaders will set high expectations for student achievement in reading and will develop a culture of excellence with a focus on reading. The weekly administrative walk-throughs will be targeted to track teachers' mastery of high-probability instructional strategies. These measures ensure that teachers implement the reading plan with fidelity and that resources are allocated and used to deliver the strongest impact on student achievement in reading.

High-quality reading programs and materials will continuously be chosen to meet the needs of students. Feedback from teachers can be gathered at each data chat, as well as from results from each FL Assessment and benchmark assessment to evaluate the effectiveness of each chosen instructional program. Novels and other fiction and nonfiction texts will also be purchased for students to read within classroom instruction, as well as for personal reading pleasure, to increase motivation and foster a love for reading in students.

The Leadership Team will clearly articulate the vision, mission, and expectations that all students can read, and assist in establishing that reading is the primary priority. All students will be expected to read a specific number of books at their independent level throughout the year.

Teachers will monitor students' independent reading through a variety of methods and celebrate progress toward a school-wide goal. This is tracked on hallway or classroom displays. Reading challenges will be used for a home-school connection with reading, in addition to student regular daily homework assignments from core courses. Students will be encouraged to use their local library or borrow from the leveled classroom libraries.

Relative to specification 3: High Quality Reading Instruction, the School will ensure literary analysis skills will be taught through direct instruction of content cluster skills, and modeling of metacognitive, comprehension strategies (Keene and Harvey & Goudvis). This is supported through guided reading with leveled texts. By providing direct, systematic instruction for all six components of reading, the School will ensure that all students achieve annual growth in reading.

To build academic vocabulary, teachers will be guided in choosing the most important vocabulary words to teach, and following a six-step process to teach new words so that students develop a deep understanding of the word (Marzano). Students will, at first, be provided a description or example of the word (verbally and in non-linguistic form). Students then restate this description in their own words, and also create a picture or symbol to represent the word. Students interact with this new word in various higher-order activities throughout the week, as well as with each other. They may also participate in games with the word for further motivation and connections.

Relative to specification 4: Reading Text Materials and Resources, the School will teach all Language Arts Florida Standards. The Florida Standards will be mapped in a way to guide instruction. This is the core curriculum for the School, and it will incorporate a variety of genuine texts, with a 50/50 blend of fiction and nonfiction in all grade levels. Within the program are tools for planning and assessing, intervention and supplemental resources, as well as various sources of texts and other features to meet the needs of all students. Novel

studies will be incorporated using exemplar texts. The increase in complexity will be accomplished by exposing students to genuine texts. Blended learning will be utilized for all learners.

Classroom libraries and/or digital libraries will also be available to meet the diverse needs of students' reading levels and cultural backgrounds. Students will have the opportunity to utilize these resources at school and at home. Supplemental Intervention Reading Program (SIRP) Materials: the School will meet the individual needs of students during the school day, by the adding to the core ELA instruction through a Supplemental Intervention Reading Program. Based on classroom and benchmark data, students will receive additional instruction and practice on identified skills. Teachers will provide additional instruction outside of the ELA block in times such as before and after school, through content area integration, during enrichment activities, and any other opportunity, to support student achievement of individual learning goals.

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

All students entering the School, particularly those who enter below grade level, will benefit from the implementation of the education model. The School's education model, which includes its FL Standards based curriculum is aligned to specific state standards and grade-level expectations, is the framework of what is taught at each grade level, and allows for modifications to the instruction in the classroom to meet the students' needs. Students will be engaged by the curriculum, which is designed to introduce core concepts that are further developed and expanded as our students progress through each grade level. This process allows them to develop the skills necessary to:

- Comprehend and interpret texts, including written as well as audio and visual texts;
- Compose a variety of types of texts, including critical real world concepts;
- Effectively communicate and interact in cooperative learning groups; and
- Communicate information through different modes of presentation.

The educational program at our School will emphasize a strong academic foundation based on a college preparatory curriculum and unique instructional methods that integrate state-of-the-art technology.

CADHS has designed its program to serve students of all ability levels. If a student enters with previous FCAT or FAIR scores, that data will be used to inform instruction until current data can be obtained. A student entering with a current IEP, 504, or ELL/LEP Plan will be serviced according to the plan. Students entering below grade level in reading will be afforded immediate intervention through appropriate MTSS methods as indicated by

teacher observation and screening/diagnostic assessments. Students will be placed in the least restrictive environment for instruction.

CADHS will use the Florida Center for Reading Research Progress Monitoring and Reporting Network (PMRN), a data management system hosted by the Florida Center for Reading Research, to assist in developing plans for students with reading deficiencies. Information from the PMRN will be used to plan reading instruction and evaluate student progress. A team consisting of the regular classroom teacher, special education teacher, and reading specialist will be formed to evaluate a student displaying reading deficiencies. If indicated, strategies will be documented on the Individual Academic Plan (IAP). The IAP will be formulated showing current weaknesses, strategies for remediation, a projected timeline for the remediation, and appropriate progress monitoring. It is expected that most students will be placed into regular classes in an inclusive model with reading specialist or special education teachers using push-in model of support. If additional support is deemed necessary for teachers or students, it will be provided either by the special education teacher, reading specialist, or contracted services (behavioral therapy, occupational therapy, speech therapy). CADHS will comply with federal/state and local regulations/policies regarding Special Education.

Teachers will support all students, including those who enter the School below grade level, as they develop a strong academic foundation, critical thinking skills, and the moral qualities and habits of mind that are needed to be good citizens. Key elements of our educational program will include:

- Results-oriented focus. What our students learn is what matters most. It is our foremost responsibility to assist every student to achieve academically.
- High standards. We believe in the potential of every student and will have high expectations for the achievement of all.
- Instruction appropriate for all students. In all of our classes, lessons will be differentiated for students at all levels of proficiency.
- The development of self-reliant learners. Our goal is to graduate students who are well rounded, inquisitive, thoughtful, concerned for others, devoted to and knowledgeable about democratic principles, and intellectually autonomous. We plan to graduate students who are articulate, ethical, healthy, and prepared for further learning.
- Integration of technology into the classroom and curriculum.
- A focus on measurement of learning outcomes.
- Character development. We believe that positive character development is a crucial aspect of a quality school. We believe that a school must cultivate a culture of character in order to be a successful learning community.

Assessments from the previous year or grades from the student's previous school will be used to target students who are performing below grade level. The School will analyze FL Standards Assessments and other previous benchmark assessments to determine which interventions would best suit the needs of the students. Even after the decision is made to place students into intervention programs, the process will be monitored by administration via data chats and observations.

The educational program has been specifically designed to engage students in learning and benefit from the curriculum. Our use of project-based learning (PBL) will allow us to shift away from the classroom practices of short, isolated, teacher-centered lessons and, instead, emphasize learning activities that are long-term, interdisciplinary, student-centered, and integrated with real world issues and practices. One immediate benefit of PBL is the unique way that it can motivate students by engaging them in their own learning. PBL provides opportunities for students to pursue their own interests and questions, and make decisions about how they will find answers and solve problems. PBL also provides opportunities for interdisciplinary learning. Students apply and integrate the content of different subject areas. It helps make learning relevant and useful to students by establishing connections to life outside the classroom, addressing real world concerns, and developing real world skills.

Homework and class-work help will be offered during specific open hours throughout the week to assist students in need of extra practice. Teachers will make themselves available during a time that is outside of the instructional block. This additional contact with the student can help provide structured practice environment and further feedback.

Each student must participate in the statewide assessment tests required by FS.1008.22. Each student who does not meet specific levels of performance in reading, writing, science, and mathematics for each grade level, or who does not meet specific levels of performance as determined by statewide assessments will be provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.

A student becomes eligible for remediation any time he/she fails to make adequate progress toward mastery based on the FL Standards and/or needs additional help in order to meet the progression requirements for his/her assigned grade. A student who needs remediation is given diagnostic testing to determine the area of deficiency and is placed on a Progress Monitoring Plan (PMP) that outlines the strategies that will be used to help the student. Available diagnostic tests/interim progress monitoring measures include, but are not limited to:

- Florida Assessments for Instruction in Reading (FAIR)
- Other District/State mandated assessments
- Response to Intervention

Each student who does not meet state or district levels of performance in reading, writing, science, and/or mathematics for his/her assigned grade will be provided with additional diagnostic assessment to determine the nature of the student's difficulty and area(s) of academic need. For each student with an identified and diagnosed deficiency, the school will develop and implement a *Progress Monitoring Plan* (PMP), in collaboration with the student's parent or legal guardian. The PMP is designed to assist the student in meeting state and district expectations for proficiency.

The *Progress Monitoring Plan* is a specific, detailed plan tailored to identify the individual assistance to be given to remedy a student's individual diagnosed deficiencies. Each plan will include the provision of intensive remedial instruction in the areas of weakness through strategies considered appropriate by the school. When the determination is made that a child is not working on grade level, no matter what time of year, a PMP that is driven by a diagnostic assessment will be written. The Individual Education Plan (IEP) will suffice for a PMP for Exceptional Education. The student will continue to receive remediation until the level of proficiency, as defined by the criteria for promotion, is reached.

Students who enter the school with a current Individual Education Plan or Section 504 Plan will receive services as designated on the IEP or 504. The appropriate accommodations will be made through instruction/consultation by a qualified ESE teacher.

Teachers will monitor progress within each of the programs to ensure fidelity of implementation, as well as effectiveness of the program, with formative assessments. Again, our *Progress Monitoring Plan* is a tool created by the teacher that lists the accommodations and goals made for students below grade level. Depending on budget and the needs of the students, the other intervention programs are optional. The School will provide the follow accommodations for students below grade level:

- Differentiated instruction will support students through the use of innovative, differentiated instructional methods, which utilizes research- based instructional strategies, including but not limited to Marzano's thirteen high-probability teaching strategies, to enhance the student's opportunity to learn the specific skills identified.
- Small-group instruction is utilized in different subjects, including ELA and math, in order to support the needs of students who are struggling with the content. The reading lesson segments can incorporate differentiated texts—for on-level, advanced (enrichment), below-level, and ELL students.

- Reading and Math resources will help provide for enrichment, on-level, and re-teaching of each lesson. Teachers can differentiate in three ways: with the content students are learning, the process in which the material is being taught, and the product that is developed to demonstrate learning. Some best practices with regard to differentiating include:
    - Focusing on the standard for the content being taught; activities may be different, but the objectives are still the same for each activity. For example, students may read higher-level text yet still master the same standard as students reading on-level text.
    - Addressing various individual student differences (learning styles, prior knowledge, and differences). For example, students who are tactile learners can use manipulatives, whereas students who are visual learners can use pictures.
    - Grouping students differently depending on the activity.
    - Integrating formative assessments throughout the activity to make adjustments.
    - Continuously assessing, reflecting and adjusting content, process, and product to meet student needs.
    - Push-in/Pull-out – Certified teachers will be available to pull-out or push-in with students who are below grade level.
    - As described in the RtI model, students will also receive extra instructional time to meet the demands of the curriculum. This additional time for instruction outside of class time will be crucial for increasing student learning gains, as increased instructional minutes is the primary drive for catch-up growth, as stated in Annual Growth for All Students and Catch Up Growth for Those Who Are Behind. (Fielding, Kerr, Rosier 2007).
    - Tutoring - For students that require additional intervention, tutoring will also be available at the School. These sessions will be derived from the operating budget and be applied to those students requiring extra intervention to bring them up to grade level expectations. Certified teachers will use a set curriculum in a small group setting, targeted to students' skill deficiencies, as determined by diagnostic and formative data. Tutoring sessions will be targeted by using students' benchmark data to determine areas of re-teaching. The instructional strategies will be varied depending on the students' unique way of learning. The goal of tutoring sessions is to engage the student and reteach the information in a new way. Sessions can take place after school, and the School may have the opportunity to have Saturday sessions as well.

E. Describe proposed curriculum areas to be included other than the core academic areas. Describe how the effectiveness of the curriculum will be evaluated.

CADHS will offer electives in order to address a wide spectrum of interests. Two factors will drive what electives are offered - student interest and staff credentials. Each year, students will be surveyed to gauge interest for the following year's classes and thus determine the staffing needs. Fulltime staff will be utilized to the highest capacity, but it may be necessary to hire a part-time teacher for some electives.

Electives to be offered are identified below. Course descriptions can be found in Attachments.

1. Technology

In today's world, technology is ubiquitous and touches almost every aspect of our lives, community, and home. We recognize this importance and will proactively and aggressively pursue technology integration in the classroom as described earlier and in a laboratory setting.

The goal of the technology curriculum is to provide our students with the technology tools and competencies they need to become independent and effective users of technology. The International Society for Technology in Education (ISTE) serves educators to teach technology and empower learners to become connected in a connected world. ISTE achievement levels in relation to its standards assist school leaders in their efforts to measure and monitor the development of student technology literacy. Specifically:

- Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology

- Communication and collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- Research and Information Fluency
  Students apply digital tools to gather, evaluate and use Information.
- Critical Thinking, Problem Solving and Decision Making
  Students use critical thinking skills to plan and conduct research, manage projects, solve problems and make informed decisions using appropriate digital tools and resources.
- Digital Citizenship

Students understand human, cultural and societal issues related to technology and practical legal and ethical behavior.

- Technology Operations and Concepts
  Students demonstrate a sound understanding of technology concepts, systems and operations.

All coursework for technology will follow the course descriptions for each subject. Mastery of content will be determined through projects, observation and teacher made assessments. The text to be used for technology will be determined by the teacher and the administrative staff.

High School technology electives will include:

- Pathways of Engineering, grades 9-12, credit 1.0, course #86005500.
- Principles of Engineering, grades 10-12, credit 1.0, course #86005200.
- Introduction to Information Technology, grades 9-12, credit 1.0, course # 82073110.
- Introduction to E-Commerce, grades 9-12, credit 1.0, course #82003400.
- Web Design, grades 10-12, credit 1.0, course #8207100.
- Web Design II, grades 10-11, credit 1.0, course #82071200.
- Web Design III, grades 11-12, credit 1.0, course #82071300.

2. World Languages

Each student will be introduced to Spanish, and encouraged to continue their foreign language studies throughout high school, ultimately becoming a bi-lingual adult. The Florida State Board of Education adopted Florida State Rule 6A-1.09401 and with it, the Sunshine State Standards, Pre-K to 12 Foreign Languages. The Standards document describes what students should know and be able to do in foreign languages, while the more comprehensive companion document to FL State Standards, NGSSS, the Florida Curriculum Framework: Pre-K to 12 Foreign Languages, presents a unified vision for all foreign language programs. It includes best foreign language instructional practices, a Pre-K to 12 grade performance-based curriculum and suggestions that address the implementation of effective foreign language programs.

Section 1007.261(1)(a), Florida Statutes, requires two credits of sequential foreign language instruction at the secondary level as a prerequisite for admission to all Florida state colleges and universities. A student whose native language is not English is exempt of this requirement, provided that the student demonstrates proficiency in his/her native language.

All coursework for World Language - Spanish for Spanish Speakers and high school Spanish coursework will follow the NGSSS/ FL Standards for each course and the course descriptions for each grade level. Mastery of content will be determined through projects, observation and teacher made assessments. The text to be used for foreign language will be determined by the teacher and the administrative staff.

Foreign language electives will include (Spanish primary, other languages based upon interest and funding):

- Spanish I, credit 1.0, grades 10-12, course #0708340.
- Spanish II, credit 1.0, grades 10-12, course #0708350.Prerequisite: Spanish I.
- Spanish III, credit 1.0, grades 9-12, course #0708360. Prerequisite: C or better in both semesters of Spanish II and teacher recommendation.
- Spanish IV, credit 1.0, grades 9-12, course #0708370. Prerequisite: C or better in both semesters of Spanish III and teacher recommendation.

3. Physical Education –all courses are 9 week classes and are available for grades 9/12.
NOTE: HOPE is a graduation requirement
Physical Education electives will include:

- Personal Fitness, credit 1.0, grades 9-12, course #15063200.
- Beginning Weight Training/Fitness Lifestyle Design, credit 1.0, grades 9-12, course #15013400 / 15013100.
- Intermediate Weight Training/Comprehensive Fitness, credit 1.0, grades 9-12, course # 15013500 / 15013900.
- Advanced Weight Training/Beginning Power Weight Training, credit 1.0, grades 9-12, and course #15013600 / 15014100.

The School is committed to providing a high quality physical education program for all students. The programs will offer the opportunity for all students to enhance motor, cognitive and interpersonal skills along with an individualized assessment of fitness aptitude. The attainment of these skills and abilities will enable the students to become lifelong learners and lead healthy, active lives.

The physical education program will follow the FL State Standards, as introduced, including prescribed times for engagement in physical education, the course code guidelines and the National Standards for Physical Education instruction.

4. Art
Art electives will include:

- Art 2-D Comprehensive I, credit 1.0, grade 9-12, course #101300D.
- Drawing and Painting I, credit 1.0, grades 9-12, course # 01043200.

- Drawing and Painting II, credit: 1.0, grades 9-12, course #01043300.
- History of Art, credit 1.0, grades 10-12, course #01043000.

Art activities will reinforce the exploration of various cultures and provide students an opportunity to explore their own cultural heritage. The School will present shows and displays for parents and community members to celebrate the rich cultural diversity of the community as expressed by the creativity and talent of the School.

5. Other Elective Course Offerings

Actual offerings will be presented based upon interest and available funding and will align with FLDOE course codes and standards.

- Accounting
- Driver's Education
- Latin-American Literature
- African-American History
- Film
- Engineering
- Personal Finance
- African-American Literature
- Philosophy
- International Studies
- International Politics
- Sociology
- Journalism
- Speech
- Latin-American Culture
- Band

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

A well-defined, logically sequenced, rigorous curriculum cannot alone guarantee high-quality education; it must be accompanied by equally well-defined, sequenced, and rigorous assessment. We propose a strong complementary relationship between curriculum and assessment.

We plan to use four (4) types of measures to assess the School's academic program:

- ***Baseline Data*** will be collected in the first three (3) weeks using MAP from NWEA that will provide initial information that the School can use to track student progress. Previous FCAT or Florida Standards assessment performance will also be used.

- ***Comparative Measures*** will be used to evaluate student achievement relative to others and will allow the School to judge itself by comparing itself to schools with similar populations.
- ***Growth Measures*** will be used to assess the amount of growth that students have made toward a standard and will allow the School to judge itself by following the achievement of both individuals and cohorts of students over time.
- ***Qualitative Measures*** will be used to assess student achievement in-depth based on internally set standards.

The effectiveness of the curriculum will be measured by the student achievement of specific measurable objectives for the first year of operation described later. Expectations are that students will progress as well or better than they did before attending the charter school, and that the specific measurable objectives for the School will be achieved from year to year.

Ongoing monitoring and analysis of school-wide assessment data will assist the School in determining staff development needs, curriculum realignments, and the objectives submitted in the School Improvement Plan. Student outcomes on standardized and school-wide assessments, benchmark tests and quizzes, projects, presentations, exhibitions, and portfolios will help assess the effectiveness of the curriculum throughout the school year. Ongoing internal audits of student progress, such as progress reports; report cards; and beginning year, mid-year, and end-year assessments will be utilized as tools to evaluate whether the curriculum is effective and meeting the needs of all students.

Charter schools are required by law to test their students in state assessments. To that end, CADHS has selected its FL Standards curriculum, in large part, to ensuring student mastery of the state standards and benchmarks. However, in keeping with the flexible and responsive nature of the charter school, no single assessment or test will be used as a single determiner of success. Thus, in order to assure accuracy in reporting, we will also use independent assessment.

To guide effective teaching and curriculum, at least one highly reliable independent gauge of student learning must be employed. Independent assessments, such as SAT10, PSAT, SAT, MAP and ACT will prove equally valuable in measuring curricular success. These tests are typically norm-referenced rather than curriculum-referenced: the questions and answers are drawn from what most students in the nation can be expected to know, regardless of their locale, circumstances, curriculum, etc.

The curriculum for the School is designed to ensure success for all learners, to assess

student progress and to provide intervention where needed. Parents are provided immediate access to their child's progress report and they become a partner in educating the whole child.

The Governing Board will use the School's Instructional Leadership Team (ILT) to monitor curriculum implementation and effectiveness. The ILT, composed of the Principal, Reading Coaches, Math Coaches, core Department Chairs/Lead Teacher will insure that the curriculum is being implemented properly. The ILT will gather pertinent information about the school's instructional program, visit classrooms frequently and meet with teachers throughout, individually as PLCs and as a whole group. Recommendations will be made, if necessary, to modify implementation, and follow-up visits will determine if the recommendations are being implemented. The ILT will also review information on elective areas, special education programs, bilingual education programs for English Language Learners and gifted programs.

Additionally, each individual department (language arts/reading, mathematics, social studies and science) will be monitored by Reading Coaches to determine effective implementation of the School's comprehensive research-based Reading Plan and the school's curriculum. The process used to monitor curriculum implementation and instructional practices in language arts and reading classes include both formal and informal processes. By conducting daily walkthroughs in reading classes, the reading coaches are instrumental in ensuring the fidelity of implementation of reading programs and strategies. The *Just Read, Florida!* office provides a collection of walkthrough tools for administrators to monitor reading instruction. The instruments will be used in the School to help view implementation of programs and effective reading instruction.

The School will create Scope and Sequence calendars and Pacing Guides for Reading, Math, Language Arts and Science to insure that all aspects of the FL Standards are being taught in a timely manner. Students will be able to achieve more in the core subject areas because teachers can:

- Focus on the most important standards (for high-stakes tests and for learning in the following years)
- Monitor students' academic performance using interim assessments
- Analyze those assessment results in group meetings and plan appropriate interventions

By identifying the state-specific standards that students must master in order to move to the next grade level teachers will determine what students should know and be able to do to demonstrate proficiency on high-stakes assessments, as well as, in foundational skills that are important for success in future grade levels. Teachers will plan curriculum

using the FL Standards and they will choose which classroom activities are likely to produce a greater return—in terms of student achievement—for their investment of time.

Strategies that support the school's achievement plan may include the following:

- Identify students who need additional instructional support
- Support students via mentors, tutoring, peer support networks, and role models
- Engage/reach out to students' families
- Hire staff from the community who speak families' home languages
- Conduct parenting courses at school
- Reorganize the instructional day to maximize time for learning
- Extend learning to before- and after-school programs, as well as, summer programs
- Use varied, effective strategies to instruct diverse learners
- Use test and other information on students' performance in instructional planning
- Target literacy and math instruction
- Safeguard instructional time
- Use research and data to improve practice
- Make closing gaps a school-wide responsibility
- Set high expectations and provide rigorous, deep curricula
- Focus on academics
- Provide safe, orderly learning environments for students and educators
- Use test data and other research on students' performance to inform instruction
- Identify strategies and programs to increase achievement
- Develop effective school-wide leadership teams
- Provide ongoing professional development for school-based leaders on effective strategies for closing the achievement gaps
- Provide time for faculty to meet and plan
- Provide continuous, data-driven professional development
- Prepare teacher leaders to be knowledgeable and effective on school reform
- Target resources on closing the gaps
- Expand school capacity via additional resources
- Engage businesses, universities, foundations in schools' work

Student progress will be monitored throughout the school year bi-weekly by subject area - Math, Science, Reading, Writing alternately. Students are expected to demonstrate at least one year of growth for each year they attend the charter school.

Teachers will utilize the students' Developmental Scale Score as part of the formulas that are included in the Data Chats. This will be used throughout the year by teachers to

determine whether students are making adequate learning gains in the classroom. Teachers will use the Test Maker item banks to create teacher made assessments. Therefore, percentage scores on teacher made assessments will truly be comparable to the collected baseline data. Each time a student is assessed, the Data Chat will be updated to reflect progress made.

The teacher will use a FL Standards checklist for each course and level they teach, in order to record what mastery level the students have achieved on said standards. The teacher must generate an evaluative tool that monitors learning gains of the students. Therefore, the teacher must create indicator tests for each 9 week period for all subject areas. The Principal ensures that each teacher is cognizant of the curriculum presented at each grade level. This facilitates appropriate scope and sequence continuity between levels and helps define our pacing calendar. Moreover, our accountability plan promotes more effective learning on the part of the student, when the teacher is aware of what the student should have learned the previous year and what information they need to master in order to be successful in the subsequent year.

Accountability also relates to the supervision of students, in that, hall supervision between classes and before and after school duties. Our students will be supervised all of the time while on campus and when attending school functions/ field trips, etc. off school grounds.

Other methods to be used:

- Differentiated Instruction is teaching with student variance in mind. It means starting where the individual students are, rather than adopting a standardized approach, where "one-size-fits-all" teaching. The teacher proactively plans varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student learns as much as he or she can as efficiently as possible.
- "Holistic Approach to the Total Child": Our teachers will be encouraged to present their ideas, and enhance the curriculum. The "Holistic Approach to the Total Child," (Anspaugh, 1984), an educational philosophy, will work well with our curriculum. This educational/psychological philosophy is based upon the Developmental Domain Paradigm. The Developmental Domain Paradigm creates an approach fostering an educational vehicle that carries all students to their optimum level of development in the cognitive, affective, and psychomotor domains. This philosophy incorporates the various intelligence areas, and neural pathways of learning along with the tenets of the Developmental Domain Paradigm. Thus, all students will hopefully reach their optimum level of development in the cognitive, affective, and psychomotor domains. We are

aware that students have varying learning styles.

Our teachers will work tirelessly in diagnosing these styles and endeavor to shape instruction to meet individual needs (Differentiated instruction). They will look at all developmental domains when processing their diagnostic/prescriptive approach to facilitating each student.

CADHS students, through direct supervision of our teachers, Curriculum Specialist (when hired), the Principal and its Board will be successful in attaining the required FL State Standards by ensuring that the standards are integrated within the curriculum.

CADHS will place emphasis on FL Assessments preparation and achievement, or other statewide assessment tools the State of Florida may adopt during the term of this charter. CADHS will ensure that each of its students is appropriately equipped to apply knowledge and skill to achieve the best possible outcome on this high stakes assessment.

- Each teacher will receive specific training regarding the design and structure of the Assessment and how she/he may best prepare students for maximum performance on the test(s).
- Teachers in all subject areas will rely on the highly effective Socratic method of dialogue. This technique involves the teacher asking questions that will require students to explicate and justify their answers, thus demonstrating true comprehension of the subject matter.
- CADHS Language Arts teachers will rate and grade student work using the Assessment and *Florida Writes* rubrics and provide specific feedback regarding each student's achievement level on practice writing prompts. These teachers will develop and implement questions that are of the same cognitive rigor as those on the Assessment for class discussions and for tests. In addition, teachers will generate open-ended questions for classroom assessments that parallel those question types used on the Assessment: e.g., extended-response, short-response and gridded-response.
- All content area teachers will support the school-wide reading program by applying critical reading strategies in their discipline-based textbooks or other reading selections. All content area teachers will support high math achievement by applying creative thinking and problem solving strategies in discipline-based situations.

Ultimately, the effectiveness of the curriculum will be evaluated by the students' performance on FL Assessments. The School will focus on meeting and exceeding the rigorous goals outlined in this application, particularly those that articulate that students

make annual learning gains—a year's worth of learning for each year enrolled. These methods of review will allow the School to make changes to the professional development for teachers, and provide more support for those who may need it to ensure student academic growth, and will also chart the use of school resources throughout the school year. This analysis is conducted routinely by teachers and in a more formal setting with the School Administration after each assessment administration.

Being able to determine where a student is academically at any point in the learning process is essential to determining appropriate interventions and ensuring student success. Learner feedback (formative and summative) will be ongoing to measure both incremental and annual (school year) growth.

Student performance will be measured in each of the following ways:

- Assessment of foundational reading and math skills levels upon students' initial enrollment.
    - Foundational reading and math skills levels are essential in the development of each student's Individual Academic Plan and placing students in appropriate content levels or courses. This information will be derived from standardized test scores, curriculum-based assessments, and/or teacher-developed and authentic assessments.
- Formative evaluations will be completed to monitor progress in foundation skills and identify students in need of support.
    - Ongoing assessment and evaluation will be conducted through classroom observations, quizzes, tests, and checklists.
    - Benchmarking (which may include the use of district benchmarks, pre-tests, locally developed mini- assessments, or other diagnostic assessments) will be used to modify instruction and tutorials for state assessment success.
    - Content mastery will be measured through the achievement of benchmarks and successful completion of each course.
- Summative evaluations of content mastery.
- End of Course assessments will validate and verify credits earned for promotion to the next grade level.

Additionally, through the School's commitment to pursue and obtain accreditation from the *Southern Association of Colleges and Schools and AdvancEd* within specific timelines will also serve as a means to evaluate not only of the effectiveness of the curriculum but also the entire school program. Through the accreditation process, the School will: validate compliance with numerous AdvancEd learning standards; demonstrate engagement in

Continuous Improvement, including the development and implementation of foundations for continuous improvement; provide for quality assurance; and participate in a peer review process.

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.

It is anticipated that CADHS will reflect the demographics of the District. As a result, we believe that the students entering the School will possess a wide range of skills. The extended day, rigorous program of study, extra programming, and parental involvement will be critical if the students are to achieve our academic goals. The following are the School's educational goals:

Focus Area	Academic Improvement	How Progress and Performance will be Measured	Specific Results to be Attained
State Assessment Performance	With the first year of School operation establishing the baseline, the percent of students in grades 9 through 10 proficient on FL Assessments in reading, math, science, and writing will improve by 1% or more each year.	FL Assessments results including assessments in reading, math, science, and writing	Given school-wide emphasis on instruction for mastery of the FL Standards, the percent of students in grades 9 through 10 proficient on FL Assessments in reading, math, science, and writing will meet or exceed the State average for comparable SES student populations.
End of Course (EOC) Assessment Performance	With the first year of School operation establishing the	EOC results	The percent of students' proficient on EOC assessments

Focus Area	Academic Improvement	How Progress and Performance will be Measured	Specific Results to be Attained
	baseline, the percent of students' proficient on EOC assessments will improve by 1% or more each year.		will meet or exceed the State average for comparable SES student populations. CADHS students will meet and/or exceed the District and/or State average (whichever is higher) of students who achieve a passing score (as established by FLDOE) on all required End of Course exams, by its 3rd year, and sustaining or exceeding these levels on the 4th and 5th years.
Learning Gains	Students demonstrating learning gains will improve by 1% annually.	MAP Assessments FL Assessments	Eighty percent (80%) of CADHS students will demonstrate a year's worth of learning gains.
Learning Gains for the Lowest Quartile	With the first year of School operation establishing the baseline, the percent of students in the lowest quartile demonstrating learning gains will improve by 1% annually.	MAP Assessments FL Assessments	Fifty percent (50%) of CADHS students in the lowest quartile will demonstrate learning gains annually.
Graduation Rate	With the first year of School operation establishing the baseline, the percent	Yearly cohort graduation rates.	By the 5th year of school operations, CADHS will exceed the state cohort

Focus Area	Academic Improvement	How Progress and Performance will be Measured	Specific Results to be Attained
	of students graduating with their cohort group will improve by 5% or more each year.		graduation rate for comparable student populations.
School Grade	Within the first year of School operation establishing the baseline, the School's grade will improve each year until the goal is met.	FLDOE School Grade Calculation	CADHS will achieve a school grade of "B" by the 3rd year of School operation. The School will NOT fail.
Parent Participation	With the first year of School operation establishing the baseline, parent participation will improve 2% each year until the goal is met.	Sign-in sheets, teacher logs, records of parental volunteer hours, and yearly parent surveys	By the end of the first year of school operation, 70% of all students' parents or guardians will have participated in parent conferences, student presentations, parent education classes, committees, and/or other volunteer activities.
Professional Development	With the first year of School operation establishing the baseline, faculty participation in professional development will improve 2% each year until the goal is met.	The goal and plan for accomplishment will be filed with the Principal by October of each school year and the accomplishment documented by written statement upon completion.	Each year, each administrator and teacher will participate in at least thirty (30) hours of professional development activity to fulfill a self-generated goal that will positively impact his or her work at CADHS.

In order to achieve the academic goals, CADHS will implement strategies to achieve these in-process measures:

- 90% of students requiring after-school tutoring programs will participate in the program
- 90% student retention rate by the end of the second year in operation
- 93% student attendance rate annually
- 70% attendance at parent-teacher conferences by parents annually

Summary of Key Measurement Methods

Measurement Outcome	Method of Measurement	When
State Content Standards	FL Assessments	Annually
Content Mastery	Unit tests, benchmark exams quizzes, oral presentations, performances, projects, lab reports, and research papers. Also see AP below.	Ongoing throughout the year
College preparedness	Course enrollments, course grades, SAT/ACT tests results, PERT, and GPA	Enrollments and grades quarterly. PSAT/SAT sophomore, junior, and senior years. PERT in 11th grade.
AP Courses	AP tests and examinations	Annually
College Level Coursework	Final grades earned by students	End of course

As shown in the chart, Key Summative Student Assessment Goals, progress is objectively measured by a range of methods including the annual statewide assessments for each grade, by other adopted statewide assessments, and by AP exam results. Progress is also measured by classroom teachers in the traditional manner, such as through quizzes, essays, projects, performances, portfolios, exhibitions, tests, and exams. Progress is discussed on a regular basis with parents and students.

Use and Reporting of Data

Assessments are used to inform CADHS regarding the mastery of content by students, the effectiveness of instruction and when additional and/or different instruction is needed. This use of assessment data occurs on four levels.

- The first level is to assist CADHS to identify the progress of individual students, who are making appropriate progress, those who are not, and those who are excelling. Using this information, teachers and the counseling staff can provide specific assistance to each student as needed. This also includes counseling students on accelerated and enriched learning opportunities. Students needing extra assistance and/or time also have several resources available to them. Teachers offer "drop in" and scheduled assistance. CADHS will offer a tutorial program, staffed by qualified teachers. Students seeking more rigorous academic work will be encouraged to accelerate by taking higher level courses and may also be encouraged to take courses at local universities.
- The second level for the use of assessment data is to identify situations during the school year where groups of students are not meeting expectations in a specific class, course or subject area. Teachers and/or departments use assessment data to identify these situations and determine what steps are needed to provide additional instruction or re-teach to address the shortcomings.
- The third level for the use of assessment data is to evaluate and continually improve the educational program through a review of the curriculum, instructional, and evaluation practices. For example, assessment results that show a broad lack of mastery in a specific topic or skill trigger an evaluation by teachers, a department or the entire school of what is taught, what resources are available to teach it, how it is being taught, and the most appropriate manner to re-teach that specific content area.
- Finally, as summarized in the Key Summative Outcome Goals chart, assessments provide an overview of the success of CADHS's academic program as a whole. As a college preparatory school, this includes information such as average GPA, the percentage of students receiving acceptance to their college of choice, which college students are attending, and the average SAT, SAT 2, and AP scores of graduates. It may also include information from surveys of CADHS graduates. In-depth reviews of all aspects of the academic program including academic achievement on standardized tests such as MAP. New Florida Standards assessments and EOC.

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

Consistent with the provisions of the approved application, the School will comply with the District's plan for Student Progression to meet high school graduation requirements. CADHS will administer its own internal placement assessments and evaluations in order to help determine student placement as deemed necessary. The assessments will be research- based and will meet state requirements for student placement, promotion and/or retention. The MAP or Stanford 10 assessment may be utilized as well. See District website: Instructional Goals and Learning Objectives (Student Progression Plan).

Grading and Reporting Student Progress K-12 and Adult per Sponsor SPP:

a) Interim Reporting

The School will establish procedures for teachers to notify parents/guardians when it is apparent that a student may fail or is doing unsatisfactory work in any skill level (i.e. skill level is below grade placement), course or grade assignment. These procedures should include the following:

1) Notification of parents/guardians, written or verbal, during the grading period.
2) Documentation by the school of such notification.
3) School attempt, in cooperation with parents/guardians, to assist the student in achieving at minimum levels.

b) Regular Reporting

Report cards shall be issued to students after each marking period. Only report cards approved by the Governing Board shall be used. Grades on report cards must clearly reflect the student's level of achievement, including student performance which is below established standards for the student's grade placement. No penalty or reward shall be reflected in a student's academic grade for his/her conduct. Report cards will contain a separate designation for a student's conduct. Parents of student with disabilities will be informed of their student's progress toward IEP annual goals at the nine-week report card intervals. Interim progress reports will be given to all students in all subjects at the mid-point of the marking period.

c) Reporting Student Retention

In addition to the notification of parents/guardians noted in sections 1 and 2 through interim reporting and report cards after each marking period, schools will provide an opportunity for a conference involving the teacher, guidance counselor or principal and parent/guardian for any student not progressing appropriately toward standard diploma and graduation.

d) Grading System

Grades will be reported by letter grade or numerical score in recording student progress as follows:

Letter Grade	Numerical Score	Description
A	90-100	Outstanding Progress
B	80-89	Above Average Progress
C	70-79	Average Progress
D	60-69	Lowest Acceptable Progress
F	0-59	Failure
I	N/A	Incomplete

Grading: The grading system used in the high schools will be (F.S.1003.437):

Numerical	Letter	Points
90-100	A	4.0
87-89	B+	3.5
80-86	B	3.0
77-79	C+	2.5
70-76	C	2.0
67-69	D+	1.5
60-66	D	1.0
0-59	F	0
Incomplete	I	0

- Plus (+) Grades: Letter grades displaying plus signs shall be used in the calculation of the district weighted grade point average for the purpose of determining class rank and will not be used for determining athletic eligibility or in meeting the graduation requirements (F.S. 1003.437). The Bright Futures Scholarship Program does not recognize plus (+) grades.

Honor Roll Format

The Honor Roll will be calculated and listed on the basis of grade point average (GPA) for each nine weeks. School procedures for yearly honor awards based on grade point average will be published in the School's student handbook. Weighted grades as defined by the Student Progression Plan apply to grades 9-12. Regardless of GPA, no student may be on the Honor Roll who has made a D or an F during the current grading period. The following divisions for Honor Roll are recommended:

- - 3.199 Honor Roll

- 3.200 - 3.499 Honor Roll with Honors Recognition
- 3.500 - 3.999 Honor Roll with High Honors Recognition
- 4.000 – above Honor Roll with High Honors with Distinction

Standard Diploma Graduation Requirements Students Entering Grade Nine in 2014 - 2015	
English	**4 Credits**
Mathematics	**1 Credit** Algebra (EOC=30% of final grade) **1 Credit** Geometry (EOC=30% of final grade) **2 Credits** Additional Math (If Algebra II is selected, the Algebra II Florida Standards Assessment will count for 30% of the final grade, when implemented)
Science	**1 Credit** Biology (EOC=30% of final grade) **2 Credits** Additional Science identified as Equally Rigorous
Social Studies	**1 Credit** World History **1 Credit** United States History (EOC =30% of final grade) **.5 Credit** United States Government **.5 Credit** Economics w/Financial Literacy
World Languages	Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships
Fine and Performing Arts, Speech/Debate, or Practical Arts	**1 Credit** in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
Physical Education	**1 Credit** in Physical Education to include the integration of Health (HOPE)
Electives	**8 Credits**
TOTAL	**24 Credits**
State Assessments	Students must earn a passing score on the Grade 10 ELA statewide, standardized assessment Students must take the Grade 11 ELA statewide, standardized assessment, when implemented Students must earn a passing score on the Algebra 1 EOC or concordant score
Computer Competency	Not required
Online Course	Requires a full course to be completed
Grade Point Average	Cumulative GPA of 2.0 on a 4.0 scale (unweighted)
Service Hours	40 hours required
Scholar Designation	In addition to meeting the standard high school diploma requirements: - Pass the ELA Grade 11 Common Core assessment once implemented - Algebra II and must pass the EOC when implemented - Statistics or equally rigorous math - Chemistry or Physics and another equally rigorous science - 2 credits in the same world language - Earn at least one credit in AP, IB, AICE or a dual enrollment course - Pass the Geometry EOC - Pass the Biology EOC or earn minimum score required to earn college credit on AP, IB or AICE exam - Pass the US History EOC or earn minimum score required to earn college credit on AP, IB or AICE exam
Merit Designation	In addition to meeting the standard high school diploma requirements: - Attain one or more industry certifications from the list established (per s. 1003.492, F.S.).

ACCEL Program (18 credits minimum)	Meet all of the graduation requirements for the cohort, with the exception of : - Physical education not required - Online course not required - 3 elective credits only - Service hours are not required



Standard Diploma Graduation Requirements

Students Entering Grade Nine in 2013 – 2014

English	**4 Credits**
Mathematics	**1 Credit** Algebra (EOC=30% of final grade) **1 Credit** Geometry (EOC=30% of final grade) **2 Credits** Additional Math (If Algebra II is selected, the Algebra II Florida Standards Assessment will count for 30% of the final grade, when implemented)
Science	**1 Credit** Biology (EOC=30% of final grade) **2 Credits** Additional Science identified as Equally Rigorous
Social Studies	**1 Credit** World History **1 Credit** United States History (EOC =30% of final grade) **.5 Credit** United States Government **.5 Credit** Economics w/Financial Literacy
World Languages	Not required for graduation. Minimum 2 years of the same language required for admission into most universities and some Bright Futures Scholarships
Fine and Performing Arts, Speech/Debate, or Practical Arts	**1 Credit** in Fine or Performing Arts, Speech and Debate, or eligible Practical Arts
Physical Education	**Option 1: 1 Credit** in Physical Education to include the integration of Health (HOPE) **Option 2: .5 Credit** Personal Fitness and **.5 Credit** PE and **.5 Credit** Health/LMS
Electives	**8 Credits (7.5 Credits** if the student completes all 3 parts of Physical Education, Option 2)
TOTAL	**24 Credits**
State Assessments	Students must earn a passing score on the Grade 10 ELA statewide, standardized assessment Students must take the Grade 11 ELA statewide, standardized assessment, when implemented Students must earn a passing score on the Algebra 1 EOC or concordant
Computer Competency	Not required
Online Course	Requires a full course to be completed
Grade Point Average	Cumulative GPA of 2.0 on a 4.0 scale (unweighted)
Service Hours	40 hours required
Scholar Designation	In addition to meeting the standard high school diploma requirements: - Algebra II - Statistics or equally rigorous math - Chemistry or Physics and another equally rigorous science - 2 credits in the same world language - Earn at least one credit in AP, IB, AICE or a dual enrollment course - Pass the Biology EOC or earn minimum score required to earn college credit on AP, IB or AICE exam
Merit Designation	In addition to meeting the standard high school diploma requirements: - Attain one or more industry certifications from the list established (per s. 1003.492, F.S.).

ACCEL Program (18 credits minimum)	Meet all of the graduation requirements for the cohort, with the exception of : - Physical education not required - Online course not required - 3 elective credits only - Service hours are not required

e) Assessment

As per s. 1008.22 F.S., the primary purpose of the student assessment program is to provide student academic achievement and learning gains data to students, parents, teachers, school administrators, and school staff. This data is to be used by the School to improve instruction; by students, parents, and teachers to guide learning objectives; by education researchers to assess national and international education comparison data; and by the public to assess the cost benefit of the expenditure of taxpayer dollars.

Participation in the statewide, standardized assessment program aligned to the core curricular content established in the FL Standards and Next Generation Sunshine State Standards is mandatory for all schools and all students attending public schools. All statewide, standardized assessments use scaled scores and achievement levels. Achievement levels range from 1 through 5, with level 1 being the lowest achievement level, level 5 being the highest achievement level, and level 3 indicating satisfactory performance on an assessment. For purposes of the statewide Writing assessment, student achievement shall be scored using a scale of 1 through 6.

Measurement of student learning gains in all subjects and grade levels, except those subjects and grade levels measured under the statewide, standardized assessment program, is the responsibility of the school district. The School will administer for each course offered in the district a student assessment that measures mastery of the content, as described in the state-adopted course description, at the necessary level of rigor for the course. Students requesting placement in an accelerated progression who do not meet the recommended state assessment scores will be considered on a case-by-case basis.

Student assessment and promotion in the Sponsor’s schools are based upon an evaluation of each student's achievement in terms of appropriate instructional goals. The basis for making the determination should reflect consideration of the following: progress tests, classroom assignments, daily observation, standardized tests, state assessment, and other objective data. The primary responsibility for determining each student's level of performance and ability to function academically, socially and emotionally at the next grade level is that of the classroom teacher, subject to review and approval of the principal.

The assessments a student must pass in order to graduate with a standard high school diploma are determined by their year of enrollment in 9th grade:

9th Grade Cohorts

EOC Counts 30% of Final Grade	2011-12	2012-13	2013-14+ Future Cohorts
Algebra 1	NO	NO	YES
Geometry	NO	NO	YES
Biology	NO	NO	YES
US History	NO	YES	YES

f) Acceleration Mechanisms

During the course registration process, the parents of students in or entering high school will be notified of the opportunity and benefits of accelerated mechanisms. Florida Statute 1007.27 requires a variety of acceleration mechanisms be available for secondary students attending public educational institutions. The intent of acceleration is to shorten the time necessary for a student to complete the requirements associated with both a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject. Acceleration mechanisms shall include, but are not limited to, dual enrollment and early admission as provided for in s. 1007.271, advanced placement, the International Baccalaureate Program, and the Advanced International Certificate of Education Program.

g) Grade Classification in Grades 9-12

Students, who for educational or personal reasons, wish to graduate earlier than this 4-year/24 credit plan, may elect to do so. Upon approval by the high school principal or designee, the early graduation request will be forwarded to the Regional Superintendent for final approval. All graduating students must meet all requirements set by Florida Statute in order to graduate.

Definition of grade classification as it relates to class privileges and activities will be determined by the school principal:

Grade Level	Minimum Credits for Grade Promotion (24 Credit Diploma Option)
9	N/A Promoted from 8th Grade
10	5 Credits
11	11 Credits
12	17 Credits

Fundamentally, CADHS will follow the research-based State of Florida Standards as the core curriculum. The standards and objectives of the courses offered will be in alignment with the course descriptions provided by the Florida Department of Education and the Sponsor (as applicable). The Core Subjects will include all necessary to gain a FL Standard Diploma. It is the School's objective that all instructors will receive FL State Standards Content Area certification. As such, all teachers will be FL State certified in the content areas they are teaching. Instructional materials will include, but will not be limited to the following:

- FL Standards
- Sponsor's K-12 Comprehensive or curriculum plan
- Sunshine State Standards in Writing
- *Florida Writes!* Materials
- Materials found to be researched based to enhance student achievement and meet requirements for IEP/ELL/504/EP
- Hands-on materials
- Laboratory materials
- Strong Technology
- Content area textbooks meeting state requirements, as needed
- Remediation and Enrichment materials for differentiation

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.*

At the high school level, the methods to determine if a student has satisfied the requirements to meet graduation extends to all students progressing towards graduation. As every credit is crucial to the success of the School's students, teachers take ownership of a student's path towards graduation. During the data chats, teachers will discuss students that may be in danger of not graduating and discuss individualized solutions for the students. Students are then provided guidance on creating a graduation plan that describes the types of courses they will take each year in order to graduate.

1. Methods to Verify Requirements

The School Counselor will track all students through high school. He/she will meet with 9th and 10th graders annually and on an 'as needed basis'. Junior and seniors will have a regular 'Credit Check' to make sure the student is on target for graduation. The Counselor will complete a credit worksheet at the beginning of the student's junior year and at the end of each semester during the junior year and at the 1st of the senior year. The Counselor will verify the student is on track for graduation and communicate that status with the student and his/her parent/guardian.

As a student transfers into the School, the Counselor will review the student's transcripts and complete a graduation credit worksheet. The Counselor will verify EOC results and minimum graduation requirements are met. A review will also occur in March of the student's senior year to verify the student is still on track for graduation. The Counselor will advise students to take the PSAT in 9th, 10th, and 11th grades and the SAT and/or ACT at least twice during the junior year. The Counselor will work with students to help them choose course work to support timely graduation. He/she will also advise on approved methods for credit recovery. Finally, the Counselor will assist students with immediate and long-range educational planning and course selection (secondary).

In order to satisfy graduation requirements, students must receive credits in all required coursework and maintain a passing grade point average of 2.0 or higher. Students must also pass the following state assessments:

- Grade 10 ELA (or ACT/SAT concordant score)
- Algebra I end-of-course (EOC) or a comparative score on the Postsecondary Education Readiness Test (P.E.R.T.)
- Students must participate in the EOC assessments whose results constitute 30 percent of the final course grade:
    - Algebra I
    - Biology I
    - Geometry
    - U.S. History
    - Algebra II (if enrolled)

While the School lists the minimum graduation 24-credit requirements in the chart, we recommend and encourage our students to strive beyond the minimum requirements. Our suggested program of study allows for a student to take 28 credits in four years.

Students also have the opportunity to take advanced placement (AP) courses. Once student's needs have been determined, the School's course offerings will reflect AP courses. Preliminary Scholastic Achievement Test (PSAT) is a standardized test that

provides firsthand practice for the Scholastic Achievement Test (SAT) Reasoning Test. It also gives students a chance to enter National Merit Scholarship Corporation (NMSC) scholarship programs. The SAT Reasoning Test is a measure of the critical thinking skills students will need for academic success in college. The SAT assesses how well students analyze and solve problems needed for college. The PSAT's is typically taken by high school sophomore, but juniors will also be encouraged to take it.

The American College Testing (ACT) Program is a widely accepted college entrance exam. It assesses high school students' general educational development and their ability to complete college-level work. Based upon student request, the School will either offer and/or serve as a resource for gathering more information regarding PSAT, SAT and ACT preparatory classes and the application process.

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

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

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

1. Collecting and Establishing Baseline Data

Baseline achievement data will be collected from previous year's FL Assessments/FCAT 2.0/EOC scores and numerous diagnostic assessments. This data will be used to generate the student's IAP which is created by compiling prior rates of academic progress in order to identify students' current strengths and areas of need to effectively target instruction.

The School will seek from the Sponsor all student performance data electronically and cumulative records for all incoming students. Student records from the previous school attended will be secured and reviewed for baseline data on each student. That data will include, but are not limited to, standardized test scores, FAIR results, report card grades, attendance records, and behavioral records (including in school and out of school suspensions as well as exemplary behavior).

Teachers and other key stakeholders will have access to student performance data disaggregated by school, grade level, individual teacher, and/or individual student. 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.

Prior year FCAT and/or FL Assessments and FAIR results will be analyzed to determine individual students' strengths and weaknesses. Strengths and weaknesses of students will be also established via a fall assessment. We will use Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP), the SAT-10, or similar instrument, to provide a student baseline and learning gains assessment to guide instruction, monitor student achievement, and provide a resource to help facilitate preparation for the FL Assessments and/or FCAT results that are applicable. MAP is an adaptive highly researched based assessment that mirrors and measures FL Standards and those NGSSS still in effect. MAP assessments are fixed benchmark tests constructed using items created on frameworks derived through a thorough review of Florida state test blueprints, state standards, and information from several national education organizations.

2. Using Baseline Data

Based on the School's philosophy of providing "personalized instruction," the School will use baseline data (state and district requirements, report cards, testing scores, past performance and comportment) as factors for placement in the appropriate course which best suit each student.

CADHS is dedicated to creating an Individual Academic Plan (IAP), an individualized personal education plan, to establish individualized goals and objectives for all students to guide lessons in order to challenge students and attain maximum student achievement. Baseline data will provide the basis for the development of each student's IAP.

Baseline data on each student will be recorded in our School's Students Information System, PowerSchool. Teachers will access data via PowerSchool in order to determine which students might be at risk (due to high/low cognitive skills, levels of performance, circumstances related to background, etc.) and in need of additional support.

The compilation of baseline data in the IAPs will aid teachers as they plan instruction, identify needs for differentiation, select resources and materials, and plan future assessment strategies. Baseline data will provide a starting point from which to measure individual progress and achievement, and objectively illuminate gaps where interventions and additional support may be needed. The IAP 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. IAP's are updated quarterly, at a minimum. Teachers 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
- Reports and observations from the student's teachers
- Information and suggestions from the student's parents
- 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. A measure of each student's rate of academic gains will be determined at the end of the year via his/her individual portfolio and the comparison of FL Assessments/FCAT 2.0/ EOC learning gains.

Teachers will be trained on the use of the IAP. Administrators and teachers will compare the data within the IAP with that of 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. After student assessment results are available from the spring administration of the SAT-10, MAP, or a similar nationally normed standardized test, student performance will be compared to individual results from the fall administration and reported to parents and staff.

The baseline data will be compared to current data at the end of each school year. Expectations are that students will progress at least as well as they did before attending the charter school, and that the specific measurable objectives for the school are

achieved. Standardized tests results will be compared from the previous school year to the current school year.

The overall progress of students in CADHS shall be compared to District schools with comparable student populations in the August District regression analysis. Initially, we can predict placement with MAP results as they are comparable to the FCAT. Once we understand how we measure with other District schools, we will understand the scope of our needs.

3. Benchmark Data

The School will use NWEA benchmarks that are nationally-normed, simulated state standardized tests in order to provide administrators, teachers, and students with information on individual student achievement based on a specific set of criteria including NGSSS and Florida Standards. Utilizing research on feedback, these exams will be openly discussed with students to assist them in understanding what they have successfully mastered and what is needed for continuous improvement. Benchmarking is administered three times a year, prior to the state standardized test, providing teachers with an updated evaluation of student learning. The Principal will ensure the disaggregation and compilation of student assessment data, by individual student, by individual skill, by standard, by class and by grade level. This will give all stakeholders an understanding of what each student has or has not mastered and will allow for professional discussion about data-driven instruction in the classroom.

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

We believe that there is a strong complementary relationship between curriculum and assessment. Without demonstrated and measurable success, the student is working in a vacuum. The student must show evidence of real learning, and attainment of knowledge and/or skill.

Our goal is to not point out what a student does not know, but to encourage each student to learn, while providing each student with as many opportunities as possible to demonstrate improvement. As such, assessment is a key component to the learning process. CADHS will assess student learning in all core subjects as each student progresses from grade 6 through 12.

Based on the idea of inculcating and accepting personal accountability for personal gains, and guided by our mission of rigorous individualized education, the internal

assessment system will be a comprehensive set of assessments, including baseline/diagnostic, formative, and summative to capture as many aspects of each student's learning as possible.

The formative assessments may include examinations (tests, quizzes, homework, etc.), participation (class participation, group work), projects (essay, poster, and research paper), performances (debate, tournament, or presentation), etc. Within each course/grade, the assessments will be closely coordinated to ensure consistency within each subject and between subjects.

Assessment has a teaching function. Students are asked regularly to attempt a variety of tasks. Assessment of their performance in these tasks provides valuable information for a teacher about a student's understanding and developing competencies. This allows the teacher to tailor his/her approach for this student, and may suggest areas where a student needs revision, extension or even acceleration. Assessment here is seen as formative and evaluative – allowing the teacher to form an impression of a student's progress and to evaluate the success of his/her teaching approach. Teachers use assessment data to plot their programs; they ensure that students have educationally worthwhile tasks to challenge them and sequence the development of skills. The benefit of assessment to the student comes in the form of feedback from the teacher on what he/she has done and what he/she has still to do. This is an individual learner approach.

Summative assessments will include end of chapter or unit tests or projects, and standardized state tests, including End of Course assessments, FL Assessments and/or FCAT, SAT/ACT, etc. These norm-referenced assessments put in perspective the performance and accomplishments of individual learners as it maps individual achievement against general achievement.

This allows educators to know, to use a sporting analogy, how fast a runner is – in terms of other runners in his class, in terms of other runners in his year group, in the school, in his age group across the state, in his age group across the nation or internationally, and perhaps even how fast he is compared to the fastest adult runners in the world.

Students and their parents like to know how they are performing against other students. Norm-referenced assessment gives comparative data, puts individual achievement and talent in perspective, and can provide challenge to the student to excel. It can provide a goal for the individual to aspire to, which is its most educationally useful aspect, since the knowledge that an individual's performance will be measured against the

performance of others can spur the individual on to greater things.

CADHS will assist its students in preparing for the future by providing the experience of participation in semester examinations. These examinations help to bring together all of the facts that one gathers throughout a semester into a comprehensive learning pattern which should help one retain learning experiences better.
Exams will be given at the end of each semester. The examinations will be approximately two (2) hours in duration and will be given according to an assigned schedule. The examinations will cover the entire semester of work. Taking the examination is a course requirement. All courses which give one-half (1/2) credit will be required to give a semester examination. We will participate in the End of Course exam process as required.

Early, or baseline, testing in the year identifies areas of strength and weakness; spring testing measures yearly progress. Additionally, we believe that frequency must be aligned with continuity: student learning is more easily and accurately measured by the same test(s) over successive years.

In keeping with the flexible and responsive nature of the charter school, no single assessment or test will be used as a single determiner of success. This balance of assessment principles underscores the curriculum and its delivery at our School. The School will use:
Criterion-Referenced Assessments
The School will administer assessments that mirror the state-mandated assessments in order to ensure adequate progress and preparation for every student.

- State-Mandated Assessments – Students will participate in the administration of the FL Assessments and FCAT 2.0 (in effect) and /EOC annually, as appropriate. ELL students will participate in any state or district mandated assessments such as CELLA.
- Common Assessments: The School will provide bi-weekly “common assessments” and used to gauge students’ progress on mastery of FL Standards. These assessments are aligned to FL Standards, and include a short term review, as well as spiral review, to check for mastery. This is to provide a uniform tool to monitor progress towards mastery of grade level standards more frequently between benchmark assessments administered by NWEA.
- Weekly Standards Assessments include objective-based questions that are used for quick check of content material as well as essay 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.

Project-Based Performance Tasks and Inquiry-Based Projects – Students will participate in problem solving tasks, hands-on experiments, and other inquiry-based projects as learning activities for Generating and Testing Hypothesis (Marzano).

- Real World Application – Teachers will ensure deep understanding of standards by using instructional strategies such as non-linguistic representations, cooperative learning, comparisons, and other strategies that ensure that students apply knowledge to real world scenarios.
- Student Portfolios – 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 IAP
- Quarterly progress summaries
- Journals
- Teacher observations
- Anecdotal records of the student's performance
- Attitude inventories
- Tools within software programs

Types of Assessments	Purpose (s)	Grades	Frequency
Measures of Academic Progress (MAP) or SAT-10	Baseline	6-12	Fall
MAP or SAT-10	Progress Monitoring Summative	6-12	Winter Spring
Florida Assessment for Instruction in Reading (FAIR)	Diagnostic Monitoring Summative	6-12	Fall Winter Spring
PSAT	Formative	8-10	Fall
SAT/ACT		11-12	Spring
FL Assessments	Summative	6-10	Spring
EOCs	Summative	7-12	Spring
PERT	Summative	11	Spring
CELLA/WIDA	Monitoring	6-12 ELL students	Spring
Informal classroom assessments that may include, but are not limited to running records, teacher constructed tests, classroom assignments, observations and rating of performance, portfolios of student work, and computer-assisted assessments	Formative and Summative	6-12	On-going

The School considers evaluation and assessment to be a broad and continuous effort. Proper assessment verifies that students have successfully acquired crucial skills and knowledge. Assessment of student performance in core academic areas will be achieved in various ways, depending on the subject area.

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

The use of student assessment and performance data is critical to the School's continuous improvement process to improve student learning and achievement and to evaluate, inform and adjust instruction. The data-driven cycle of assessment, analysis, and action is necessary to improve student achievement and must be embedded in the School's culture and will be a top priority for school-wide improvement.

1) Data Calendar
   The Principal will use a yearly data calendar, which will be available to all stakeholders. The cycle of assessment, analysis, and action will be schedules and considered with data chats, teacher mentoring and professional development.
2) Data Driven Instruction
   Teachers will use the data from MAP benchmark assessments and FL Assessments to differentiate instruction of specific skills through various instructional and regrouping strategies in order to ensure that individual student needs are addressed.
   To evaluate student learning and the effectiveness of instruction, the teacher will give students formative assessments on those specific skills. After itemized analysis of each assessment, the teacher will report feedback to students and parents verbally, as well as through the student information system, in order to update each student's IAP.
   Based on the results of the assessment, the teacher will decide whether to re-teach specific skills that have not been mastered or go back to baseline assessment in order to activate students' background knowledge on the new skill to be introduced.
3) Progress Monitoring Plan (PMP)
   The Progress Monitoring Plan was designed to provide students, parents, teachers, and administrators with specific academic intervention information for students who are performing below grade level in each grade*. This is included as part of the RtI process.* The PMP lists students' areas of academic weakness and describes interventions that can be implemented in the areas of writing, reading,

mathematics or science. Each student meeting the criteria above must have a PMP. The PMP must also be reviewed by all stakeholders after at least 12 weeks of instruction, in order to assess whether implemented strategies are increasing student achievement in the identified area.

Student data will be compiled which identifies the lowest 25% in the School from benchmark data and individual student FL Assessments and FCAT 2.0 scores.

- The lowest 25% in reading is generated in order to assist teachers in targeting students who need remedial instruction. This is not meant to identify the lowest 25% in the school grade calculation but is meant to identify students who need academic support.
- The MAP baseline test will be given within the first month of school so that individual student strengths and weaknesses can be identified quickly and a PMP generated in order to make sure classroom instruction is geared toward meeting the needs of every student.
- This allows students, parents, teachers, and administrators to re-evaluate individual student's academic achievement in a more time efficient manner. Recognizing areas of strengths and weaknesses in a timely manner is vital to ensure students have enough instructional time and practice to solidify their understanding before reassessment occurs.

- If a student should need multiple specialized plans, such as PMPs for reading intervention, Individual English Language Learner Student Plans, Educational Plans for Gifted Students, or Individual Education Plans for ESE Students, members of committees will overlap so that communication among members and alignment of plans can be ensured.

Student assessment and performance data will be used to understand and improve school effectiveness by targeting those students who need additional support to master specific grade level skills. CADHS administration, teachers, and families will share in the understanding that the following are correct:

- *Assessment* is the collection of information, artifacts, samples of student work and performance.
- *Evaluation* is the analysis of the assessment pieces through some form of scoring or rating.

Assessment and evaluation may be considered in terms of their intended function within the classroom. For example, Language Arts evaluation serves the following functions and should indicate information:

- *For* the individual student and his/her progress and development as a reader.
- *For* the parents about their child's progress.
- *For* the teacher as to the needs of the student and the teacher's response to those needs
- *To* the administrator about the teacher's accomplishment of instructional goals'
- *To* the governing board and community about how effectively the curriculum and materials are reaching their goals (Moffett & Wagner, 1992).

The School Instructional Leadership (ILT) team, consisting of the Principal, department chairs, ESE and ESOL teachers, Reading Coach, and Counselor, will monitor and analyze data to maintain a problem solving system that brings out the best in our students, teachers, and our School. The leadership team will meet weekly collaborate regularly, problem solve, share effective practices, evaluate implementation, and make decisions. Specifically, the team will meet to:

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

To evaluate the data, a teacher/administration Professional Learning Community/Data Team will be formed.

Sample PLC/Data Team Schedule*		
	At the team meeting *(First this)*	In the classroom *(Then this)*
Meeting 1	*Use Pearson's common formative pre-assessment *Agree on common grading method	*Administer pre-assessment *Evaluate pre-assessment & sort students into proficiency groups
Meeting 2	*Use pre-assessment results to chart data *Prioritize student needs *Set SMART goal *Select common instructional strategies & determine results indicators	*Begin implementation of strategies *Monitor progress *Provide feedback to students

	*Model implementation of strategies	
Meeting 3	*Examine student work samples *Discuss implementation of strategies & make adjustments as needed *Confirm post-assessment data	*Continue instructional strategies *Monitor progress *Provide feedback to students *Administer post-assessment
Meeting 4	*Evaluate results, reflect on cycle, celebrate growth *Plan next steps	*Offer post-assessment feedback to students

Department chairs will communicate with teachers to determine the areas of students' strengths and weaknesses as demonstrated by class work assignments and assessment results. Each teacher will use data to determine the instructional focus of whole group lessons. An Item-Analysis of FCAT benchmarks and results of formal and informal assessment will be used to re-teach questions that students missed most frequently. Teachers will use data to inform instruction in a variety of ways, including but not limited to:

- Establishing goals and objectives for lessons
- Identifying the instructional focus of whole group lessons
- Grouping students for small-group instruction
- Planning assessment options for measuring acquisition of content and skills

Each student's performance on tests, quizzes, project-driven examples of subject mastery, and verbal classroom participation will be examined in order to attain complete understanding of each student's individual progression and performance. Teachers will use assessment rubrics as teaching tools in the classroom by helping students to interpret their performance and comprehend their results. Daily observation of students is a skill honed by a reflective and responsive teacher. During the school day, teachers will have frequent opportunities to observe students. All of these methods of evaluation will allow staff members to identify areas where extra help, acceleration, and/or differentiation are needed.

Although we will actively review student performance with the statewide assessments supported/mandated by FLDOE, we believe that daily evaluation and assessments are an integral piece of student goal setting and progression monitoring.

Each teacher will initiate a baseline portfolio collection with each student's initial work samples, including but not limited to, an independent level reading passage with comprehension analysis, writing sample, math readiness sample and art sample.

Students will select weekly samples to place in their portfolio. At the end of each month, the classroom teachers will conference with each student to assist them in the selection of which samples will remain in the portfolio for the month. Student portfolios will follow students from grade level-to-grade level as the student progresses through our program.

As part of the portfolio, the student will be asked in a conversation guided by the teacher about his/her progress in each of the content areas. Students will learn to be reflective about their learning and realistic about their achievements, needs, and progress.

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

Ongoing communication will occur through progress reports, report cards, parent/student conferences, and other forms of written and oral communication. Additionally, progress reports shall be signed by the parent and expected to be returned to the teacher. Conferencing will be a highly effective way to keep parents apprised of their child's progress in all grade levels.

Student performance will be communicated to students, parents and instructors on a frequent basis. Students and parents will utilize the *PowerSchool* system that allows continuous access to grades and attendance. Students and parents will be expected to login at least once a week and teachers are expected to post grades on a bi-weekly basis. IEP and accommodations for other special needs children (504 Plan) meetings will be scheduled accordingly. Student planners will be provide for each student and will serve as a communication tool for parents as well. The students will be expected to complete the planner on a daily basis, and when needed, students will be expected to review the planner and obtain parent signature. Back to school nights will be scheduled, at least three times a year.

1. Written Communication

CADHS will use a semester/quarter reporting schedule with shared written student evaluations. Not later than midway between marking periods, a progress report shall be sent to parents of students who are experiencing difficulty including, but not limited to, the following: failing, a drop of two (2) or more grades, unacceptable behavior and excessive absences. All district and state-mandated assessments will be mailed home on a timely basis and documented in the appropriate site for immediate availability to instructors and administrators.

Homework assignments will be available each evening at the School website. Grades will be available weekly via the internet as well. Many of our announcements and parent communications will also be transmitted via the internet.

2. Conferences

Parent conferences will also be a tool for communication with parents and students. Parent conferences may be in reference to low or high academic achievement, attendance, discipline and any other concerns. The reports will coincide with Parent-Teacher conferences, during which our staff will discuss the students' progression and assessments. If a student's performance is below target (not making adequate progress towards the FL State Standards, parent(s)/guardian(s) will be advised in a special conference if need be, and remediation strategies will be communicated. If a student's performance is on target for his or her immediate stage of development, the parents will be informed. Assessment and performance information will be shared with parents and evidenced by parental contact logs for every teacher.

3. Open Communication

An online grade book will be accessible by parents to track their student's progress. In addition to these regularly scheduled conferences, parents and staff will maintain an environment of open communication, which may include but are not limited to: emails, notes, phone calls, informal meetings, and response to results achieved on grades and quizzes. Students will bring a folder home each day with all information deemed necessary for ideal parent-school communication, which must be signed each day by the parent or guardian.

4. FL Assessments Reports

Student and Parent Reports received from the FLDOE will be sent to parents as soon as received by the School and shared with students in planning the student's academic program for the following school-year.

5. Assessments

Assessment data, including but not limited to MAP or SAT-10 results, FAIR, CELLA, and PERT, will be shared with parents via conference and written correspondence. FCAT and FL Assessments individual student results will be shared with parents as soon as they are available.

We submit that there is a strong complementary relationship between curriculum and assessment. Without demonstrated and measurable success, the student is working in a

vacuum. The student must show evidence of real learning, of attainment of knowledge and/or skill.

Our goal is to not point out what a student does not know, but to encourage each student to learn, while providing each student with as many opportunities as possible to demonstrate improvement. As such, assessment is a key component to the learning process. CADHS will assess student learning in all core subjects as each student progresses from grade 9 through 12.

Based on the idea of inculcating and accepting personal accountability for personal gains, and guided by our mission of rigorous individualized education, the internal assessment system will be a comprehensive set of assessments, both formative and summative to capture as many aspects of each student's learning as possible.

The summative and formative assessments may include examinations (tests, quizzes, homework, etc.), participation (class participation, group work), projects (essay, poster, and research paper), performances (debate, tournament, or presentation), etc. Within each subject/grade the assessments will be closely coordinated to ensure consistency within each subject and between subjects. Formal assessment in general must occur, at minimum, each year. We will offer more frequent internal formal and informal evaluations.

Early, or baseline, testing in the year identifies areas of strength and weakness; late testing measures yearly progress. Additionally, we believe that frequency must be aligned with continuity: student learning is more easily and accurately measured by the same test(s) over successive years.

We will ensure that our curriculum, in large part, works toward student success on the FL Assessments.

In keeping with the flexible and responsive nature of the charter school, no single assessment or test is used as a single determiner of success. We will also use independent assessment to guide effective teaching and curriculum. Assessment is an important part of the educational process. Typically university places are mostly awarded on the basis of High School Certificate results. Assessment in this instance is measuring the performance of students against other students (norm-referenced assessment). This also helps award places in courses where the number of applicants exceeds places.

- Norm-referenced assessment puts in perspective the performance and accomplishments of individual learners as it maps individual achievement against general achievement. This allows educators to know, to use a sporting analogy, how

fast a runner is – in terms of other runners in his class, in terms of other runners in his year group, in the school, in his age group across the state, in his age group across the nation or internationally, and perhaps even how fast he is compared to the fastest adult runners in the world.

- Norm-referenced assessment gives comparative data, puts individual achievement and talent in perspective, and can provide challenge to the student to excel. It can provide a goal for the individual to aspire to, which is its most educationally useful aspect, since the knowledge that an individual's performance will be measured against the performance of others can spur the individual on to greater things.
- Students and their parents like to know how they are performing against other students.
- Assessment has a teaching function. Students are asked regularly to attempt a variety of tasks. Assessment of their performance in these tasks provides valuable information for a teacher about a student's understanding and developing competencies. This allows the teacher to tailor his/her approach for this student, and may suggest areas where a student needs revision, extension or even acceleration. Assessment here is seen as formative and evaluative – allowing the teacher to form an impression of a student's progress and to evaluate the success of his/her teaching approach.
- Teachers use assessment data to plot their programs; they ensure that students have educationally worthwhile tasks to challenge them and sequence the development of skills. The benefit of assessment to the student comes in the form of feedback from the teacher on what he/she has done and what he/she has still to do. This is an individual learner approach.
- Within an assessment period, there will also be times where norm-referenced summative assessment is appropriate and necessary. Again to use a sporting analogy, the school prepares a student to achieve his/her personal best, and then gives him/her opportunity and experience in pitting his/her personal best against all opposition. This balance of assessment principles underscores the curriculum and its delivery at our school.

Exams

All students will be given a nine weeks (mid-term) and semester exam in all subject areas. A copy of the semester exam will be kept for permanent record in student portfolios.

Exams will be given at the end of each semester. The examinations will be approximately two hours in duration and will be given according to an assigned schedule. The examinations will cover the entire semester of work. Taking the examination is a course requirement. All courses which give one-half (1/2) credit will be required to give a semester examination. We will participate in the End of Course exam process as required.

Methods of measuring student progress

All students will achieve the student standards by graduation, but not all will progress at the same rate, nor will they demonstrate mastery through the same methods. Our teachers shall consider each student's individual learning styles, abilities, interests, and talents in utilizing assessments to obtain measurements of student progress.

CADHS shall administer the mandated state assessments and shall also meet any required state performance standards. We shall conduct an annual evaluation of student academic performance to determine if students are achieving academic levels that are at least equivalent to or exceeding those achieved by students in similar type schools both within the District and across the state.

Additionally, student progress will be assessed through the current state mandated assessment tool(s) and a variety of the following:

- Weekly review of work,
- Annual portfolios,
- Observation and class participation,
- Norm and criterion referenced tests,
- Student demonstrations,
- Student projects,
- Student work samples,
- Student self-evaluation.

Standardized tests are tests used to identify the "natural" abilities of students in different skill areas we consider vital for success across our curriculum. These tests are called "standardized tests" because they measure individual student performance against the standard performance of the majority of students of the same age.

CADHS will use standard based tests for all students as they enter our school. Students will also be tested in Year 10. The tests strive to identify general non-verbal and verbal ability, reading skills and mathematics levels. The Year 10 tests will also identify career aptitudes. The information derived from this testing is used to help teachers plan effective teaching programs.

Finally, CADHS will use its own system of internal formal (e.g., tests, quizzes, projects) and informal (e.g., classroom discussion) assessments to measure student success.

Embedded Assessments were developed to establish where learners are in their learning, where they are going, and how to get there. The assessments are formative assessments,

meaning that they are used to inform the teacher about student progress and help drive instruction. These assessments can provide "just-in-time" data that will provide teachers with individual student progress. From this data, teachers will know whether to remediate, proceed, enrich, or accelerate instruction based on individual student need.

The Curriculum Frameworks and Embedded Assessments are designed to ensure that all students are taught and master the specific grade-level and/or course benchmarks/standards as set forth by the Florida Department of Education. Teaching and learning (differentiated instruction) will be facilitated by the Curriculum Frameworks.

Individual Academic Plan

We will offer an educational program designed to support the diverse learning styles of our students. We will use a strengths-based educational approach that incorporates differentiated and inquiry-based instruction along with experiential learning. A key component in our differentiated approach to educating students is the individual Academic Plan (IAP). The IAP will be developed by each CADHS student, with the help of his or her teachers, academic advisor and school staff. It will be geared specifically to the student's needs and goals and will map out each student's course through CADHS and beyond.

In addition, students will have the advantage of an extended day program. Our standards-based approach ensures that teachers, students, and parents always know exactly how students are progressing and in which areas they need more guided and individualized instruction for mastery.

We will be designed explicitly to address the diversity of interests, cognitive abilities, and levels of mastery of the anticipated student population in order to avoid dependence on remediation or boredom on the part of students. In addition, the school will follow a procedure for identifying students who may be at risk of failure or of becoming disinterested in school.

Our baseline data on each student (including intake interview notes, previous school records, standardized test scores, and student work samples) are recorded in our school's information management system. Items not available in the District's Student Management System (SMS) will be available as document workbooks. Teachers will access data via the information management system in order to determine which students might be at risk (due to high/low cognitive skills, levels of performance, circumstances related to background, etc.).

This balance of assessment principles underscores the curriculum and its delivery at our school. The intra-discipline and grade level teacher teams, coordinated by the Principal and Department and Grade-level Team Leaders, will be the prime drivers of our assessment system, data processing, student achievement analysis, and decision making regarding curriculum development and teaching. The Guidance Counselor will be in charge of administering standardized testing (FL Assessments, FCAT, SAT-10/MAP, PSAT, etc.).

We will use Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP), SAT-10 or equivalent to provide student baseline and learning gains assessment to guide instruction, monitor student achievement and provide a resource to help facilitate preparation for FL Assessments. MAP is an adaptive highly researched based assessment that mirrors and measures FL Standards. We will use MAP to reach our ultimate goal of improving reading scores as measured by the new state Florida Standards assessment while integrating real world connections into curriculum and instructions throughout the day. MAP assessment are a fixed benchmark tests constructed using items created on frameworks derived through a thorough review of Florida state test blueprints, state standards and information from several national education organizations. We plan to administer the assessment three times during the school year:

- August baseline benchmark,
- January mid-year assessment, and
- May for learning gains.

How academic achievement data will be collected

The academic achievement data for internal and external assessments will be collected in the form of grades and rubrics for assessments requiring multi-dimensional grading. The grades/rubrics will be collected using FL Standards/NGSSS and the grading module of our Student Management System.

- Data will be located on our network server and will be available at any time to teachers and senior administrators.
- We will adopt quarter and semesters as grading periods. Grades will be calculated with over all grades for learning standards based on the agreed upon weighted-grading system.

To evaluate the data we will use teacher/administration Professional Learning Community/Data Team.

Sample PLC/Data Team Schedule*

	At the team meeting *(First this)*	In the classroom *(Then this)*
Meeting 1	*Select common formative pre-assessment *Agree on common grading method	*Administer pre-assessment *Evaluate pre-assessment & sort students into proficiency groups
Meeting 2	*Use pre-assessment results to chart data Prioritize student needs *Set SMART goal *Select common instructional strategies & determine results indicators *Model implementation of strategies	*Begin implementation of strategies *Monitor progress *Provide feedback to students
Meeting 3	*Examine student work samples *Discuss implementation of strategies & make adjustments as needed *Confirm post-assessment date	*Continue instructional strategies *Monitor progress *Provide feedback to students *Administer post-assessment
Meeting 4	*Evaluate results, reflect on cycle, celebrate growth *Plan next steps	*Offer post-assessment feedback to students

Section 6: Exceptional Students

- **Please indicate the level of service that the school will provide to students with disabilities by selecting from the list below.**
    - ***The school will serve students with disabilities whose needs can be met in a regular classroom environment (at least 80% of instruction occurring in a class with non-disabled peers) with the provision of***

reasonable supplementary supports and services and/or modifications and accommodations.

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

Students with disabilities enrolled at CADHS shall be provided with services implemented in accordance with federal, state, and local policies and procedures and, specifically, the Individuals with Disabilities Education Improvement Act (IDEIA); Section 504 of the Rehabilitation Act of 1973; sections 1000.05, 1003.57, 1001.42(4)(1), and 1002.33, Florida Statutes; Chapter 6A-6 of the State Board of Education Administrative Rules; and Florida Department of Education's *Special Programs and Procedures for Exceptional Students*.

The School will be responsible for the delivery of all educational and related services indicated on the student's Individual Education Plan (IEP), including related services (e.g., speech/language therapy, occupational therapy, physical therapy, and counseling).

We will follow the same rules and procedures regarding the evaluation, identification, and placement of ESE students as required in the school district. The level (resource) of ESE services offered will be consistent with providing an education opportunity in the least restrictive environment.

The School will employ an ESE Staffing Specialist who will oversee ESE and 504 Plan processes and compliance. This individual will work with special education and regular education staff to build provision of service schedules to ensure that all students receive their special education and related services *exactly as indicated on their IEP*. All special education and related services providers will consult with general education teachers at the start of the school year, or following identification of a newly eligible student, to review the student’s IEP and confirm that the general education teachers understand their role in implementing the IEP, designing instruction for the student, and progress monitoring of the student’s IEP goals. The ESE Staffing Specialists will maintain a school year calendar reflecting each ESE student’s annual IEP date as well as reevaluation dates that will come due during that school year. This will allow the School to schedule and hold meetings in a timely manner.

Services will be provided as needed or required to serve the needs of the exceptional

student population and may include, but are not limited to:

- Academic push-in – All students will be included in regular education classes. However, those students who require extra services or instructional assistance will be pulled out of the regular classroom for instruction by a certified ESE teacher. The amount of service and the specific content area to be remediated will be determined as part of the Individual Education Plan;
- Consultation and collaboration – General education teachers and ESE teachers meet regularly to plan, implement, and monitor instructional alternatives designed to ensure that the student with exceptionality is successful in the general education classroom. All teachers providing support to students via consultation with the students' general education teachers will be required to maintain a record of the teachers, courses, and ESE students to whom they are providing services. ESE teachers providing support to students with disabilities via consultation with the students' general education teachers will be required to have any ESE coverage. The allowance for any ESE certificate coverage is because ESE teachers using consultation are not necessarily providing direct services to students with disabilities.

CADHS will use the research-supported philosophy that the achievement of all ESE students increases when they have direct learning experiences and interactions within the regular education classroom. We will focus on giving every ESE student an equal opportunity to learn and be included in the regular education curriculum and environment. The inclusion classroom is designed to allow the regular education teacher and the ESE teacher to work together to educate all the students in the regular education environment. In addition, special education and related services will be provided in an environment that is conducive to meeting the goals, accommodation, modifications, and services as indicated in the student's Individual Education Plan (IEP) including speech therapy, language therapy, occupational therapy, and physical therapy.

Specific Outcome Objectives:

- Provide students with the least restrictive environment (LRE).
- Assure full educational opportunity to all students with disabilities using the kind and number of personnel and services necessary to meet this goal.
- Provide a free and appropriate education (FAPE) to all students with disabilities.
- Promote inclusion.
- Promote cooperative collaboration between the special education teacher, parent/guardian, regular education teacher, student, and the Sponsor as indicated under the Individuals with Disabilities Education Act (IDEA).
- Be in compliance with federal and state law that requires that the student's IEP

be followed by all school personnel and staff.
- Work together within the School community to assure that all the ESE students have the maximum opportunity to reach annual IEP goals as stipulated in the students' IEPs.

The Board believes that all students need high quality education. Based upon our respect for diversity and appreciation of differences, a full inclusion model of education will be provided. In this model, serving students with social, physical, speech and learning differences shall be an integral part of the regular classroom program. Exceptional Student Education services shall be carried out by certified ESE teachers and related support personnel with the full cooperation and collaboration of trained and informed regular classroom teachers.

1. Multi-tiered Systems of Support (MTSS)/Response to Intervention (RtI)

As discussed earlier, CADHS will implement a Multi-tiered System of Supports (MTSS) that includes a Response to Intervention (RtI) process. The MTSS/RtI process can be used for both general and exceptional student education as it applies to students with and without disabilities of all categorical types who are not progressing adequately in the core curriculum academically and/or behaviorally.

The Response-to-Intervention (RtI) Model will be used school-wide for students in need of academic and/or behavioral support. RtI provides a seamless system of interventions and resources which allows students to make significant progress whether they are at-risk for failure or are gifted and talented students not meeting their full potential. The Individuals with Disabilities Education Act (IDEA) encourages utilizing the RtI process as an alternative approach for the identification of students for special education services.

The MTSS Model is a problem solving three-tiered system designed to meet the needs of all students in the academic or behavioral domain. Tier I instruction includes high quality, research-based curricula and instructional strategies that support curriculum guidelines. Tier I focuses on core instruction for all students that should meet the academic needs of at least eighty percent (80%) of the students in a class. Flexible grouping that targets specific skills are included so that the instructional goals of all students can be met. If fewer than eighty percent (80%) of the students in a class are demonstrating success, it is the responsibility of the teacher to adjust the teaching strategies for general instruction.

When a student is not exhibiting success at Tier I, the following should be considered:

Step I: Problem Identification – What exactly is the problem?
Step II: Problem Analysis – Why is the problem occurring?
Step III: Intervention Design and Implementation – What exactly are we going to do about it?
Step IV: Response to Instruction/Intervention – Is the plan working?

MTSS is a problem solving process that involves the continuous use of data collection, analysis, identification and implementation of interventions, and further data collection. At every point in the process, the School Instructional Leadership (SIL) MTSS team will make decisions regarding the effectiveness of the intervention, whether or not to continue the intervention, other interventions that may help the student to be more successful, etc.

The SIL MTSS team, consisting of the Principal, department/grade level chairs, ESE and ESOL staffing specialists/teachers, Reading Coach, and Counselor will identify whether the concern regarding the student is academic and/or behavioral in nature. Interventions will be established by the team and agreed upon by the teachers and parents. The interventions will be attempted for a minimum of three weeks. The SIL MTSS team will frequently analyze the student's progress.

Documentation of interventions will be reviewed by the SIL MTSS team to determine whether the strategies were successful. If the results are encouraging, then the team will continue to monitor on a monthly or as-needed basis. If the interventions were not effective, an additional or different set of interventions will be designed and implemented for another three weeks.

The MTSS SIL team will meet weekly collaborate regularly, problem solve, share effective practices, evaluate implementation, and make decisions. Specifically, the team will meet to:

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

Tier II offers more focused and intense instruction in addition to the standards-based curriculum received in Tier I. The curriculum and instruction at Tier II is designed to meet the needs of students not progressing as expected in Tier I. Tier III instruction

includes the most explicit, intense, and individualized instruction that is focused on a specific skill or need.

This problem-solving process is to assist the classroom teacher and parents in designing and selecting strategies for improving student academic and/or behavioral performance.

2. Individual Educational Plans (IEP)

Students will be guaranteed a free appropriate education and implementation of an appropriate IEP. The written individual educational plan for each student will include all required elements including measurable annual learning goals and behavioral goals that may include a Functional Behavior Assessment (FBA) and the development of a Behavior Intervention Plan (BIP). Supplementary and related services will also be identified, and necessary accommodations and modifications will be clearly delineated in this written plan. The School will ensure that appropriate personnel will be trained in using the District's IEP reporting and record keeping system.

CADHS will conduct an IEP meeting with the student's parent(s) for each student with a disability enrolled in the School. The following additional people will be invited to the IEP meeting: at least one exceptional student education (ESE) teacher who provides, or may provide, services to the student; the student's general education teacher; someone who understands the evaluations that have been done for the student and can explain them; someone from the school district who knows about special education and the school district's resources (this may be the ESE teacher.); and other people invited by the parent or the School.

The School will utilize the Sponsor's forms and procedures related to ESE eligibility, IEP, and placement. The School will invite the Sponsor to participate in all IEP meetings (including initial staffing and annual IEP review meetings) at the School and will provide the Sponsor at least two (2) weeks prior notice of such meetings accompanied by a copy of the Parent Participation Form by mail or in person.

Students with disabilities enrolled in the School will be educated in the least restrictive environment and will be segregated only if the nature and severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. As early as possible in the planning/development stages, the School's staff will work closely with the Sponsor's staff to discuss the needed services (including all related services and programs) of the School's students with disabilities. Parents of students with disabilities will be afforded procedural safeguards in their native language, which will include the areas of notice and consent,

independent educational evaluations, confidentiality of student records, due process hearings, and surrogate parents.

Sample accommodations may include, but are not limited to the following:

- A person reads the text aloud to the student. Readers should read to the student on an individual basis, not with a group of students.
- Recorded books are produced on audiotape, compact discs (CDs), or as electronic files.
- A screen reader changes digitized text to synthesized speech (text-to-speech). Screen reader software provides an audible version of text displayed on a computer screen.
- Equipment with auditory output includes talking clocks, calculators, scales, thermometers, voltmeters, and timers. Light probes and special adapters are available to transform visual and digital signals into audio outputs.
- Response Accommodations: Students typically respond to classroom tasks by speaking, writing, drawing, or other types of expression. Response accommodations allow students to use different ways to complete assignments, tests, and activities.
- Word processor or computer for students who are unable to effectively use their own handwriting. Assistive technology devices, such as touch screens, trackballs, mouth or head sticks, and other pointing devices, as well as alternative keyboards, can be used for typing.
- Voice recorders record the student's class work or test responses electronically rather than writing on paper.

If it is determined by an IEP committee that the needs of a student with disabilities cannot be met at CADHS, the School will work with the parents and Sponsor to secure another placement for the student in accordance with federal and state mandates. The School's staff will work together with the Sponsor's personnel to ensure that the needs of the students are met. The School's staff will work closely and as early as possible in the planning/development stages with Sponsor staff to discuss the services needed by the School's students with disabilities.

IEPs will be reviewed and updated, at least, annually. Students will be re-evaluated every three (3) years to determine continued need and eligibility for ESE services.

3. Students with 504 Plans

The ESE Staffing Specialist will also ensure compliance 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 will develop and implement the delivery of needed services and/or accommodations. The determination of what services and/or accommodations are needed will be made by a group of people knowledgeable about the student. Appropriate accommodations for 504 eligible students will be implemented in general education classes and throughout the School building to meet the student's needs.

The School will provide reasonable accommodations to students with a physical or mental impairment which substantially limits a major life activity, if and to the extent required to enable such students to have an opportunity to be successful in their educational program equal to that of their non-disabled peers. The School shall prepare a 504 Accommodation Plan for all such students who do not have an IEP, in accordance with Section 504 of the Rehabilitation Act and its implementing regulations.

4. Expectations of the School Community

All students will feel welcome and develop a positive sense of self in our inclusive school environment. Teachers will determine the needs of incoming students with special needs in order to plan in advance for the student's transition to the new school:

- ESE and classroom teachers will carefully review cumulative records to evaluate past school history, testing previously done, or referrals made.
- ESE and classroom teachers will observe the student in the previous school environment, if feasible.
- Previous teachers will be interviewed when possible.
- Parents and ESE and classroom teachers will meet to discuss the student's strengths and needs.
- Staff will receive training to implement "social awareness programs."
- Staff will portray a positive and welcoming attitude toward all students, including students with special needs.
- The School will embrace a culture with a policy of "zero tolerance for bullying."
- Teachers and staff will be expected to model the School's six core values (respect, responsibility, integrity, courage, curiosity and effort) in all behaviors inside and outside the classroom.

The School will communicate a whole-hearted belief in inclusion through:

- Interviews with all new hires
- New parent orientations
- PTA meetings and parent training
- Regular discussions with staff about how to make inclusion happen more effectively throughout the School

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

Provide a *clear concise and detailed* description of how students with disabilities will have an equal opportunity of being selected for enrollment

The Governing Board has established as policy whereby the School ensures that students with disabilities will have an equal opportunity of being selected for enrollment in the charter school.

All students will be afforded the same application process. We will not discriminate on the basis of race, religion, gender, color, sexual orientation, age, national origin, or disability in the admission of students. The School and its Governing Board will not violate the anti-discrimination provisions of the Florida Statutes.

The School's admission policy welcomes and encourages the enrollment of students of all learning profiles. Students with disabilities and students served in English for Speakers of Other Languages (ESOL) programs shall have an equal opportunity of being selected for enrollment in the School per Section 1002.33(10)(f). The School's enrollment application *does not or will not request information on disability status.* The School will accept any student residing within the district who submits a timely application, unless the number of applications exceeds the School's enrollment capacity for the given grade level. In such cases, all applicants shall have an equal chance of being selected through a random selection process. The School does not discriminate or limit enrollment based on race, religion, or disability. Furthermore, the School's marketing strategy materials will reflect that it is a "tuition-free" public charter school and that it serves students with "exceptionalities," "disabilities," and "limited English proficiency."

If in any given year, more applications are submitted for admission than seats available, a lottery will be conducted. Each student represented by an application, including those students with disabilities, will have an equal opportunity of being selected for enrollment into CADHS via the lottery system.

- **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.**

CADHS will adhere to the school district's Exceptional Student Education Policies and Procedures. We acknowledge that providing quality education to students with disabilities in the regular classroom to the greatest extent possible (i.e., least restrictive environment) is consistent with our beliefs and program.

The 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 the District.

The School recognizes that the services offered to students with disabilities fall within the full continuum of services offered by the Sponsor. As such, the School will work with the district to determine the proper placement for students with disabilities within the full continuum of services that the Sponsor offers.

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, as well as the special education and related services and supplemental aids that will be 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. Should the IEP team determine that a student requires services outside of the continuum of services offered by the School, the School will collaborate with Sponsor on behalf of the student to determine the most appropriate placement based on the student's needs.

The School will utilize the Sponsor's forms and procedures related to ESE eligibility, IEP, and placement. The School will invite the Sponsor to participate in all IEP meetings (including initial staffing and annual IEP review meetings) at the School and will provide the Sponsor at least two (2) weeks prior notice of such meetings accompanied by a copy of the Parent Participation Form, by mail or given in person.

We ask that the Sponsor provides a Staffing Specialist to serve as the Local Education Agency (LEA) when the IEP meeting is considering an initial placement, a change in placement, or a dismissal from a program. The LEA is the IEP team participant who is

responsible for making decisions on behalf of the district. He or she ensures that the IEP meets compliance with State and federal regulations and is authorized to commit district resources. The signature of the LEA representative on the IEP ensures that the program and services specified on the document will be provided within the timeframes delineated in the IEP. The LEA must attend the IEP meeting in its entirety. At the completion of the IEP meeting, the LEA is responsible for finalizing the SPED-EMS *Matrix of Services*. Though parents attend IEP meetings, school personnel may or may not choose to complete the *Matrix of Services* with the parents present. . The Sponsor will be responsible for the review of the Matrix of Services form following the completion or revision of an IEP. The Sponsor will make final determinations of the Matrix of Services scores.

- **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 School will use regular facilities and adapt them to the needs of a school and exceptional students by adhering to Section 504, IDEA, and ADA to ensure that the School provides a FAPE within the least restrictive environment. The School will implement the Universal Learning Design model, accommodating to the maximum extent possible for individuals with special needs. The School is aware that special education spaces should not be clustered or isolated in a single area of the building. While some special education functions clearly need to be adjacent or in proximity to one another, the balance will be dispersed throughout the School. The design of the School will respect the distance students travel throughout the building. If elevators are required in the design of the building, they will be centrally located and never placed at the far ends of the building.

The regular school facilities will be utilized and adapted to the needs of exceptional students to the maximum extent appropriate, including the use of supplementary aids and services. We will ensure that:

- Accessibility- Students with sensory or physical impairments will have an accessible location, specific room conditions, or special equipment.
- Students will have physical access to the educational setting with a barrier-free environment. The building will be equipped with nonslip surfaces, guide rails, ramps, elevators, and automatic doors for students who have difficulty getting around. Accessibility standards included in the Americans with Disabilities Act (ADA) specify requirements for facilities, such as exterior routes, entries into buildings and rooms, alarms, drinking fountains, and restrooms. This will be accomplished within the required building code. Students should 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.

- Accessible workstations, to include desks and tables that are adjustable for students who use mobility aids, such as a wheelchair, are available when needed. These workstations provide needed support or allow the student to change positions.
- Adaptive furniture and equipment will include seating systems, standers, gait trainers, walkers, positioning devices and other types of supports, special surfaces and matting, and ergonomic equipment, as needed.
- Specialized lighting or light filters which may be needed by a student who experiences unusual eyestrain or fatigue will be available, as needed. The student may need a natural light source or alternative lighting.
- Acoustical treatments to provide a quiet background that diminishes external noise and distractions within the classroom will be provided, as needed. Window treatments, rugs or carpets, and soft materials on the walls reduce noise in the classroom.

The School's Universal Learning Design sanctions that school furniture should maximize comfort and minimize the potential for injury, eye fatigue, and distractions by being free of protrusions and having rounded edges and no glare surfaces. Likewise, pedestrian walks, bus circulation, car circulation, service deliveries, and parking will be physically separated. The clear delineation of these traffic patterns enhances everyone's safety. Pedestrian routes, including those to and from parking areas and bus loading and drop-off areas, will be supervised during school hours as well as well-lit during dark hours. Points of transition such as steps, ramps, intersections, and entry doors will meet all ADA requirements.

For students with disabilities whose needs can be met in a regular classroom environment, provisions of supplementary supports and services and/or modifications and accommodations will be provided as outlined in their IEP. The School is aware that some students' IEPs may necessitate the need for assistive technology, environmental adaptations, specialized instructional strategies, peer supports, curricular adaptations or modifications, and collaborative teaching. The extent to which an individual student participates in the general education setting with the use of such supplementary aids and services and/or modification and accommodations is determined on a case-by-case basis by the IEP team.

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

Evaluations of any program are important, but more so for the exceptional education program due to the specialized needs of this student population. The School will adopt

the Council on Exceptional Children's (CEC) Standards for Professional Practice (available on line at http://www.cec.sped.org/~/media/Files/Standards/Professional%20Ethics%20and%20Practice%20Standards/CEC%20Special%20Education%20Professional%20Practice%20Standards.pdf).

Special education personnel will be committed to the application of professional expertise to ensure the provision of quality education for all individuals with exceptionalities.

1. Teaching and Assessment
Special Education Professionals:

1.1. Systematically individualize instructional variables to maximize the learning outcomes of individuals with exceptionalities

1.2. Identify and use evidence-based practices that are appropriate to their professional preparation and are most effective in meeting the individual needs of individuals with exceptionalities.

1.3. Use periodic assessments to accurately measure the learning progress of individuals with exceptionalities, and individualize instruction variables in response to assessment results.

1.4. Create safe, effective, and culturally responsive learning environments which contribute to fulfillment of needs, stimulation of learning, and realization of positive self-concepts.

1.5. Participate in the selection and use of effective and culturally responsive instructional materials, equipment, supplies, and other resources appropriate to their professional roles.

1.6. Use culturally and linguistically appropriate assessment procedures that accurately measure what is intended to be measured, and do not discriminate against individuals with exceptional or culturally diverse learning needs.

1.7. Only use behavior change practices that are evidence-based, appropriate to their preparation, and which respect the culture, dignity, and basic human rights of individuals with exceptionalities.

1.8. Support the use of positive behavior supports and conform to local policies relating to the application of disciplinary methods and behavior change procedures, except when the policies require their participation in corporal punishment.

1.9. Refrain from using aversive techniques unless the target of the behavior change is vital, repeated trials of more positive and less restrictive methods have failed, and only after appropriate consultation with parents and appropriate agency officials.

1.10. Do not engage in the corporal punishment of individuals with exceptionalities.

1.11. Report instances of unprofessional or unethical practice to the appropriate supervisor.

1.12. Recommend special education services necessary for an individual with an exceptional learning need to receive an appropriate education.

2. Professional Credentials and Employment

Special Education Professionals:

2.1. Represent themselves in an accurate, ethical, and legal manner with regard to their own knowledge and expertise when seeking employment.

2.2. Ensure that persons who practice or represent themselves as special education teachers, administrators, and providers of related services are qualified by professional credential.

2.3. Practice within their professional knowledge and skills and seek appropriate external support and consultation whenever needed.

2.4. Provide notice consistent with local education agency policies and contracts when intending to leave employment.

2.5. Adhere to the contracts and terms of appointment, or provide the appropriate supervisor notice of professionally untenable conditions and intent to terminate such employment, if necessary.

2.6. Advocate for appropriate and supportive teaching and learning conditions.

2.7. Advocate for sufficient personnel resources so that unavailability of substitute teachers or support personnel, including para-educators, does not result in the denial of special education services.

2.8. Seek professional assistance in instances where personal problems interfere with job performance.

2.9. Ensure that public statements made by professionals as individuals are not construed to represent official policy statements of an agency.

2.10. Objectively document and report inadequacies in resources to their supervisors and/or administrators and suggest appropriate corrective action(s).

2.11. Respond objectively and non-discriminatively when evaluating applicants for employment including grievance procedures.

2.12. Resolve professional problems within the workplace using established procedures.

2.13. Seek clear written communication of their duties and responsibilities, including those that are prescribed as conditions of employment.

2.14. Expect that responsibilities will be communicated to and respected by colleagues, and work to ensure this understanding and respect.

2.15. Promote educational quality and actively participate in the planning, policy development, management, and evaluation of special education programs and the general education program.

2.16. Expect adequate supervision of and support for special education professionals and programs provided by qualified special education professionals.

2.17. Expect clear lines of responsibility and accountability in the administration and supervision of special education professionals

3. Professional Development

Special Education Professionals:

3.1. Maintain a personalized professional development plan designed to advance their knowledge and skills, including cultural competence, systematically in order to maintain a high level of competence.

3.2. Maintain current knowledge of procedures, policies, and laws relevant to practice.

3.3. Engage in the objective and systematic evaluation of themselves, colleagues, services, and programs for the purpose of continuous improvement of professional performance.

3.4. Advocate that the employing agency provide adequate resources for effective school-wide professional development as well as individual professional development plans.

3.5. Participate in systematic supervised field experiences for candidates in preparation programs.

3.6. Participate as mentors to other special educators, as appropriate.

4. Professional Colleagues

Special Education Professionals:

4.1. Recognize and respect the skill and expertise of professional colleagues from other disciplines as well as from colleagues in their own disciplines.

4.2. Strive to develop positive and respectful attitudes among professional colleagues and the public toward persons with exceptional learning needs.

4.3. Collaborate with colleagues from other agencies to improve services and outcomes for individuals with exceptionalities.

4.4. Collaborate with both general and special education professional colleagues as well as other personnel serving individuals with exceptionalities to improve outcomes for individuals with exceptionalities.

4.5. Intervene professionally when a colleague's behavior is illegal, unethical, or detrimental to individuals with exceptionalities.

4.6. Do not engage in conflicts of interest.

5. Para-educators (when hired)

Special Education Professionals:

5.1. Assure that special education para-educators have appropriate training for the tasks they are assigned.

5.2. Assign only tasks for which para-educators have been appropriately prepared.

5.3. Provide ongoing information to para-educators regarding their performance of assigned tasks.

5.4. Provide timely, supportive, and collegial communications to para-educators regarding tasks and expectations.

5.5. Intervene professionally when a para-educator's behavior is illegal, unethical, or detrimental to individuals with exceptionalities.

6. Parents and Families

Special Education Professionals:

6.1. Use culturally appropriate communication with parents and families that is respectful and accurately understood.

6.2. Actively seek and use the knowledge of parents and individuals with exceptionalities when planning, conducting, and evaluating special education services and empower them as partners in the educational process.

6.3. Maintain communications among parents and professionals with appropriate respect for privacy, confidentiality, and cultural diversity.

6.4. Promote opportunities for parent education using accurate, culturally appropriate information and professional methods.

6.5. Inform parents of relevant educational rights and safeguards.

6.6. Recognize and practice in ways that demonstrate respect for the cultural diversity within the school and community.

6.7. Respect professional relationships with students and parents, neither seeking any personal advantage, nor engaging in inappropriate relationships.

7. Research

Special Education Professionals:

7.1. Do not knowingly use research in ways that mislead others.

7.2. Actively support and engage in research intended to improve the learning outcomes of persons with exceptional learning needs.

7.3. Protect the rights and welfare of participants in research.

7.4. Interpret and publish research results with accuracy.

7.5. Monitor unintended consequences of research projects involving individuals with exceptionalities, and discontinue activities which may cause harm in excess of approved levels.

7.6. Advocate for sufficient resources to support long term research agendas to improve the practice of special education and the learning outcomes of individuals with exceptionalities.

8. Case Management
Special Education Professionals:

8.1. Maintain accurate student records and assure that appropriate confidentiality standards are in place and enforced.

8.2. Follow appropriate procedural safeguards and assist the school in providing due process.

8.3. Provide accurate student and program data to administrators, colleagues, and parents, based on efficient and objective record keeping practices.

8.4. Maintain confidentiality of information except when information is released under specific conditions of written consent that meet confidentiality requirements.

8.5. Engage in appropriate planning for the transition sequences of individuals with exceptionalities.

9. Non-Educational Support
Special Education Professionals:

9.1. Perform assigned specific non-educational support tasks, such as administering medication, only in accordance with local policies and when written instructions are on file, legal/policy information is provided, and the professional liability for assuming the task is disclosed.

9.2. Advocate that special education professionals not be expected to accept non-educational support tasks routinely.

The School's effectiveness in serving exceptional education students will be evaluated on a continuous basis. The School will:

- Ensure that procedures for collecting and reporting to the district and the FLDOE are in place and all required school-based designees are aware of the procedure.
- Have designated a minimum of two individuals responsible for collecting data within the school.
- Ensure that performance data of all students will be reviewed, including students with disabilities and gifted students.
- Ensure ESE teachers and the general education teachers will collaborate with lesson planning and implementation, as well as to review progress monitoring data on the students that they serve to determine if students are meeting the goals and objectives of their IEPs.

- Ensure teachers of gifted students will collaborate with general education teachers related to differentiation of instruction and curriculum compacting for the School's gifted students as well as implementation of their EPs.

This will ensure that the focus will be on each student's progress, by all teachers who serve exceptional education students within the School. The Principal, teachers and staff will review all exceptional education student data to ensure that the entire ESE program is focused on student achievement (i.e., both on learning gains as well as maintaining high levels of performance). Additional ways to evaluate the progress of the School's special education students include:

- Review of their performance data from FL Assessments, EOCs, MAP and formative assessments.
- For ESE students with significant cognitive impairment who may participate in the Florida Alternate Assessment (FAA) as deemed necessary by the student's IEP team, this assessment data will also be used to evaluate the effectiveness of the School's ESE program.
- Providing and requiring participation of all teachers in professional development opportunities that focus on writing quality IEPs/EPs, the use of research-based instructional strategies for exceptional education students, implementing accommodations for students with disabilities in the regular education classroom, and modeling how to use progress monitoring data to analyze whether students are effectively meeting their IEP/EP goals.
- Observing teacher throughout each school year by the School's administrative team. All observations are aligned to Marzano's teacher level factors and timely, constructive feedback is provided to teachers following each observation.

The School will follow the sponsor's processes related to reporting of each student's IEP/EP goal progress to their respective parents. In addition, the School will review promotion/retention rates of students with disabilities and discipline data for students with disabilities. Each of these data sources will provide an additional indication of the School's effectiveness in serving ESE students.

Families of exceptional education students will be invited and encouraged to participate in the School's Open House events that occur twice annually. At these events parents will be provided with an opportunity to meet all teachers and staff members who provide services to their exceptional education students and visit their student's classrooms. Parents will also have the opportunity to see work samples on a continuous basis, check student progress through the web-based student information system, contact teachers by phone or through email, and provide input through parent meetings and surveys.

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

The educational program at our School will emphasize a strong academic foundation based on a college preparatory curriculum and unique instructional methods that integrate state-of-the-art technology.

Teachers will support all students, including exceptional students who enter the School below grade level, as they develop a strong academic foundation, critical thinking skills, and the moral qualities and habits of mind that are needed to be good citizens. Key elements of our educational program will include:

- Results-oriented focus. What our students learn is what matters most. It is our foremost responsibility to assist every student to achieve academically.
- High standards. We believe in the potential of every student and will have high expectations for the achievement of all.
- Instruction appropriate for all students. In all of our classes, lessons will be differentiated for students at all levels of proficiency.
- The development of self-reliant learners. Our goal is to graduate students who are well rounded, inquisitive, thoughtful, concerned for others, devoted to and knowledgeable about democratic principles, and intellectually autonomous. We plan to graduate students who are articulate, ethical, healthy, and prepared for further learning.
- Integration of technology into the classroom and curriculum.
- A focus on measurement of learning outcomes.
- Character development. We believe that positive character development is a crucial aspect of a quality school. We believe that a school must cultivate a culture of character in order to be a successful learning community.

CADHS is dedicated to using an Individual Academic Plan (IAP). This is an individualized personal education plan, to create individualized goals and objectives for all students, using research-based curriculum, to guide lessons in order to challenge students and attain maximum student achievement. This objective will be achieved by ongoing authentic and traditional assessments and evaluations used to create each student's individualized goals and objectives. We will demonstrate and promote the essential roles of independent thinking and critical thinking, ideally enabling every student to succeed in school.

Individualized education is a necessity for educational equity. Every student deserves the opportunity to develop his/her talents at a comfortable pace. Lack of academic or intellectual challenge may lead to disengagement. Student work will be engaging and

differentiated. CADHS proposes to use curriculum that centers around the belief that learning should be differentiated to meet the individual needs and readiness level of the learner, since individuals develop at different rates and have varying strengths and aptitudes. We also believe that academics are only one component of education, and that communication and sensitivity to social nuances and interactions are other aspects of a well-rounded education.

The educational program has been specifically designed to engage students in learning and benefit from the curriculum. Our use of project-based learning (PBL) will allow us to shift away from the classroom practices of short, isolated, teacher-centered lessons and, instead, emphasize learning activities that are long-term, interdisciplinary, student-centered, and integrated with real world issues and practices.

- One immediate benefit of PBL is the unique way that it can motivate students by engaging them in their own learning.
- PBL provides opportunities for students to pursue their own interests and questions, and make decisions about how they will find answers and solve problems.
- PBL also provides opportunities for interdisciplinary learning. Students apply and integrate the content of different subject areas. It helps make learning relevant and useful to students by establishing connections to life outside the classroom, addressing real world concerns, and developing real world skills.

With our laptop initiative and 1:1 learning environment, teachers will harness the power of the available technology and use interactive texts, videos, animations, and other features in digital instructional programs to provide more dynamic, personalized lessons with assessment tools that determine, in real-time, each student's level of performance. This information will help teachers quickly identify academic strengths and weaknesses. With this knowledge at their fingertips, teachers will be able to easily differentiate instruction to immediately address knowledge gaps and misconceptions, and provide additional practice on a skill.

Our School will implement a 100 minute reading block with differentiated instruction for specific student learning needs, timely and specific feedback, and high student engagement to ensure the greatest impact of a full instructional block. Immediate intensive intervention will be provided daily for all students who have been identified with a reading deficiency. This intervention will be in addition to or as an extension of the reading block in a smaller group size setting or one on one. The student will continue to be provided with intensive reading instruction until the reading deficiency is remedied.

Homework and class-work help will be offered during specific open hours throughout

the week to assist students in need of extra practice. Teachers will make themselves available during a time that is outside of the instructional block. This additional contact with the student can help provide structured practice environment and further feedback.

Low performing students will be identified through the use of our assessment and diagnostic tools. Students who score below grade level will be given extra support through the RtI process to reach grade level FL Standards/NGSSS. Teachers will use a set curriculum in small group settings, targeted to students' skill deficiencies, as determined by our diagnostic and formative data.

Teachers will be skilled and able to differentiate materials to best meet the needs of students who have diverse learning styles, experiences, and abilities. They will do so utilizing individualized education programs designed to meet the needs of the student while adjusting for on-going growth and progress.

CADHS will be keenly aware of its special needs population. As such the School will provide all the necessary services within its capacity to use. The following is a list of services that may be provided to serve the needs of the exceptional student who enters below grade level:

- Academic push-in - since students will be mainstreamed into regular education classes, those ESE students who require extra attention will be pulled out for specialized instruction by a certified ESE teacher, or reading and/or math specialist. The amount of pullout will be determined by the student's Individual Educational Plan (IEP), as will the specific skill and content area to be remedied.
- Instructional materials and learning seminars will be made available to parents, family members, and other volunteer tutors.
- Weekly meetings among teachers will ensure that appropriate accommodations are provided during instructional activities and assessments.
- A volunteer coordinator will assist in locating volunteers qualified to work with students in need.
- Student progress will be regularly monitored to determine the effectiveness of interventions and the need to introduce new strategies.
- We will also use an inclusion model with "Push In." The School's ESE teachers will enter classrooms to provide instruction and support to students. The push in teacher will bring materials into the classroom. The teacher may work with the student/students on math during the math period, or perhaps reading during the literacy block. The push in teacher also often provides instructional support to the general education teacher by helping with differentiation of instruction.
- "Pull Out" will be used for certain reading intervention and Speech.

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

The School projects that 12% (2015 Broward County Percentage) of the students at our School will require ESE services. This represents 90 students at capacity. This projection is consistent with reported FLDOE average ESE percentage for the District.

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

The School will employ teachers who meet all licensure and/or certification requirements that apply to the area in which the individuals are providing services to the special education students. Special Education teachers will be hired to provide services to students with disabilities in accordance with the level of support needed to implement the related services and specialized instruction detailed on the IEP. The number of exceptional education staff will be based on the number of ESE students identified upon student enrollment.

For ESE students who enter the school with an IEP, the IEPs are implemented. In addition, the Governing Board is knowledgeable of the placement and service delivery of students with disabilities. Appropriately certified teachers will serve students meeting the eligibility criteria for special education in the educational program, as specified in students' IEPs. Based on the enrollment of students with disabilities, the School will hire and train the appropriate number of teachers/para-professionals to ensure adherence to the federal and state guidelines for class size and caseload and ensure all necessary IEP services are being implemented.

Special education staff will include an ESE Staffing Specialist who oversees ESE compliance as one of the position's responsibilities, as well as ESE certified teachers based on student's IEPs. ESE staffing will be adjusted based on actual enrollment.

Year	**1**	**2**	**3**	**4**	**5**
Student Populations	275	475	625	775	875
ESE Students	21	36	47	58	66
Gifted Teachers		.5	.5	1	1
ESE Teachers	1	1	2	2	2

Specific information regarding the five-year staffing plan for the School is included in the budget. The School will also contract with appropriately licensed vendors to provide special education clinical services including speech therapy, language therapy,

occupational therapy, physical therapy, and counseling based on need reflected on students' IEPs. During the summer prior to the School's opening, IEPs of enrolled students will be reviewed to determine which of these special education clinical services will be needed and to finalize contracts with vendors to allow services to be in place at the start of the school year. These positions collectively form the School's ESE Department and will allow for the provision of a continuum of services including consultation, collaboration, and support facilitation in the regular classroom environment (at least 80% of instruction will occur in a class with non-disabled peers). The Student Services Coordinator will ensure that students are scheduled in a manner that allows for implementation of the services identified on each student's IEP.

The School will also include among its staff, teachers who will be gifted certified/endorsed and who will participate in staff development opportunities with the state and with district schools to ensure that guidelines and procedures established by the district related to meeting the needs of gifted students are implemented and followed.

Similarly, all personnel who provide related services (e.g. counseling will be provided by a school counselor, school psychologist, social worker, or mental professional, etc.) to students will meet all required licensure and/or certification, as well as background checks, and requirements pertaining to their area of related service. Speech-language, occupational, and physical therapy services may be contracted services that the School will provide for students who qualify for those services

The number of teachers will be based on the number of students identified upon student enrollment. As noted in the detailed Revenue Worksheet, there is room in the budget to modify the amount for ESE services under Miscellaneous and in the Budget Surplus, should the rate of contracted services for ESE increase due to the various needs of the students once enrolled.

- **Describe how the school will serve gifted and talented students.**

An appropriate Educational Plan (EP) will be created for all students who are identified as gifted as indicated by State Rule 6A-6.030191. During an EP meeting, the plan will be created to detail the education for the student. Members in attendance of this meeting may include parents, the regular education teacher, a teacher of the gifted, an administrator, and a school psychologist. The Educational Plan may include:

- Present levels of performance
- Goals, or short-term objectives
- Specially designed instruction to be provided

- How progress towards goals will be measured and reported to parents
- Student strengths and other considerations or special needs

Once this plan is in place, it will become the foundation for how that student will be served and for evaluation of program effectiveness. The School believes that it will be able to accommodate the needs of the gifted and talented through its many advanced course offerings.

The AP Laureate program will offer gifted a talented students exemplary opportunities to advance and grow, as well as be recognized for their talents. Teachers at the School will be adept at differentiating instruction. Therefore, even regular, grade-level course offerings will provide for the needs of gifted and talented students, as teachers will adjust the level, complexity, and pace of the curricula to meet student needs.

The gifted program will focus on areas of strength and need identified on students' EPs in order to support their continued progress and achievement, but will also include problem solving, critical thinking, and creative thinking activities. Depending on the numbers of Gifted Students in each grade, the School will decide on one or more of the following models:

- Resource Room
- Gifted Content Course
- Cluster Grouping in a General Education classroom
- Consultation

The needs of gifted and talented students go beyond what is traditionally offered in a regular classroom. The nature of their abilities, demonstrated or latent, requires differentiated learning experiences and opportunities for them to maximize their potential. Teachers need to develop the depth and quality of their student's experiences while adjusting the pace to meet the individual needs per their Educational Plan (EP).

Gifted and talented students will be placed in at least one core class taught by a gifted certified teacher. This teacher will also serve as the gifted case manager for that student. Gifted IEPs will be reviewed annually in a meeting that will include student, parent, teachers, and the ESE liaison. Specific, measurable goals will be outlined at this meeting and will be regularly reviewed by teachers throughout the year. Use of the GRR instructional model will naturally support the differentiation necessary to serve gifted and talented students. Gifted students will also be encouraged to participate in a student- driven culminating project. This project will stretch gifted students in their area of talent, increase student motivation, prepare students for rigorous high-school programs, and support implementation of FL State Standards.

Instructional strategies must include an effective and differentiated approach designed for the abilities of gifted students. The following curriculum differentiation strategies will be in place to ensure that each individual student progresses in the curriculum to the maximum extent appropriate:

- Curriculum Compacting - involves eliminating the repetition of work that has already been mastered and streamlining lessons that can be mastered at a pace commensurate with the student's motivation and ability.
- Independent Study - opportunity for students to pursue areas of personal interest or to individually investigate course topics.
- Enrichment Clusters - learning situations that are purposefully designed to produce a product or service that will have an impact on an intended audience.
- Learning Centers - a physical area of the classroom that is organized with various materials and learning experiences for specific instructional purposes.
- Flexible Grouping - grouping of students according to their learning needs, strengths, and preferences.

The School will emphasize a qualitatively differentiated curriculum based on content, concepts, processes, and applications through products/projects in language arts, mathematics, science, and/or social studies. Such a differentiated curriculum will provide for in-depth consideration of topics and concepts beyond the requirements of regular courses. The curriculum for the gifted student assures access to the general curriculum State Standards with emphasis on what the Educational Plan (EP) team determines will offer opportunities for growth for the gifted learner based on the student's strengths and present level of performance. Therefore, the curriculum for gifted students will reflect Florida's Standards/NGSSS through the implementation of the Gifted Goals and Objectives identified in the students' EPs.

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 mission of the ESOL program at CADHS aligns with the Florida Consent Decree: The primary goal of all such programming is to develop as effectively and efficiently as possible each child's English language proficiency and academic potential. Such programs should also provide positive reinforcement of the self-image and esteem of participating

students, promote cross-cultural understanding, and provide equal educational opportunities.

We will work closely with our District Sponsor's division for English Language Learners (ELL) students and follow the ESOL guidelines as established by the District. We will abide by the LULAC et al v. Florida Board of Education Consent Decree, including the Settlement Agreement modifying the Consent Decree, in providing appropriate instruction and services to ELL students. In accordance with the Sponsor's policies and procedures, all students will be surveyed using a Home Language Survey.

Parents will receive registration documents in a language they understand, as is feasible. District ready registration forms that are available in translation will be used. Primary and support staffs that are bilingual will be given priority in hiring. These staff members, along with bilingual parents and personnel, may assist at registration and parent orientation.

All students who attend Broward County Schools register for attendance at the School. District residency is determined by home address. At the time of registration, students and their parents/guardians are assisted in their home language by school personnel, unless clearly not feasible. Also, a translated registration form is available in Spanish and Haitian Creole.

The Home Language Survey (HLS) is part of the student registration process and is given to the parents when registering new students at our School. Our registrar will assist parents of students in completing the form. We will seek District help for available forms in other languages as needed.

The Language Survey form is separate from the general registration form. This form is written in three languages (English, Spanish and Haitian Creole. The HLS form is administered to all students by the School's registrar, secretary or guidance counselor. Parents are encouraged to sign the HLS at the time of registration. Any student with a "Yes" response to one or more questions on the HLS will be assessed for ESOL program eligibility within 20 school days.

All HLSs with a "Yes" response are forwarded to the designated assessor, the School's ESOL Staffing Specialist, to begin assessment procedures for determining ESOL program eligibility. Students with "No" answers to ALL questions on the HLS are placed in the regular program and the HLS is filed in the students' cumulative record file. A copy of the HLS is forwarded to the district ESOL office. Once the parent/guardian answers "Yes" to any of the survey questions, the ESOL contact at the school site is responsible to provide the parents with information regarding the ESOL program (in the appropriate language

when feasible), which includes goals of the program, different instructional options, timelines for completion and required content.

Again, any “yes” answers on the HLS will indicate a potential ESOL student, and will require special handling by our certified ESOL staffing specialist, whom we will hire early. The School will ensure that the aural/oral assessment is administered within the required twenty (20) day time period. Our ESOL staffing specialist will administer the test if delegated by the District.

Our School is unique in that bi-lingual support staff consisting of para-professionals will be available to support the students beyond the classroom. They will serve to assist in translating needs. The District ESOL department, in conjunction with Workforce Development, developed *The ABC Handbook*, which is written in eight languages, to assist schools in communicating with non-native speakers. Also, the ESOL Department has provided district translation procedures, which include the provision of translators/interpreters from the District ESOL office when feasible.

1. Initial Assessment, Program Placement, Instruction, and Program Exit
All students with a “Yes” on the HLS will be appropriately identified as Limited English Proficient in order to ensure provision of appropriate services. An administrator or guidance counselor will complete the Programmatic Academic Assessment form following a thorough review of each student’s prior school records, transcripts, parent and/or student interview, results of native language testing and/or other testing, with consideration of age appropriate placement. All HLSs with a “Yes” response are then forwarded to the designated assessor at each school to begin assessment procedures for determining ESOL program eligibility.

Each student will be assessed with the Idea Oral Language Proficiency (IPT) Oral Test within 20 school days. Students in grades 3-12 who test fluent on the IPT Oral test are administered the IPT Reading/Writing Test within 20 days of the oral test to determine their English proficiency level. When all assessments are completed and ESOL Program eligibility is determined, the HLS along with all other forms is placed in the student cumulative folder, and copies are sent to the district ESOL office.

The assessment will guide the School in determining which students require placement in the ESOL program and which services each student will need. All students who are classified as an ELL student will be required to participate in a program for ESOL. The School will provide an appropriate ESOL program to meet the specific needs of identified ELL students in language learning, academic achievement, and cultural integration.

a. Student Data Collection
The School's registrar, guidance secretary or terminal operator will collect and report student demographic data. Student residence is verified with two proofs of residence to determine that the student is registering at the zoned school. Health records are reviewed to determine appropriate immunization history. A birth certificate, record of baptism, insurance policy in effect for more than 2 years, a doctor's notarized statement, a transcript of birth with a parent's sworn affidavit, a Bible record of birth with a parent's sworn affidavit, a passport or certificate of arrival, school records from 4 years prior, or a MSRTS form for migrant children. A registration packet is handed to each student and/or parent/guardian. School and district forms are provided in the home language when feasible. When information has been collected, the school terminal operator enters all information onto the student information services database, Genesis. Home language information for student and parents is entered by the district ESOL office following receipt of the HLS.

b. ESOL Program Entry Criteria
ESOL students will be identified through the registration process. If parents acknowledge that English is a second language in the home (or if they check yes to any of the determining questions on the Home Language Survey), then the student will be referred to the ESOL liaison for testing. Staff with ESOL training will serve students with limited proficiency in English.

The Home Language Survey (HLS) is the first step in the identification of a potential ELL student and will be completed upon initial enrollment for all students entering the School. The School will work closely with the school district to see if enrolling students have already completed the HLS while enrolled in another school in the district. The HLS includes the following three questions and is given prior to enrollment during the student registration process:
1. Is a language other than English used in the home?
2. Did the student have a first language other than English?
3. Does the student most frequently speak a language other than English?

At the time of registration, our registrar, counselor, and ESOL Staffing Specialist, who are certified and trained, will review student transcripts and other relevant academic data to determine appropriate grade or course placement. Interviews with the parents and/or the student are necessary to obtain as much academic history as possible. A bilingual interpreter will be available at all times to clarify information. Diagnostic test results will also be used.

c. Aural/Oral Language Assessment

If the student's parent/guardian answers "no" to the three questions from the HLS, the student is not considered a potential ELL student and will not be assessed for English language proficiency. If a parent answers "yes" to any of the three questions from the HLS, the student will be assessed for aural/oral language proficiency in English within twenty (20) school days of enrollment in the School.

The Idea Oral Language Proficiency Test II (IPT-II Form E) is used. The School will abide by the Broward County ESOL Department Handbook for testing, placement, services and exiting criteria and requirements. Aural/Oral testing Raw Scores, which are the scores the student needs to score. A raw score represents the number of points a student received for correctly answering questions on a test.

Name of Listening and Speaking Instrument(s)	Grade	Raw Score
	7-12	Level A/B - <11 Level C - <27 Level D - <44 Level E - <57 Level F - <78

Our ESOL Staffing Specialist, like a public school tester, will be responsible for testing students, grading the assessments, and recording the ELL data on the test sheets and the Student Data Sheets. Likewise, the ESOL Staffing Specialist will be responsible for entering the scores into the data system.

- The assessment procedures to determine ESOL eligibility begin with the ESOL assessor. Screening of each student's oral/aural proficiency shall be completed within four weeks (20 school days) of the student's initial enrollment in school.
- Students who have pre-registered for school and who have answered "Yes" on the HLS will be assessed on the oral/aural instrument for program eligibility within 20 school days of the first day of school. The trained assessor conducts the oral/aural screening using the IPT Oral Test.
- A child enrolled in grades K-12 who scores *NES or LES* on the IPT Oral Test will be placed in the ESOL program and receive services equal in amount, sequence and scope, to that provided to non-LEP students.
- Students in grades 3-12 who score FES on the IPT Oral Test are also given the IPT Reading/Writing Test within 20 school days of the oral test to evaluate English proficiency level and eligibility for ESOL services.
- Students who score at or below the 32nd percentile in BOTH reading and writing will be considered eligible for the ESOL program.

- Students who score at or above the 33rd percentile in reading and/or writing may be enrolled in the regular program.
- Students who score limited English proficient on the Listening and Speaking Test are automatically placed into the ESOL Program.
- An ELL Committee meeting may be called to review and determine ESOL program placement.

d. Procedures and safeguards to ensure that the Listening and Speaking test is administered within 20 school days of the completion of the HLS with affirmative responses:

- It is important that eligible students are tested within 20 school days with the IPT Oral Test. When a student enrolls and completes the HLS, a copy of the Home Language Survey is immediately sent to the ESOL district office.
- All students, with a "Yes" answer, are coded "T" for temporary placement. A monthly report initiated from the ESOL office notifies schools of students who are coded "T" with their test date. ESOL assessors are reminded that students with no test date recorded need to be tested promptly.

f. Procedures to be implemented when the Listening and Speaking test is not administered within 20 school days of the completion of the HLS with affirmative responses: If a student is not administered the Aural/Oral test within 20 school days of registration, a Notice of Assessment Delay form is sent to the parents informing them of the reason for the delay and the date when the test will be administered. This form is available via the District's Public Folders in various languages. This form is also sent to the ESOL District office, and a copy is filed in the student's cumulative folder. The ESOL District office generates a monthly list of students coded "T" who have not been tested within the 20-day period to the school administration with a request for immediate action.

g. Reading and Writing:
The Reading and Writing assessment(s) used to identify a student as an English language learner. A norm-referenced test may report a student's score as a percentile. A score at or below the 32nd percentile on the reading or writing portion of a norm-referenced test would qualify a student for entry into the ESOL program.

Reading and Writing Instrument
K-TEA II

h. Procedures that are followed when the Reading/Writing test is not administered to students in grades 3-12 within the required timelines:

If a student is not administered the Reading/Writing test within 20 school days of the Oral/Aural test, a Notice of Assessment Delay form is sent to the parents informing them of the reason for the delay and the date when the test will be administered. This form is available to the schools through Public Folders in various languages. This form is also sent to the ESOL District office and a copy is filed in the student's cumulative folder. The ESOL district office generates a monthly list of students who have not been tested with the Reading/Writing test within the 20-day period to the school administration with a request for immediate action.

i. ELL/LEP Committee

An LEP Committee will be constituted and operated per the META Consent Decree [page 3 Section I (C) (c), (d) and FSBEAR 6A-6.0902 (2) (a) 3 and 3(b)]. The ELL Committee will include the school administrator or designee, guidance counselor, classroom teacher(s), ESOL Staffing Specialist (who is an ESOL certified teacher), parent(s), and other personnel who have information concerning the ELL student. All School LEP committee members, excepting parents, will be appropriately certified.

Parents shall be invited to participate in determining appropriate programming for the ELL student. If parents cannot attend the ELL Committee meetings regarding their child, it is the school's responsibility to inform parents of all actions and recommendations by the committee. Parents must receive copies of all program forms in their native language where feasible.

The ELL Committee shall be convened at any time during the post-reclassification monitoring period when a former ELL student shows a consistent pattern of continuing under-performance on appropriate tests and/or grades. A student who is determined not to be LEP through oral/aural testing, and who is enrolled in grades 3-12, must be further assessed as described in the assessment and entry sections of the District's LEP Plan. A student, who scores at the 33rd percentile or above in both the reading and writing sections of the IPT Reading/Writing Test, is determined not to be ELL, and no further assessment is required. This student may at any time be referred to the ELL Committee if his/her progress in a regular class is viewed as not appropriate or not equal to that of his/her non-ELL peers. A student who scores at the 32nd percentile in either reading or writing is referred to the ELL Committee for review. In such instances the ELL Committee reviews and recommends programming.

The ELL Committee will also look at the students' CELLA Total Proficiency Score and the CELLA Reading Proficiency Score each year to determine if exiting the student from ESOL is appropriate. The ELL Committee will use the CELLA Proficiency scores and other data to make its determination.

The primary function of the committee is to make educational decisions in the best interest of the student. The LEP committee may not convene if the administrator or designee is not present. (META Consent Decree Section 1, C).

The LEP Committee will be responsible for discussing:

- Reclassification of former ELLs
- Placement decisions for students in grades 9-12 scoring fluent English speaking on oral/aural and are at or below the 32nd percentile on reading and writing assessment
- Review of instructional programs or progress (after one semester)
- Parental concerns
- Exempting students classified as ELL for one year or less from statewide assessment program
- Review of instructional program of LF students during 2-year post-reclassification period with consistent pattern of academic underperformance
- Consideration of exiting a student who scored as fluent English speaking on aural/oral assessment, but at or below the 32nd percentile on reading and writing assessment
- Referring an LF student being considered for reclassification to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- Referring an LY student being considered for extension of services to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary

Our School's process for conducting an LEP Committee meeting is as follows:

- Invite parent.
- Collect educational data.
- Examine data.
- Discuss educational implications/options.
- Decide on appropriate course of action.
- Make recommendations.
- Forward form and supporting documentation to the District ELL office for review.

Educational data to be used are:

- Current CELLA and state assessment scores
- Current report card/GPA

- Portfolio of student work
- Reading inventory
- Writing samples
- Performance data from core content classes
- Teachers' written comments of student performance (Include language-specific information)
- ESE/Target data

If interpreters are needed for the meeting, school-based paraprofessionals (where available) will be used. Under no conditions will a student translate. Parents will be invited to participate during LEP Committee meetings in their home language, to the extent practical, with date recorded on the ELL form and documentation of the invitation will be maintained. As necessary, District provided translated documents will be used. All decisions will be approved by a majority of the committee members being in agreement with the decision.

j. Programmatic Assessment

The LEP Committee Chairperson, ESOL teacher, and other appropriate school personnel will work together to determine each ELL student's academic achievement level to ensure appropriate grade level placement and scheduling. This school team will review prior school records and transcripts to determine academic knowledge and experience of the student. Students with limited or no prior school experience will be assessed and placement will be made based on the student's age, regardless of English proficiency.

In making decisions, the LEP Committee will consider the following factors: 1) student's age; 2) extent and nature of prior educational and social experiences and student interview; 3) written recommendation and observation by current and previous instructional and supportive services staff; 4) level of mastery of basic competencies or skills in English and home language according to appropriate local, state, and national criterion-referenced standards; 5) grades from the current or previous years; 6) other test results; and 7) parent/guardian and student interview.

A student enrolling for the first time who has no verifiable scholastic records will be recommended to have a grade placement that is age appropriate. Any exceptions to placement must be approved by the school administrator. Exceptions to age-appropriate placement include those based on programmatic assessment, i.e., a child with no previous school experience where both the principal and parents agree the child should be placed in a classroom one grade lower level than age appropriate. The administrator will be responsible for student placement in age appropriate classes.

Documentation must be entered on Part A of the Student ELL Plan. The grade placement will be validated through satisfactory completion of academic work within a grading period, successful completion of appropriate subject or grade level examination, and overall classroom performance.

k. Academic/Programmatic Assessment

1) The procedures that have been implemented for determining the academic knowledge and abilities, and the prior academic experience of students identified as English language learners through the ELP assessments. Include Web links (URLs) to procedural documents as appropriate:
When awarding credit for foreign students that enroll in the School with prior credits from non-US high schools, the students' transcripts from their home countries are submitted to the District Director of Secondary Education for translation and verification of grade level and/or credits.

When a transcript lists "English" for students from another country where the language is not English, this should be accepted as a foreign language transfer credit. Conversely, when a language course in their native language is listed, this shall be considered as a language arts credit, as this would have been the course where the students learned to read, write and analyze literature, etc. in their native language, which is the same or equivalent to the language arts credit for students enrolled in a US high school. These procedures will ensure that students do not fall behind on the learning of English or other credits, simply because they came from a high school in another country and studied in a language other than English.

2) Procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s):
If no records are available, students will be placed according to the age appropriate grade level.

3) Procedures that have been implemented to address the placement of ELLs whose prior schooling records are incomplete or unobtainable:
At the time of registration, an administrator or guidance counselor will complete the Programmatic Academic Assessment form following a thorough review of each student's prior school records and transcripts (when available), parent and/or student interview, results of native language testing, if feasible, and/or other testing.

The results of this assessment will be used to determine grade level placement and eligibility for remediation, gifted or other categorical programs. Any student with a "Yes" response to one or more questions on the HLS will then be assessed with the IPT Oral Test for ESOL program eligibility within 20 school days. Students in grades 3-12 who test fluent on the IPT Oral test are administered the IPT Reading/Writing Test within 20 days of the oral test to determine their English proficiency level.

4) Grade Level and Course Placement Procedures – Grades 9-12, procedures that have been implemented to determine appropriate grade and course/class placement:
All students identified as ELL shall be provided equal access to appropriate programs provided by the district to non-ELL students. The School will have a process in place and established procedures to provide eligible ELL students with comprehensible instruction equal and comparable in amount, scope, sequence, and quality to that provided to non-ELL students. Programming shall be documented in the form of a LEP Student Plan.

Initial eligibility recommendations are made based on the English language proficiency test results and Programmatic Academic Assessment to determine academic performance. In some specific cases, the ELL Committee makes the final decision on students' placement following the Consent Decree guidelines, Section 3, Pages 15-16, Letter C. The guidelines state that a ELL Committee may determine a student to be ELL or non-ELL according to the consideration that at least two of the criteria listed below, in addition to the results of the assessment in listening /speaking:

- Extent and nature of prior educational and social experiences; and student interviews.
- Written recommendations and observations by current and previous instructional and supportive services staff.
- Level of mastery of basic competencies or skills in English and/or home language according to appropriate local, state and national criterion referenced standards.
- Grades from the current or previous years.
- Test results other than those from the assessment of listening/speaking, including but not limited to, assessment of reading/writing.

In cases where no records are available for students entering high school in 9-12 grades, students will be placed according to age appropriateness as well as

parent and/or student interviews. The credits earned from the placement date are used for graduation.

When awarding credit for foreign students that enroll in the District with prior credits from non-US high schools, the students' transcripts from their home countries are submitted to the District Director of Secondary Education for translation and verification of grade level and/or credits. When a transcript lists "English" for students from another country where the language is not English, this should be accepted as a foreign language transfer credit. Conversely, when a language course in their native language is listed, this shall be considered as a language arts credit, as this would have been the course where the students learned to read, write and analyze literature, etc. in their native language, which is the same or equivalent to the language arts credit for students enrolled in a US high school. These procedures will ensure that students do not fall behind on the learning of English or other credits, simply because they came from a high school in another country and studied in a language other than English.

l. ELL Plan

An ELL Plan will be created for each student by the LEP committee upon initial entry into the ESOL program to ensure that students are appropriately placed and provided with instructional options to help them make academic progress in the general curriculum and acquire English language proficiency. The student's ELL Plan will provide information on student ESOL language level, student progression, and meetings convened to discuss academic progress of the student. The services provided to the ELL student by the School will also be documented on the ELL Plan.

LEP Plans are prepared when a student first enters the ESOL program. The ESOL teacher and/or ELL Committee are responsible for initiating and developing the LEP Plan. A Plan Date is reported as a component of the required ESOL data in the district's student information management system (Genesis). The student's LEP Plan becomes the primary constituent of the ELL student's program review and monitoring. A hard copy is kept in the ELL folder in the student's cumulative file, and the ESOL office maintains a second copy. All ELL documents will be kept in the student's cumulative folder and will be updated to reflect current services each semester for high schools.

All LEP Plans will be kept in the student's cumulative folder and will be updated to reflect current services. A Procedures Checklist is used following the email notice sent from the District ESOL office during FTE week as a reminder to print these plans. The District TRSTs check for current services on the LEP Plan. LEP folders are checked during or after

Reading Fidelity Checks. The assistant principal of the school is responsible for ensuring the printing and filing of the LEP Plan.

Specifically, the ELL Plan will contain:

- Student demographic data, eligibility criteria, exit criteria, and a record of ELL Committee recommendations.
- Student schedule documentation, which will be updated annually and/or when the schedule changes. Schedules will be computer generated, and inserted chronologically in the folder. The School will print out the schedule and will not remove previous schedules. All schedules will be dated prior to FTE week in October. Total contact time for core academic courses will be at least 1500 minutes/weekly. Academic courses will reflect the appropriate ESOL suffix (Secondary.06, .56, .26 or Elementary .60, .61, .62, .63, .64, .65).
- Exit data. Student academic progress will be monitored and updated at these prescribed intervals: first, second, and fourth report cards after exit, and at the two-year anniversary of the exit date. If at any time during the monitoring period there are indications of problems, an ELL Committee will be convened to determine appropriate action (META Consent Decree Section I, F, FSBEAR 6A-6.0903).

ELL student plans will be updated whenever an LEP committee meeting is held to discuss the student, annually at the beginning of every school year to reflect current services, on the anniversary date of the student's entry into the ESOL program, and any time there is a change in the student's educational plan. The ELL Student Plan will be reviewed and changes recorded whenever a change in the student status, schedule, or program occurs. This review will occur as needed during the school year, especially at grading periods, and no longer a period than annually. The ESOL Staffing Specialist will complete the Student ELL Plan records with the results of the re-evaluation to update the plan.

The Principal's designee (usually the ESOL teacher) will be responsible for developing and updating all Student ELL Plans at the beginning/end of each school year and as needed.

All School District English Language Learner (ELL) Plan formats will be used to document our ESOL efforts, testing, accommodations, and results.

ESOL Instructional Models

The LEP Committee will plan together the means for instruction in the English language and any specific modifications or accommodations that will be most appropriate for English instruction. All ELL students enrolled in the School will be entitled to programming that is appropriate to their level of English proficiency, their level of academic achievement, and

any special needs they may have. All assessment information and instructional modifications will be reflected in the ELL Plan.

ELL students will have equal access to appropriate English language instruction in the core subject areas that is: (1) understandable to their given level of English proficiency; and (2) equal and comparable in amount, scope, sequence, and quality to that which is provided to English proficient (non-ELL) students. General curricula and materials will be the same as those used with non-ELL students. Teachers will have supplementary materials with pictures in native languages to support instruction. The schedules of ELL students will be comparable to those of non-ELL students containing the same subject area classes and are equal in scope, sequence and content.

The School will use one of following allowable instructional model(s) based on the needs of the students enrolled and requiring participation in an ESOL program:

- Sheltered - English: an ESOL resource teacher provides uninterrupted ESOL/Reading and/or Writing instruction only for students identified as ELL at a location other than the ELL students' classroom.
- Mainstream/Inclusion model – English Language Arts: ELL and non-ELL students are grouped in a classroom. The language of instruction is English and native language assistance is provided when feasible. The ESOL resource teacher comes into the classroom ("push-in") to provide specialized English language instruction.
- Mainstream-Inclusion model – Core/Basic: ELL and non-ELL students are group in a classroom. The language of instruction is English and native language assistance is provided when feasible. The ESOL resource teacher comes into the classroom ("push-in") to provide specialized English language instruction and/or an ESOL certified/endorsed classroom teacher adapts instruction to address the language proficiency needs of ELL students. The academic content is mathematics, science, and social studies.

m. ESOL Strategies

Any teacher with an ELL student will have the ESOL endorsement and document the use of ESOL strategies in his/her lesson plans. Textbooks and other instructional materials used with ELL students will be the same as those used with non-ELL students in the same grade. Teachers of ELL students will supplement their instruction with a wide variety of materials designed to help students acquire language proficiency and academic content. Classroom accommodations may include using frequent visuals and graphic organizers, providing cooperative learning activities, simplifying the language of instruction without changing the content, and providing for alternate assessment as necessary.

Additional options for accommodations include, but are not limited to the following:

- Provide a climate of warmth and caring which nurtures a sense of comfort.
- Seat the student close to the front of the room.
- Establish a daily routine in your 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 ELL 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.
- Give verbal information and explanations along with a visual presentation.
- Allow the students ample time to complete assignments.
- Keep directions short and simple.
- Assign buddies and peer tutors to the ELL student.
- Clearly explain homework assignments if the ELL student lacks the English language support at home.
- Allow ELL students to use bilingual dictionaries.
- Utilize learning centers as alternative instruction to provide sufficient reinforcement of content material.

The focus of instruction shall be substantive subject matter knowledge, parallel and comparable to that provided to non-ELL students in basic subject areas, consistent with state-required curriculum frameworks and student performance standards. ESOL instruction in all academic areas is provided primarily in the basic classroom through the use of adaptive and modified curriculum materials designed to make instruction comprehensible.

Research-based instructional strategies for all students include: ESOL strategies, cooperative learning, flexible scheduling, cross-age tutoring, interest centers, use of manipulatives and visuals, direct instruction in reading, developmental writing, computer-assisted instruction, and other best practices. Both ELL and non-ELL students are served together in this setting.

The instruction in Broward County's program model is aligned with the Florida Sunshine State Standards, Course Descriptions, Curriculum Framework, and Core Curriculum. Schools with at least 15 or more students who speak the same language have access to home language instruction through the use of paraprofessionals or resource teachers

proficient in the native language and trained to assist in ESOL basic subject area instruction. In instances where there are sufficient numbers of ELL students in a given grade, Language Arts Through ESOL classes may be provided if needed. ESOL Reading / Writing / Listening / Speaking and/or Combined Skills may be offered as an elective credit for the ELL students who need additional reinforcement of English skills. These elective course frameworks may reflect the enhancement of language skills through literacy education. Making academic content comprehensible, challenging, and of interest for the ELL students will necessitate engaging simultaneously in language-learning and content-learning, an essential component of sound grade level instruction for ELL students.

ELL students will also benefit from individualized direct instruction provided in a small group setting to address any reading, math, and state assessment-based gaps to help them meet state testing requirements. Those ELL students who are LY will receive one on one support when needed, as well as receive accommodations similar to those of the ESE students (i.e. extra time on tests, use of dictionary, etc.) The ESOL teacher will progress monitor each student as well as make sure that proper accommodations are being provided in the regular classroom setting.

n. Documentation of Strategies
The META Consent Decree requires that teachers document comprehensible instruction. Lesson plans will include the documentation of the use of ESOL strategies and methodologies. The ESOL Staffing Specialist, who will be a certified Language Arts/Reading teacher, will be available for consultation and faculty training (META Consent Decree Section II, F).

School site administrators will be responsible for monitoring the implementation of ESOL strategies by the classroom teacher. Evidence will be observed during classroom visits, through lesson plans, through use of materials and audiovisuals, and through grade book notations. All teachers of ELL students will document the ESOL strategies used for each lesson in their plan book.

Each ELL student enrolled in any program offered by Florida schools is entitled to equal access to programming which is appropriate to his/her level of English proficiency, academic achievement and special needs. The district's ESOL Director, along with the MIS Department personnel and the school ESOL contacts, will monitor the students' schedules to ensure students have been provided equal access to the core subjects. Core subjects are defined as Reading, Language Arts, Mathematics, Science, Foreign Language, Civics, Government, Economics, History and Geography.

Four times a year, in October, February, June, and July, the district surveys the names of students enrolled under particular courses and program numbers along with the minutes of instruction per week. ESOL weighted funding may be claimed in Language Arts, Mathematics, Science, Social Studies and Computer Literacy for courses (or instructional time) delivered using ESOL and/or home language strategies when the teacher is teaching ELL students and has completed or is in the process of completing required training. ESOL District Staff will implement on-site school monitoring to verify that instruction provided is equal in amount, sequence and scope to non-ELL students.

Sunshine State Standards are followed in planning and implementing lessons with the county's ELL students and non-ELL students. Teachers are required to document in their plan books the ESOL strategies being used in the classroom.

At the beginning of the school year, ESOL Resource Specialist Trainers meet with teachers and administrators to address appropriate instructional guidelines. Throughout the school year additional trainings are offered to address best approaches for incorporating comprehensible instruction for ELL students.

o. Statewide Assessment
ELL students will participate in the Florida statewide assessment program (state assessments, End of Course Assessments, CELLA, etc), as applicable, with accommodations in accordance with the student's ELL plan. The School testing coordinator will participate in district training about the requirements for ELL testing and testing accommodations. Accommodations may include, but are not limited to, flexible setting, flexible scheduling, additional time, assistance in the student's native language (for math, science, and writing assessments) including the use of a heritage language dictionary. Students will also participate in all other assessment opportunities provided for non-ELL students at the School, as appropriate.

p. Test Accommodation
For statewide assessments, ELL students in the School will be provided with test accommodations. These accommodations may include, but are not limited to, flexible setting, flexible scheduling, extended time, assistance in heritage language, and English to heritage language dictionary. The exact combination of accommodations to be offered to any particular student will be individually determined, considering the needs of the student and availability of linguistic resources at the School. The School ESOL Staffing Specialist will work with the School District to ensure that all appropriate accommodations are provided. A letter will be sent to parents explaining the particular accommodations and will be written in the native language of the parent, to the extent feasible.

q. Comprehensive ELL Assessment
All ESOL students are assessed on listening and speaking (aural-oral) skills in the spring of each year using the Comprehensive English Language Learners Assessment (CELLA). The CELLA measures English language acquisition, and is a uniform statewide assessment for all ESOL students. No Child Left Behind (NCLB) requires all districts within Florida to report data to the U.S. Department of Education. CELLA provides uniform reporting and comparative data among districts.

r. Procedure for ESOL Assessment and Placement of Students receiving Exceptional Student Educational (ESE) Services.
For those students whose exceptionality is so severe that there is no functional spoken/written language (such as profoundly mentally handicapped students, severely language impaired students, low functioning autistic students, or students who are nonverbal), the examiner may need to report an attempt to assess.

After language assessment is completed, the student will be placed based on available test scores. However, an IEP/ELL committee can be convened at any time to determine ELL entry/exit status and a decision by the majority of stakeholders can “override” assessment results, if necessary.

s. Exit Criteria and Procedures
An ELL student may be recommended to be tested for exit by parents, guardians, or instructional personnel directly involved with the student's education at any time following initial classification. ESOL students may only exit as a result of test scores or by ELL committee action.

As the result of the Florida Consent Decree (META Agreement), certain considerations should be made when targeting an ELL student for retention. All retentions are reviewed by the principal and the promotion/retention team at the school; the principal than makes a recommendation in writing to the superintendent. The superintendent shall accept or reject these recommendations in writing.

Retention and Good Cause Indicators for Promotion of ELL students:
Before ELL students are identified for retention the following "good cause indicators" should be considered:

- Students currently in the ESOL program (code LY) who have been receiving ESOL services for two years or less
- Educational background
- Time in the country
- Academic progress during school year (reference to ESOL strategies)

- Cultural adjustment
- Home support
- Age appropriateness
- Progress with Language Arts/ESOL benchmarks
- Progress with English language proficiency
- Progress based on interventions recommended in Academic Success Plan
- Programmatic Assessment data
- Mobility (migrant)
- Assessment data in the native language

ELL students must not be failed if instructional strategies, materials and assessment have not been modified to meet their linguistic and academic needs. Documentation shall be provided to show how comprehensible instruction and second language acquisition strategies were part of the curriculum provided to the student. Students in the ESOL program cannot be retained based solely on their English language proficiency because of the rights of ELL students with regard to retention, promotion, and equal access to all education programs.

The parents of ELL students must be notified of the student's academic progress in a timely manner. Any student who does not meet the District's expected level of the mastery must be provided remediation.

Good cause decisions are based upon the rationale that although the student has not achieved the performance expectations for regular promotion conditions exist that indicate retention would be more adverse for the student than promotion. ELL students cannot be retained based solely on their English language proficiency. This is a civil right and constitutional issue that protects the rights of ELL students with regard to retention, promotion and equal access to all educational programs.

Any ELL student who is being considered for retention should be referred to the ELL Committee and an Academic Success Plan must be completed. The ELL Committee shall serve as the Academic Success Plan Committee for all LY students if they are being considered for retention. Parents shall be invited to be part of the ELL Committee/Academic Success Plan Committee to determine interventions and remediation strategies for the ELL student. The majority of the members in the ELL Committee must be in agreement with decisions made. Parents shall be given a copy of the ELL Committee's recommendation. The ELL Committee minutes will document the meeting and the recommendation.

Parents receive an invitation to the ELL Committee meeting and are notified of all decisions if they are unable to attend. This form is available to the schools through Public Folders in various languages. Each school holds a student promotion/retention meeting for all students, including ELL students, if the students are not progressing towards promotion standards.

A student may be eligible for exit based upon teacher recommendation/observation. When this happens, the child's name is given to the ESOL assessor who is responsible for the reevaluation process and procedures designed to determine exit eligibility. English proficiency shall be determined by reassessing the student utilizing the Oral/Aural Assessment for grades K-12 and a Reading/Writing Assessment for grades 3-12. A student who has been classified as Limited English Proficient and enrolled in an English for Speakers of Other Languages program may be reassessed utilizing additional information at the request of a teacher, counselor, administrator or parent.

The ELL Committee may use other assessment information to determine that the student should be exited from the ESOL program if the committee determines that other instructional programs or combination of instructional programs better meet the needs of the student. If it is determined, after reviewing data presented to the committee, that the student may exit the program, an ELL Recommendation Form must be completed and signed by the ELL Committee members present at the time of the meeting. The documentation of the assessment instruments used and the justification for such action shall be retained as part of the ELL student file. Copies will be given to the parents in the native language, when feasible.

Name of Listening and Speaking Instrument(s):	Grade Level	Raw Score
CELLA Listening/Speaking	9-12	Composite Score 2250 & > Reading Score 778 & >

ELL students will be considered for possible exit from ESOL based on grade level performance as indicated below.
For students in grades 9, students must:

- achieve scores at or above the proficient level in CELLA listing, speaking, writing, and reading
- score at achievement level three (3) or greater on the state reading assessment

For students in grades 10-12, students must achieve a score on the state assessment in reading sufficient to meet applicable graduation requirements or an equivalent concordant

score corresponding to a proficient level on CELLA Listening/Speaking, Reading, and Writing.

Scores equal to and greater than746 on the CELLA writing scores is the minimum level of English proficiency necessary for exit from ESOL.

Scores equal to and greater than the CELLA reading scores in the following table shall be used to determine minimum level of English proficiency necessary for exit from ESOL:. Grade Reading Score: 9-12 is 778

The School LEP Committee will review grade level performance and assessment data to determine if the student is ready to exit from the program successfully. The following areas will be reviewed during the ELL Committee meeting for exit:

- State assessment proficiency scores AND
- Academic achievement on grade level in:
  - English
  - Social Studies
  - Science
  - Math
  - Reading
  - Writing

The School's ESOL contact/designee:

- Identifies students who are eligible to exit the ESOL program based on the exit criteria.
- Updates the exit information on the ELL folder for exiting students.
- Completes the appropriate section of the ELL folder with the assessment data used to determine English proficiency, date and signature. If the ELL Committee needs to be convened, parents must be invited and all members of the committee must sign.
- Provides the school data processor with required exit data. The required information is entered in the State Database.
- Notifies the parents.
- Monitors the student for two (2) years from the exit date to ensure success in the general education classroom.
- ELL students with special considerations that do not meet the exit criteria may be referred to the ELL Committee for further review and will exit the program only if the ELL Committee determines the student no longer needs ESOL services.

- Parents/guardians will be invited to participate in the ELL Committee meeting to determine whether the student continues to be classified as ELL or is exited. The parents'/guardians' wishes will always be taken into consideration. The findings of the committee and their recommendations will be kept on file.
- When the student is exited from the ESOL program the parent/guardian will be notified in writing in the parent's native language, to the extent feasible. Exited students' academic performance will be monitored for two (2) years on an ongoing basis.

t. Monitoring

The META Consent Decree requires that schools monitor students for two (2) years after they have exited the ESOL program (META Consent Decree Section I, F and FSBEAR 6A-6.0903). This ensures that the student is making adequate academic progress without the support of ESOL. The School's Principal will ensure that all former ELL students will be monitored. The ESOL Staffing Specialist will have the responsibility to ensure that monitoring occurs.

The monitoring process:

- Classroom teachers or homeroom teachers monitor report cards and refer students to the ELL Committee for consideration as needed.
- ESOL teachers consult with subject area teachers and may call an ELL Committee meeting to reclassify students as needed.
- ESOL paraprofessionals or counselors monitor report cards and refer students to the ELL Committee for consideration as needed.

The academic progress of former ELL students will be reviewed periodically by the ELL Committee. The official review will take place:

- At the end of the first marking period after exiting from the ESOL program
- At the end of the first semester after exiting from the ESOL program
- At the end of the second semester of the first year after exiting from the ESOL program
- At the end of the second semester of the second year after exiting from the ESOL program

Upon completion of the two-year monitoring period, if the student is determined to have reached consistent parity of participation with English proficient peers, the LF code will be changed to LZ on the district's data collection system. Any consistent pattern of either under-performance on appropriate tests, failing grades, or significantly below grade level

academic performance will be recorded on the ELL Committee Recommendation form. The ELL Committee may recommend the student for additional appropriate programming.

Post-program review reports and ELL student profiles will be generated with information on ELL students who have exited the ESOL program within the past two (2) years. Documentation of ESOL-exited students will occur at the end of each student's first grading period, first semester, first year, and second year after exiting. Documentation may include: progress reports, test scores, classroom performance, and other performance reports used specifically by the School. Teacher conferences, review of test scores, and report card analysis are additional tools used to determine if a student is progressing. Special emphasis will be placed on the area of language achievement. If a student is making adequate progress, no intervention will be prescribed.

If it is determined that a student is not making satisfactory progress, an ELL Committee meeting with parental participation will take place. The ELL Committee will review all pertinent information and recommend an appropriate educational plan. The committee may recommend initiating an Academic Improvement Plan (AIP), referral for counseling or other student services, or reclassification of the student as ELL.

u. Parent Notification
Although parent permission is not required for ESOL testing, it is required that parents receive notification of the results. Students who indicate "yes" on questions two and/or three of the HLS will be placed temporarily into the program and parents will be sent a temporary placement letter. (Section 233.058, 228.092 and 228.093, F.S., Section I, 1990 LULAC et. al Vs. State Board of Education, Rules 6A-.60901 and 6A-6.-902, F.A.C., META Consent Decree Section II (A)(1), NCLB Act of 2001 Section 3302). The letter will be sent to the parent in English and the home language, as feasible.

When a student qualifies for placement into an ESOL program, a letter, signed by the district ESOL supervisor, will be sent to inform the parents or guardians of program placement. This letter must be sent to parents during the first thirty (30) days after the beginning of the school year and will include program model options and transportation information. If a student is identified as ESOL during the school year, the parents or guardians must be notified within the first two weeks of ESOL placement (NCLB Section 3302 (a) (d), META Consent Decree Section II (A) (1). If a student does not qualify for ESOL services, a letter of notification will be sent to the parent. Copies of all communications with parents will be maintained in the student's ELL folder.

As long as the student is eligible to receive ESOL services, a new Parent Notification Letter will be completed at the beginning of each school year and whenever there is a

programmatic change. The School will keep copies of each of the letters that have been sent home during the time the student was receiving ESOL services.
Parents will also be notified of assessments and available accommodation, results of assessments, program delivery model options, retention/remediation, exit from the ESOL program, reclassification (if needed), and invitations to participate in ELL Committee meetings to discuss their child. Information that is provided to all parents will also be provided to parents of ELL students in the parents' native language to the extent feasible. This includes, but is not limited to, free/reduced price lunch information, state assessments and results, invitations to participate in special programs, parental choice options, registration forms and requirements, disciplinary forms, information about opportunities for parent involvement, etc.

v. Re-entry into ESOL Program
When former ELL students are reclassified as ELL through a decision of the LEP Committee and re-enter the ESOL program, the School will record the decision in the previous ELL student plan; initiate a new ELL student plan; update the student data; and ensure the appropriate placement. Students will be provided with an educational program as recommended by the LEP Committee. The written recommendations of the committee will be maintained in the student's file. The Student Plan will be re-evaluated periodically for continued appropriateness of programming. Re-classified students will be re-evaluated annually by the School to determine if they should continue in the ESOL program or be referred to the ELL Committee for review.

w. Personnel Training
Teachers who are required to obtain ESOL training or certification will be notified by the ESOL Coordinator of training requirements and professional development opportunities through The School District. It is the teacher's responsibility to complete each component within the timelines established by the Florida Consent Decree. Participants may enroll in courses offered during the first, second, and summer semesters.

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

The ESOL Staffing Specialist will be responsible for developing the student ELL plan at the beginning of the student entry and every time there is any change made to the plan. The ESOL Staffing Specialist will attend training by the District ESOL department.

All teachers instructing ELL students will have ESOL endorsement or certification. One (1) specialist with strong ESOL experience and state certification, who has strong dual

language fluency, will be hired for School opening. This person will serve as the School's ESOL Staffing Specialist.

The School expects the percentage of ELL students enrolled to match the school district rate (The ESOL Staffing Specialist will be responsible for developing the student ELL plan at the beginning of the student entry and every time there is any change made to the plan. The ESOL Staffing Specialist will attend training by the District ESOL department.

All teachers instructing ELL students will have ESOL endorsement or certification. One (1) specialist with strong ESOL experience and state certification, who has strong dual language fluency will be hired for School opening. This person will serve as the School's ESOL Staffing Specialist.

The School expects the percentage of ELL students enrolled to match the school district rate (10.9% or 92 students at capacity), which allows us to project our staffing plan as follows:

Detailed ELL Estimates

	Year 1	Year 2	Year 3	Year 4	Year 5
9th Grade	27	20	15	15	20
10th Grade	0	27	20	15	20
11th Grade	0	0	27	20	20
12th Grade	0	0	0	27	27
Total ESE Enrollment	**27**	**47**	**62**	**77**	**87**

The School plans to have a shared ESOL staff member with the Davie K8 school during its first year of operations and will benefit from the experience of ESOL staff at other Championship schools. The School expects to have a full time ESOL specialist in year 2 and up to 3 in year 5, depending on the needs of enrolled students.

The School's ESOL needs cannot be established fully until the School is fully enrolled and student files are obtained. If, upon review, it is determined that additional staff services are required, then the School will either hire more staff or contract for services. Students requiring ESE/ ESOL services will have a weighted FTE, which will help fund the increase of personnel or services.

The School's ESOL curriculum provides for the development of the four language skill areas of listening, speaking, reading, and writing, with emphasis given to academic language. Our school system recognizes the value of using instructional materials specific to ESOL. Students are served in their home school by an endorsed ESOL teacher. A

bilingual or other ESOL teaching assistant must work directly under the supervision of and in the presence of an endorsed ESOL teacher. Services must be delivered during the regular school day.

Our program will use push-in and pull-out services, and frequency of delivery is designed to meet the needs of each student. Every effort is made to pull students out of their regularly scheduled language arts class.

- High school students receive ESOL instruction during a regularly scheduled daily 50 minute class period for which they earn 1 credit annually. They may take ESOL I and ESOL II to count for 2 English credits toward graduation requirements.
- High school students who have completed ESOL I & II and would still benefit from services may take additional ESOL courses (as available based upon need) for elective credit or receive tutorials during study hall or other appropriate times.

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

Teachers will support all students, including English Language Learner (ELL) students, who enter the School below grade level as they develop a strong academic foundation based on a college preparatory curriculum and unique instructional methods that integrate state-of-the-art technology.

Key elements of our educational program will include:

- Results-oriented focus. What our students learn is what matters most. It is our foremost responsibility to assist every student to achieve academically.
- High standards. We believe in the potential of every student and will have high expectations for the achievement of all.
- Instruction appropriate for all students. In all of our classes, lessons will be differentiated for students at all levels of proficiency.
- The development of self-reliant learners. Our goal is to graduate students who are well rounded, inquisitive, thoughtful, concerned for others, devoted to and knowledgeable about democratic principles, and intellectually autonomous. We plan to graduate students who are articulate, ethical, healthy, and prepared for further learning.
- Integration of technology into the classroom and curriculum.
- A focus on measurement of learning outcomes.

- Character development. We believe that positive character development is a crucial aspect of a quality school. We believe that a school must cultivate a culture of character in order to be a successful learning community.

CADHS is dedicated to using a Learning Achievement Plan (LAP), an individualized personal education plan to create individualized goals and objectives for all students, using research-based curriculum, to guide lessons in order to challenge students and attain maximum student achievement. This objective will be achieved by ongoing authentic and traditional assessments and evaluations used to create each student's individualized goals and objectives. We will demonstrate and promote the essential roles of independent thinking and critical thinking, ideally enabling every student to succeed in school.

1. Engaging Curriculum

Individualized education is a necessity for educational equity. Every student deserves the opportunity to develop his/her talents at a comfortable pace. Lack of academic or intellectual challenge may lead to disengagement. Student work will be engaging and differentiated. CADHS proposes to use curriculum that centers around the belief that learning should be differentiated to meet the individual needs and readiness level of the learner, since individuals develop at different rates and have varying strengths and aptitudes. We also believe that academics are only one component of education, and that communication and sensitivity to social nuances and interactions are other aspects of a well-rounded education, which will be particularly helpful to our ELL student population.

The educational program has been specifically designed to engage students in learning and benefit from the curriculum. Our use of project-based learning (PBL) will allow us to shift away from the classroom practices of short, isolated, teacher-centered lessons and, instead, emphasize learning activities that are long-term, interdisciplinary, student-centered, and integrated with real world issues and practices. One immediate benefit of PBL is the unique way that it can motivate students by engaging them in their own learning. PBL provides opportunities for students to pursue their own interests and questions, and make decisions about how they will find answers and solve problems.

PBL also provides opportunities for interdisciplinary learning. Students apply and integrate the content of different subject areas. It helps make learning relevant and useful to students by establishing connections to life outside the classroom, addressing real world concerns, and developing real world skills. This will be particularly effective for ELL students as they investigate problems, use resources, and seek answers with opportunities to develop language skills through meaningful and authentic interactions with peers and teachers.

With our laptop initiative and 1:1 learning environment, teachers will harness the power of the available technology and use interactive texts, videos, animations, and other features in digital instructional programs to provide more dynamic, personalized lessons with assessment tools that determine, in real-time, each student's level of performance. This information will help teachers quickly identify academic strengths and weaknesses. With this knowledge at their fingertips, teachers will be able to easily differentiate instruction to immediately address knowledge gaps and misconceptions, and provide additional language support and/or practice on a skill.

Homework and class-work help will be offered during specific open hours throughout the week to assist students in need of extra practice. Teachers will make themselves available during a time that is outside of the instructional block. This additional contact with the student can help provide structured practice environment and further feedback.

2. Multi-Tiered System of Supports (MTSS)
Low performing students will be identified through the use of our assessment and diagnostic tools. Students who score below grade level will be given extra support through the RtI process to reach grade level NGSSS and Florida Standards. Teachers will use a set curriculum in small group settings, targeted to students' needs, as determined by our diagnostic and formative data.

Teachers will be skilled and able to differentiate materials to best meet the needs of students who have diverse learning styles, experiences, and abilities. They will do so utilizing individualized education programs designed to meet the needs of the student while adjusting for on-going growth and progress.

CADHS will be keenly aware of its special needs population. As such the School will provide all the necessary services within its capacity. In addition, CADHS will use a Multi-tiered System of Supports (MTSS) including a Response to Intervention Model (RtI) for students in need of academic and/or behavioral support. MTSS provides a seamless system of interventions and resources which allows students to make significant progress whether they are at-risk for failure or are gifted and talented students and not meeting their full potential. This system will be used to help students progress and to identify any student with an exceptional need.

RtI is defined the by the FLDOE (on line at http://www.florida-rti.org/_docs/GTIPS.pdf) as the practice of providing: (1) high-quality instruction/intervention matched to student needs and (2) using learning rate over time and level of performance to (3) make important educational decisions. RtI is an ongoing process of using student performance and related data to guide instructional decisions and intervention decisions for ALL students. It is a

multi-tiered, problem-solving model of prevention, early intervention, and use of educational resources to address student needs. RtI matches instructional strategies and supports to student need in an informed, ongoing approach for planning, implementing, and evaluating the effectiveness of the curriculum, the instruction, and related supports.

The RtI Model is a problem solving three-tiered system designed to meet the needs of all students in the academic or behavioral domain. Tier I instruction includes high quality, research-based curricula and instructional strategies that support curriculum guidelines. Tier I focuses on core instruction for all students that should meet the academic needs of at least eighty percent (80%) of the students in a class. Flexible grouping that targets specific skills are included so that the instructional goals of all students can be met. If fewer than eighty percent (80%) of the students in a class are demonstrating success, it is the responsibility of the teacher to adjust the teaching strategies for general instruction.

When a student is not exhibiting success at Tier I, the following should be considered:

- Step I: Problem Identification – What exactly is the problem?
- Step II: Problem Analysis – Why is the problem occurring?
- Step III: Intervention Design and Implementation – What exactly are we going to do about it?
- Step IV: Response to Instruction/Intervention – Is the plan working?

MTSS is a problem solving process that involves the continuous use of data collection, analysis, identification and implementation of interventions, and further data collection. At every point in the process, the School Instructional Leadership (SIL) team will make decisions regarding the effectiveness of the intervention, whether or not to continue the intervention, other interventions that may help the student to be more successful, etc.

The SIL team, consisting of the Principal, department chairs, ESE and ESOL teachers, Reading Coach, and Counselor will identify whether the concern regarding the student is academic and/or behavioral in nature. Interventions will be established by the team and agreed upon by the teachers and parents. The interventions will be attempted for a minimum of three (3) weeks. The SIL team will frequently analyze the student's progress.

Documentation of interventions will be reviewed by the SIL team to determine whether the strategies were successful. If the results are encouraging, then the team will continue to monitor on a monthly or as-needed basis. If the interventions were not effective, an additional or different set of interventions will be designed and implemented for another three weeks.

Our SIL team will meet weekly collaborate regularly, problem solve, share effective practices, evaluate implementation, and make decisions. Specifically, the team will meet to:

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

This problem-solving process is to assist the classroom teacher and parents in designing and selecting strategies for improving student academic and/or behavioral performance.

Tier II offers more focused and intense instruction in addition to the standards-based curriculum received in Tier I. The curriculum and instruction at Tier II is designed to meet the needs of students not progressing as expected in Tier I. Tier III instruction includes the most explicit, intense, and individualized instruction that is focused on a specific skill or need.

3. Service Options

The following is a list of services that may be provided to serve the needs of the ELL student who enters below grade level:

- Academic pullout - students who require extra attention will be pulled out for specialized instruction and targeted interventions by a certified ESE teacher or reading and/or math specialist.
- Instructional materials and learning seminars will be made available to parents, family members, and other volunteer tutors in the family's home language, to the extent feasible, so the family can provide additional support at home.
- Weekly meetings among teachers will ensure that appropriate interventions are provided during instructional activities and assessments that take into consideration the student's language skills and needs.
- A volunteer coordinator will assist in locating bilingual volunteers qualified to work with students in need.
- Student progress will be regularly monitored to determine the effectiveness of interventions and the need to introduce new strategies.

Our School will be an inclusive school community that maintains high expectations for all students, including those with disabilities and limited English proficiency. Our staff will work together to ensure that students' learning and achievement is not unduly limited by either disability or language proficiency. Our pedagogy will allow students to pursue individual tasks toward a larger team objective, and allow for students of differing ability to engage in

appropriately challenging tasks involving the same content. In addition, a number of supports will be provided for students with special learning needs.
The School's instructional program will be one of English instruction with home language support. We will strive to recruit teachers, paraprofessionals, and parent volunteers who speak the home languages of our ELL students.

Section 8: School Climate and Discipline

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

The academic and personal success of students is at the forefront of all processes and procedures. The School recognizes that without a safe and orderly environment for students and teachers, these extraordinary curricular achievements cannot be made. A strict code of conduct will be followed at the School to stimulate a productive learning environment and to promote responsible citizenship.

The mission of Championship Academy of Distinction High School 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 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 District's Code of Conduct for student discipline, suspension, dismissal, and recommendation for expulsion. CADHS will collaborate 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 High 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 High 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 High 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 High 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 High 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 High 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 Hand book 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 earlier, all parents will be required to sign an acknowledgement that they received and reviewed the Hand book/ 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 regulations and 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, including the school's discipline plan. 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.

- Discipline for Students with Disabilities

Consistent, fair, and respectful discipline and due process procedures will be applied to all students. Due process procedures will be articulated to all students. We will stay apprised of the current legislation and will comply with any federal or state laws, as well as District policies and requirements, regarding student discipline, including those for students with disabilities.

For students with disabilities whose behavior impedes their learning or the learning of others, strategies, including positive behavioral interventions and supports to address that behavior, will be considered in the development of their IEPs. School personnel may consider any unique circumstances on a case-by-case basis when determining whether a change in placement, consistent with the requirements and procedures in Rule 6A-6.03312, FAC., is appropriate for a student with a disability who violates the Code of Student Conduct.

Consistent with the school district's Code of Student Conduct and to the extent that removal would be applied to nondisabled students, school personnel:

- May remove a student with a disability who violates a code of student conduct from the student's current placement for not more than ten (10) consecutive school days.
- May further remove a student with a disability for not more than ten (10) consecutive school days in that same school year for separate incidents of misconduct, as long as those removals do not constitute a change in placement as defined in Rule 6A-6.03312, FAC.

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

We will adopt the District Sponsor's Student Code of Conduct (SCC).

In accordance with F.S.1002.33 (7) (a) 7, the School will utilize the District's 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 parents
- 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. Forma l 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 High 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 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 enforced. The uniforms for all students at Championship Academy of Distinction High 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.

Parents will be encouraged to serve twenty (20) service hours for their first child at the school and ten 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, which 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 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 (180) 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. Pa rents/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 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 High School fully understands that we do 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 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 occurred in which a student was believed to have com mitted 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. CADHS 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, CADHS 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.

Code of Conduct Summary

The School will comply with all state and federal health, safety and civil rights requirements. All students enrolled will be expected to comply with the rules and regulations of the Student Code of Conduct and the additional rules that may be issued.

In summary:

- CADHS will adopt the Sponsor's Student Code of Conduct (SCC).
- Discipline and student consequences for inappropriate behavior or a breach of the SCC shall be similar and consistent with the District's response to such actions by its students. If the conduct of a student with disabilities is determined by the student's IEP team to be a manifestation of that disability, the student's educational placement will not be changed. If the conduct of a student with disabilities is determined not to be a manifestation of the disability(ies), the student's educational placement may be changed but the student will continue to be provided educational services.
- CADHS will comply with all state and federal health, safety, due process and civil rights requirements.
- All students enrolled at CADHS will be expected to comply with the rules and regulations of the Student Code of Conduct.
- CADHS will develop appropriate intervention for breaches of the code. Such interventions may include but are not limited to:
    - Student/teacher conference
    - Parent/teacher conference
    - Goal setting

- Guidance interventions
- Parent/student/administration conference
- Conflict resolution training
- In school suspension
- Behavioral intervention plan/program (BIP)
- Out of school suspension

CADHS students will have responsibility:

- To earn the respect and admiration of the administration, staff, faculty and peers.
- To attend school and class every school day and be on time.
- To wear the required uniform.
- To be prepared for class.
- To behave in an orderly, safe, and respectful manner.
- To achieve the best academic grades possible to stay on track to successful high school graduation and college acceptance.
- To help keep a clean, attractive and orderly environment, and to fulfill their signed CADHS conduct and performance contract.

Discipline matters will be handled by the Assistant Principal initially and violations may result in a recommendation of character class retraining, demerits, or ISS/OSS restriction consistent to the Principal in accordance with District student disciplinary codes and rules.

CODE OF ETHICS

- To provide a strong academic education, in a positive, strong academic atmosphere; upholding the values of discipline, responsibility and respect.
- To give as much importance to the democratic development of our children as to their intellectual education and reinforce the basic principles that governs the educational structure of the school.
- To avoid racial and class prejudice and develop the capacity to interrelate with all social levels in a harmonious atmosphere, regardless of race, color, nationality or religion.
- We always make an effort to surround our children with an environment that encourages human development through serious study, integration within the community, and personal maturity.
- We encourage parental responsibility in the education of our children.
- We demand the care of school materials and school property.
- We will uphold our obligation and responsibility to our students, teachers, staff members and educational community.

- All new members in our institution (students, teachers, parents and staff) must abide by our code of ethics, all school regulations and policies. Always upholding our school's name and its principles, and never under any circumstances should they use blasphemes.

CODE OF ETHICS – EDUCATION PROFESSION

The School abides by the 6B -1.001 Code of Ethics of the Education Profession in Florida and by the 6B-1.006 Principles of Professional Conduct for the Education Profession in Florida.

- The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.
- The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.
- Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.
- All instructional personnel and school Administrators in a position that requires direct contact with a student are subject to all background screenings as mandated by the FL. Department of Education.
- Employee or Administrator misconduct that affects the health, safety or welfare of the student must be reported. Employees or Administrators have the duty to report actual or suspected cases of child abuse, abandonment or neglect and have immunity from liability if they report such cases in good faith; and have a duty to comply with child protective investigations and all other provisions of law relating to child abuse, abandonment, and neglect.

ACTS AND POLICIES

NOTICE OF NONDISCRIMINATORY POLICY

The School collaborates in an open social setting that allows authentic integration, regardless of race, color, nationality or religion with all rights and privileges afforded by the activities and programs of the school. We believe in avoiding racial and class prejudice and develop the capacity to interrelate with all social levels in a fraternal spirit. Furthermore, no student will be subjected to any disciplinary action because of the use of a language other than English.

The School has a published nondiscriminatory policy that reads, as follows:

Championship Academy of Distinction High School (CADHS) is an Equal Opportunity Employer and a non-discriminatory educational provider. *It is the policy of CADHS to comply with all applicable state and federal laws regarding non-discrimination in employment and educational programs and services. CADHS will not discriminate on the basis of race, creed, gender, national origin or age in administration of its educational policies, admissions policies, athletic, and other school programs.*

NON-AGGRESSION POLICY

The use of aggression with the intent of hurting others emotionally, physically or verbally will not be tolerated. Such behavior will be reported immediately to a staff member and will be investigated. Disciplinary action will be taken according to the seriousness of the incident.

ETHICAL RESPONSIBILITIES TO CHILDREN

Our paramount responsibility is to provide safe, healthy, nurturing, and responsible settings for our youth. We are committed to support the child's development, respect individual differences, and help them to learn to live and work cooperatively, and promote health, self-awareness, competency, self-worth and resiliency.

ETHICAL RESPONSIBILITIES TO FAMILIES

In accordance with the FACCM (Florida Association for Child Care Management) organization families are of primary importance in children's development. (The term "family" may include others, besides parents, who responsibly involved with the child). Because the family and the early childhood practitioner have a common interest in the child's welfare, we acknowledge a primary responsibility to bring about collaboration between the home and school in ways that enhance the child's development.

PROCEDURES FOR REPORTING MISCONDUCT

- All employees must follow-up each reported incident with the school the principal and authorities when pertinent.
- All employees are required to immediately inform the principal (or administrator if the Principal is not available) of a suspected misconduct by another student, instructional personnel or school personnel.
- All employees are required to write down all details witnessed regarding the incident (time, date, and occurrence occurred). In addition, you must also document the name of the person that you reported the incident to, as well as the time and date reported.
- If necessary, as per the above steps, the toll free abuse hotline number will be used: 1-800-96A-BUSE.

- There will consequences for personnel and administrators who fail to report abuse or misconduct.

II. 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 High School, INC. (the " Board") is a Florida not-for- profit corporation. 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 entity.

The Board is fully committed to the School's mission and is fully aware and accepting of the responsibility that will be entrusted upon them as the holder of the School's charter. A balanced Board of educators and business professionals will oversee the delivery of academic excellence and operational efficiency. The Board understands its fiduciary responsibility to effectively and properly manage public funds. Clarity of roles and responsibilities will be clearly delineated and enforced.

During the initial planning phase, the School will be managed by an established Governing Board, which will be the corporation's initial board of directors. The Board is composed of a President, a Vice President, Treasurer and/or Secretary. The Board has all the powers delegated to the Governing Board (as defined in the attached Bylaws).

The business, affairs and property of the School will be managed, conducted, and directed by the Board, which will have the authority to:

- govern the School;
- employ and contract with teachers and nonteaching employees of the School;
- contract for other services related to the School, including but not limited to transportation, financial accounting, and legal;
- develop pay scales, performance criteria, and discharging policies for School employees, including the School's administrator;
- decide all other matters related to the operation of the School, including budgeting, national curriculum, and operating procedures;
- ensure that the School will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to all public schools operating in the same school district;
- borrow money;
- purchase, sell, lease, or otherwise dispose of any real estate or other property of the corporation not purchased with public funds; and

- make binding interpretations of the provisions of the corporation's bylaws.

The Board of the School serves as the ultimate policy-maker that will have the responsibility for the management and oversight of the school. The Board will provide advice and direction to the School's ESP and principal.

The Board's high level of involvement will include the oversight of school operations to ensure the detailed execution of the school's mission and objectives. The Board will follow established rules and procedures to contract with experienced professionals to provide selected services, in order to ensure the successful opening and continuing operation of the school, the members of the Board shall serve as unpaid fiduciaries. At no time shall any member of the Board be employed at the school, contract for services, provide procured goods or otherwise receive remuneration of any kind whatsoever while serving on the Board. Board members may be reimbursed for reasonable expenses incurred for activities directly related to Board responsibilities. Such reimbursement shall be presented by the President and approved by a majority vote of the Board at a regularly scheduled and noticed public meeting.

The Board shall hold all power afforded to it by Florida Laws for Not-For-Profit Corporations and as described in Section 1002.33, Florida Statutes. The Board will be responsible for all the duties specified in s, 1002, 33, F.S. including, but not limited to:

- Establishing general policies of the School and monitoring the implementation of policies by the Principal and school staff;
- Ensuring that the activities of the School are in full alignment with the mission of the School:
- Approving, adopting, and monitoring the School's annual budget;
- Receiving funds for the operation of the School, in accordance with the charter school laws;
- Soliciting grants and donations consistent with the mission of the School;
- Hiring the Principal;
- Monitoring and approving the hiring of teachers and other employees;
- The Board meets regularly throughout the year;
- New directors receive comprehensive orientation.
- Ongoing training is provided regularly to the board to ensure effective service
- Appointing members to serve on one or more of the Board's sub-committees; and
- Any other responsibilities described in the Bylaws that will ensure the proper functioning of the School.

The Board and Administrators are the leaders of the School and as the stewards of the public's trust and charter's mission and vision will carry out their duties in a professional, responsible and ethical manner. The School's leaders are focused on fulfilling the School's mission and making sure that all students have an equal opportunity to achieve academic success and personal growth and development. The School's leaders:

- Have a strong understanding of and ensure compliance with applicable local, state, and federal laws, standards and regulations;

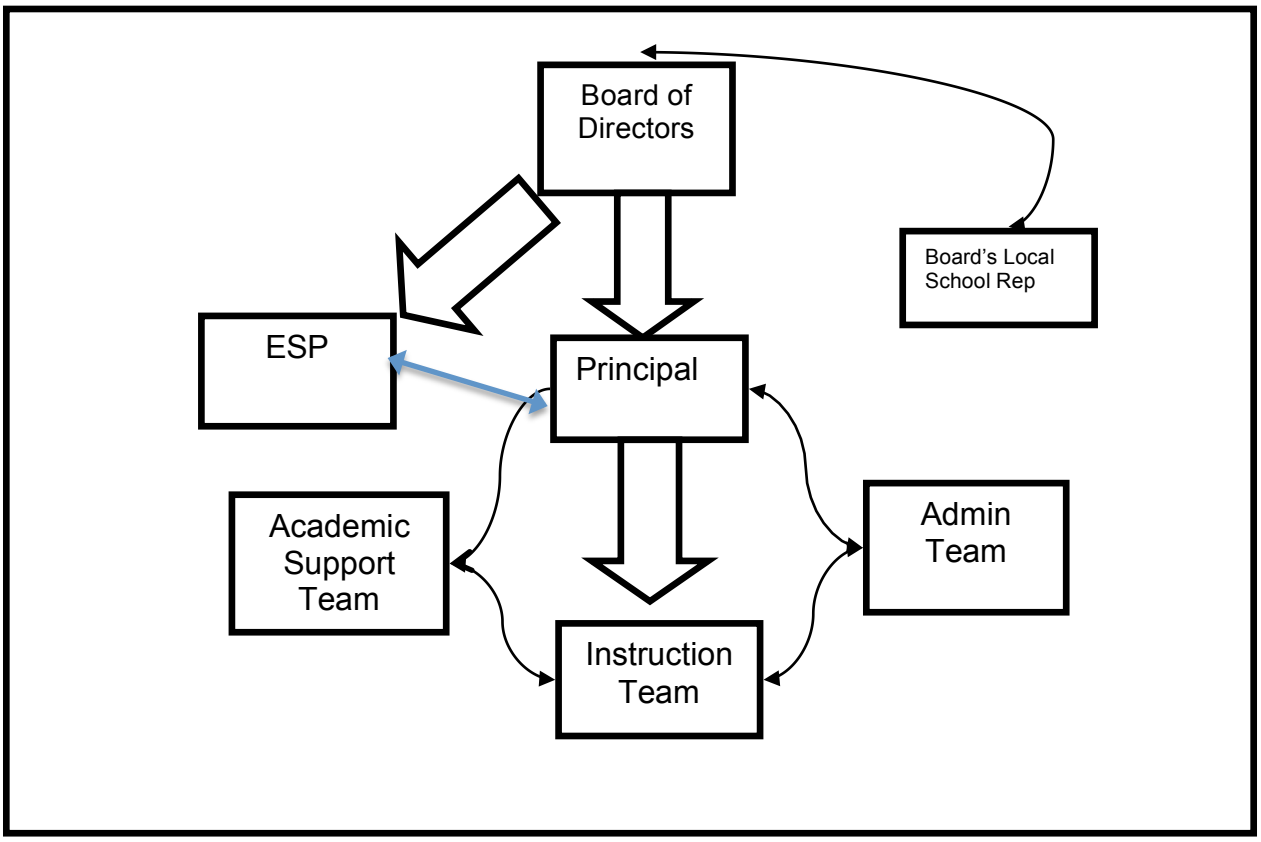
- Consistently implement the educational program outlined in the School's charter;
- Effectively communicate with and engages stakeholders in the vision and mission of the school;
- Monitor school climate and take appropriate steps to ensure that it is conducive to student learning and professional development;
- Monitor and evaluates the effectiveness of the curriculum and instructional programs;
- Provide information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders;
- Treat all individuals with fairness, dignity and respect;
- Respect diversity and implements instructional strategies, innovations, and activities that are research based and reflective of best practice.

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 Board will be the legal governing body of the School. The Board will be comprised of three (3) to five (5) board members. A President will be elected to preside over board meetings and board processes. The Board will be held accountable to the public and will ensure that the School's academic program is successful, that the School is faithful to the terms of its charter, and that the School is organizationally viable. With these ends in mind, the Board will be responsible for determining the School's property and assets, recruiting, supporting, and evaluating the Principal, continually developing the Board, setting effective policies, and ensuring the School's legal compliance and fiscal health.

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

- The 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 Principal is responsible for managing all School Staff.
- Board selects a local school representative.



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

Component	Function	Composition
Governing Board	-Charter holder and Founding Board -Provides Macro Vision of the School and Core Philosophy -Governs the School by setting policy -Determines and approves the School budget and SIP -Retains ultimate authority for the School's performance -Maintains broad capacity in charter movement that can be leveraged for the School	-State wide visionaries and Leaders -Respected business and community leaders
ESP	-Development and implementation of the School model -Day to day operations -Sound financial management	-Executive Team -Corporate Staff -School Employees
Principal	-Reporting and accountability to the Board -Lead responsibility for implementing the educational model at the School	-Administrator with proven track record of success

	-School building leader -Front line manager for school operations and staff -Accountable directly to the ESP -Attends Governing Board meetings and provides status reporting and project management	
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 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. The School Principal will provide a monthly status report for the Board and attend all board meeting. During board meeting, the Principal will present the School's status report and field any questions of the board. The ESP maintains primary responsibility for reporting to the Board and conducting follow-up action items.

The School Principal will be employed by and report directly to the Board. *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. Board members will utilize this performance evaluation model to evaluate the Principal's performance. In addition, the Principal or designee will attend all Board meetings and provide status updates on a routine basis. The performance evaluation model for administrators will comply with Florida Statutes. At least one-third of the performance evaluation must be based on instructional leadership including indicators based on each of the leadership standards adopted by the State Board of Education under Florida Statutes 1012.986, including effectiveness of classroom teachers, the administrator's appropriate use of evaluation criteria, and procedures, recruitment and retention of effective and highly effective classroom teachers, improvement in the percentage of instructional personnel evaluated at the highly effective or effective level, and other leadership practices that result in student learning growth.

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

The Board will be responsible for reviewing quarterly status reports. The Principal will work jointly with the ESP to prepare these reports and present them to the Board for approval. These reports will highlight the school's progress towards pre-established benchmark criteria. During the planning year the ESP 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
- Progress toward annual goals

The Board shall elect members to fill open positions at their annual meeting that shall be held during the summer months. The Board may define additional roles, as it seems fit. The Board shall vote for officers from among the board members.

1. Principal

The Principal shall serve as the chief administrator and has the responsibility for all decision-making concerning all issues pertaining to teaching and learning. He/she is the primary liaison with the ESP and the School and is held responsible to the Board for day-to-day running of the School. The Principal will sit with the Board for guidance and to serve as an informational resource, but will not have the voting power of Board members.

The Principal will provide daily leadership for the School, and provide parents and stakeholders with information and address their daily concerns.

Duties of the Principal will include:

- Oversee the hiring, managing, and developing of the faculty and staff
- Overseeing the School's financial resources
- Establishing a School-wide culture aligned with the mission
- Managing family and community relationships
- Managing School facilities' planning and maintenance
- Implementation, development, and evaluation of curriculum
- Collecting, analyzing, and reporting of academic data
- Responding to student behavioral management issues
- Selection and management of outside service providers related to instruction
- Leading staff training
- Coaching grade level teams
- Curriculum planning with teams and individual teachers

The Principal's daily operational responsibilities will also include ensuring a safe environment that is conducive to learning, interpreting and implementing CADHS policies, conducting teacher evaluations, and facilitating faculty meetings and in-services. The Principal will manage the curriculum and instruction of the School, including recruitment of students.

The Principal, Assistant Principal, counselor and curriculum coordinator will meet formally periodically to share information and to ensure that all aspects of the School are well aligned. The Principal is ultimately responsible for the success of the School.

2. Administrative Team

The Administrative Team (staffed as budget allows) will include all staff positions that contribute to the organizational and financial viability of the School. The School will open with an Administrative Assistant who preferably speaks both English and Spanish and will report to the Principal. The team will grow as the School grows and will likely include a Bookkeeper, a Data Processor, Parent Liaison, Development Director (when funding allows), Office Manager, Information Technology Manager, Registrar, and Custodian. The Office Manager will oversee and implement school administration operations and report to the Principal. Duties to include:

- Tracking deposits and billing
- Working with a payroll services provider to manage payroll
- Managing student files
- Managing the Sponsor student data base
- Coordinating student transportation
- Managing the food services provider
- Managing contracted technology support

3. Instructional Team

The instructional team includes all teachers who will work with the Principal to implement curriculum, assessment tools, and discipline procedures. They will be expected to model school values for students and work with peers to improve the overall instruction in the School. As the School grows, teachers will be employed to serve as leaders of form-level or subject-level teams with leadership.

Teachers will be responsible for implementing the educational program and report to the Principal. Classroom teachers will work primarily in grade-level teams to support groups of students. Duties will include:

- Planning and implementation of academic program
- Maintaining positive relationships with students and their families
- School-wide responsibilities, including planning Town Hall Meetings, contributing to site-based professional development, and documenting student work and instructional best practices
- Mentoring new teachers
- Leading after-school clubs and sports (voluntary)
- Special Education Teachers will report to the ESE Staffing Specialist and the Principal and work with classroom teachers to implement the educational program as part of a grade level team, sharing the above listed duties of classroom teachers in addition to:
    - Managing a caseload of students by grade level
    - Tracking IEP progress and planning and overseeing the annual review process
    - Communicating with classroom teachers on a regular basis about IEP goals, student's accommodations, and 504 Accommodation plans

Arts and Media Specialists will report to the Principal and work to ensure that students master essential Arts standards, both by leading school-wide instruction in the visual and performing arts,

technology, and media skills, and working with classroom teachers to integrate essential skills and content in these subjects into expeditions and other class work. These positions will be hired as the School grows and funding becomes available.

4. Academic Support Team

Members of the AST will report to the Principal. The Academic Support Team consists of the Assistant Principal, School Counselor, Para-Professionals, ESE/Reading Teacher and ELL Specialist and teachers. They are responsible for:

- Identification, support, and monitoring of the individual needs of all students, particularly students identified with special needs. Maintaining records relevant to their special area of responsibility
- Communicating with instructional staff and families to ensure that individual needs of students are met
- Collecting, analyzing, and reporting data

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

o Adoption of annual budget

o Continuing oversight over charter school operations

The Governing Board understands that it is ultimately the policy-making body that will have the responsibility for oversight of the affairs and management of the school and supervision of school operations. The Board is directly responsible to the Sponsor for the fulfillment of the terms of the Charter Agreement. The Board directs the policies of the school and hires an ESP to implement those policies. The Board will consult with educational, legal and tax experts as may be required for the effective execution of its mission and policies. Each board member will take on a proactive role in the specific areas that reflect his or her expertise. Board members will receive no salary or other compensation, other than for reimbursement of expenses incurred while providing their services.

The Board fully understands and will comply with all of the requirements of the Sponsor and Federal and State agencies. The Board will ensure that the School:

- Does not charge tuition or fees
- Be nonsectarian in its policies, practices and operations
- Be accountable to its sponsor for its academic and financial performance
- Comply with requirements pertaining to: the provision of services to students with disabilities; civil rights; and student health, safety and welfare
- Comply with requirements governing public records and public meetings
- Maintain all financial records that constitute its accounting system in accordance with current law
- Conduct an annual financial audit
- Participate fully in the Florida's education accountability program

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 Board of Directors shall be responsible for the school-based policies and budget. To develop the operating Budget the ESP will work with the administrative team at the School to develop a budget that meets the needs of the School. The ESP) will recommend the budget to the Board of Directors. It is our goal that the ESP 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 the School to the ESP to cover costs associated with the support the school receives from the ESP.

Throughout the year the Board 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.

The Board receives a 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 assessment results but also additional measures as determined by the ESP, Principal and the Board of Directors. These additional measures may include 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 based upon:

- The student’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 ESP for non performance.

The School’s Board will approve the annual budget and amendments reflecting changes in revenues and expenditures. Monthly financial statements will be provided to the Sponsor as required by section 1002.33(9) (g), F.S. Rule 6A-1.0081, F.A.C., which details the requirements for information that must be contained in the financial statement.

The Board will ensure that the School abides by the charter school law (s.1002.33(9)(g), F.S.) that mandates that each charter school provide financial information comparable to other public schools. The School will maintain all financial records which constitute their accounting system in accordance with the publication titled “Financial and Program Cost Accounting and Reporting for

Florida Schools," which is known as the Red Book.

The proper governance of a charter school requires a diversified Board with varied skill sets. The Board, as a whole, will identify and attempt to recruit members who possess the following skills: legal, financial, real estate, fundraising, strategic planning, academic oversight, marketing, human resources and public relations. The most effective Boards are able to recruit and retain board members that have these diverse and functional skills and share a common passion for the school's vision.
The individuals comprising the Board will provide the richness of their professional, business and educational experience to support the school's development.
Individual members of the Board shall be responsible to prepare for and attend Board Meetings and participate in Board discussions providing opinion, counsel and advice. Individual Board Members shall participate in votes of all matters pertaining to the Board when in attendance at a Board Meeting unless a conflict of interest may exist and that conflict has been fully disclosed to other Members of the Board. Individual Board Members may not contract or speak on behalf of the school unless specifically authorized to do so by the Board as a whole or unless the Bylaws permit. Individual Board members and school site leaders will be encouraged to attend the annual Florida Charter School Conference.

Well-functioning committees are the heart and soul of any effective Board. This is the place where a group of experts can really delve deeper into key issues and bring their findings back to the full board. The Board as a whole will clarify the role of committees, what can be decided at a committee level versus what needs to be brought to the full board for discussion.

The Board will direct the charter school to have a School Advisory Council (SAC). The SAC will allow for increased meaningful parental involvement in the School. The SAC will consist of the Principal, parents/guardians, teachers, and community representatives. The group will be representative of the different ethnicities of the School and the various groups that compose our School community. Board members may serve on the School Advisory Council (SAC) but, only in an advisory or liaison capacity. The board shall endeavor to attract an experienced and highly qualified group of advisors and supporters.

The SAC will meet every other month to monitor the School's progress towards meeting our School Improvement Plan and to share news of interest of all stakeholders. This group will work collaboratively and through consensus to help define the unique needs of our students. With these needs in mind, the SAC will work within the guidelines established by the State and Federal governments to assist the administration in setting goals and strategies to meet the high standards of student achievement. Throughout the school year, the SAC will use student data, parent surveys, and other input to monitor the School's progress toward the goals and objectives set in the School Improvement Plan. The SAC will make regular reports and recommendations to the Board of Directors.

The Board will establish the SAC as a committee to develop the School Accreditation Plan in alignment with the Strategic Plan. The SAC will begin with an evaluation of the School. The SAC

will evaluate, at a minimum, instructional quality, curriculum implementation, financial integrity, management, student performance, governance, programs, and general operations. The SAC will then use the data and analysis from the evaluation to create accreditation goals and a Strategic Plan. The SAC may recommend non-accreditation goals aligned with the charter's vision/mission be included in the School Accreditation Plan.

The Board will assign additional responsibilities to the SAC to review curricula or programs on an ongoing basis. In this case, the SAC should establish policies and timetables for gathering data and standards for what constitutes success or failure. The board will keep in mind that new programs need time for full implementation.

Board Meetings will be concluded with the completion of a checklist that will serve as a quality control mechanism:

- Attendance — is there consistent attendance by the Board members
- Agenda — do items requiring board action appear to be within the scope of the charter and appropriate roles for the board to undertake?
- Does discussion of past activities include qualitative evaluation or is it mere reporting?
- Were major policy decisions made or clarified?
- Are monthly financials being reviewed?
- Did the discussion and decisions further the mission of the school?
- Did school goals, standards and data drive decision-making?
- Were unresolved issues from the previous month's meeting carried over and resolved at this meeting?
- Is sufficient time being spent monitoring student achievement, fiscal, health, legal compliance, faithfulness to the terms of the charter?

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 Board will be accountable to the School District, parents and students. The Board will establish rules, policies and procedures to govern itself and the school's administration. The policies and procedure will include, but are not limited to, the following:

- Code of Ethics & conflict of interests
- Budgetary & Financial
- Vendor selection
- Board powers and duties
- Board member selection, removal procedures and term limits
- Frequency of meetings

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 Board 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..

Code of Ethics
The members of the Governing Board and the school's staff will abide by the Board's Code of Ethics. The 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 68-1.001.

Conflict of Interest
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 FLDOE requirements and the FL Sunshine Laws. Minutes of Board meetings will be available for public review in accordance with Florida's Public Records Law, 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.
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.

Budgetary and Financial
The Board has a fiduciary responsibility to provide oversight of the School's expenditure of both public and private funds. This responsibility includes Board oversight of the School's procurement practices. The Board will monitor business and financial policies, and provide policies and procedures to ensure sound financial management practices are followed. As required, the Board will report its progress to the Sponsor. Applicable reports will then be forwarded by the Sponsor to the FLDOE. These reports must include at least the following components: student achievement and performance data, financial status of the school, facilities information, and personnel information.

The Principal shall serve as chief administrator for the day-to-day operations including instructional and non-instructional staff of the School and shall perform such other services and duties as shall be assigned by the board..

The ESP will submit to the Board a balanced annual budget prepared in accordance with the timelines set forth by the Sponsor. The annual budget shall direct resources to accomplish the goals of the School. The Board will review and approve the projected budget each fiscal year. Upon approval by the Board, the budget will be transmitted to the Sponsor.

In accordance with audit requirements, the Board will advertise, interview, and approve a financial audit contract for review of financial statements. The audited financial statements will be reviewed and approved by the Board before submission to the District. The Board may authorize additional audits if deemed necessary.

In general, Board members shall serve without compensation. The method for selecting members of the Board is designed to identify and select those persons who are qualified in terms of training, education, experience, credibility and respect.

The Board will play an essential role in the School's success through its leadership and ongoing oversight of the School's operations. The Board will be accountable for the governance of all aspects of the School and each director will fully recognize and accept his or her responsibility for the academic performance of our students and the sustainability of the School. Through its Articles, By-laws and under the terms of applicable Charter School law, the Board will be empowered to determine the policies it deems necessary to effectively operate the School and to ensure ongoing school improvement.

The Board's responsibilities, include, but are not limited to the following:

- Monitoring and approving any changes in the School's charter
- Understanding, maintaining and articulating the School's mission, and vision
- Overseeing the business, property, and operational affairs of the School
- Setting overall policy
- Approving all fundraising plans
- Assessing goals, objectives, and improvement plans
- Adopting and maintaining an operating budget, annually
- Conducting monthly reviews of the budget
- Procuring an auditor for the Annual Audit in accordance with Florida Statute
- Reviewing and approving audit reports, including findings & recommendations
- Exercising continuing oversight of charter school operations
- Participating in governance training approved by the FDOE which must include government in the sunshine, conflicts of interest, ethics, and financial responsibility
- Appointing a parent representative (as required in Florida statutes 1002.33) The Board will appoint a parent representative just for this school.
- Holding at least 2 public meetings per school year in the school district. The principal and Parent representative must attend each meeting.
- Noticing all meetings as required by statute and charter and maintaining written records of attendance and minutes of the Board meetings
- Complying with Florida Code of Ethics for Public Officers and Employees and Sponsor's ethics rules, including not receiving compensation, directly or indirectly, from the school's operations, including but not limited to grant funds
- Reviewing and abiding by the By-laws, tax exemption status, and other applicable regulation
- Assuming legal responsibility for the fiscal and overall administration of the School
- Filling of an annual report to FLDOE and the sponsor as required.
- Hiring and overseeing the Principal and conducting annual reviews
- Building community involvement in support of the School.
- Representing the School's interests to agencies and the local community
- Addressing concerns of teachers, parents, students, and community members in regards to the School in accordance with the policies
- Abiding by Florida's Sunshine Law

The Board shall elect officers of the Corporation.

President/Chairperson. --The chairperson shall preside at all meetings of the Board. The Chairman shall execute contracts when authorized by the board, except where required or permitted by law to be otherwise signed and executed and except where the signing and execution thereof shall be expressly delegated by the board to some other officer or agent of the school in writing. In general, the Chairman shall perform all duties and may exercise all rights as are incident to the office of Chairman of the board, and such other duties as may be prescribed by the board or by the bylaws.

*Vice-President/Vice-Chairperson.--*The vice-chairperson shall act as an aide to the chairperson and

preside in the absence of the chairperson.

Secretary--The secretary shall keep minutes (available to the public per s. 286.011 F.S.) of the meetings and shall be responsible for such correspondence as is delegated to him or her by the chairperson. The secretary shall also document activities, decisions, and attendance of the Board and its committees for accountability. The Board will maintain a record of minutes of all meetings.

Treasurer--The treasurer shall document the financial progress, transactions, and reports of the board and its committees. The treasurer shall see that proper financial procedures are followed.

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.)

Not applicable, the applicant is an established Governing Board.

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

The Board will follow the provisions that are established by FLDOE for the approval of charter school governing board training pursuant to Section 1002.33, F.S., which states that every member of the governing body of a charter school operating in Florida shall participate in governance training. The Board's governance training will meet the requirements of this rule and be approved by the FLDOE. Each governing board member will complete a minimum of four (4) hours of instruction focusing on government in the sunshine, conflicts of interest, ethics, and financial responsibility as specified in Section 1002.33(9)(k), F.S. After the initial four (4) hour training, each member will, within the subsequent three (3) years and for each three year period after that to complete a two (2) hour refresher training (Rule 6A-6.0784, F.A.C.) on the four (4) topics above in order to retain his or her position on the charter school board. New members joining the School's board will complete the four (4) hour training within 90 days of their appointment to the board.

The training course will be scheduled for the members of its Governing Board when the charter application is approved by the Sponsor's School Board. All Governing Board members will be required to complete this or another similar approved course. The School's ESP will provide a copy of the board member's training report to the school's Sponsor within ten (10) days of receiving the report from the trainer.

Topics to be covered as specified in Section 1002.33(9)(k), F.S. will include:

- Conflicts of Interest
- Models of Governance and Leadership
- Charter School Law in Florida
- Ethics

- Basic Understanding of Parliamentary Procedures
- Government in the Sunshine Law
- Financial Responsibility
- Guided Questions for Mission Statement and Strategic Planning
- Drafting Board Policies

Each Governing Board member will also receive a comprehensive binder containing copies of the Governing Board By-laws, charter contract, management agreement, minutes from previous year's meeting, contact information and other pertinent information.

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 Board will nominate and vote on new Board members. The Board will recruit directors with the following attributes who will be able to work most effectively amongst themselves, with the ESP and the Principal 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 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. 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 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 will provide additional training to the Board on an 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.
Complete Addendum B (Form IEPC-M1A) if the proposed school will be operated by an existing governing board that operates or has operated charter schools in Florida. Otherwise complete Addendum A (Form IEPC-MIA) to include each member of the applicant group.

The 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 Board. Melissa is also the President of the Championship Academy of Distinction Charter School at Davie 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 Board and also serves on the Championship Academy of Distinction Charter School at Davie Board of Directors. Ms. Mason holds an MBA from *Nova Southeastern Universit*y 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 Board and also serves on the Championship Academy of Distinction Charter School at Davie Board of Directors. She is a graduate of Broward Community College with an Associate's 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 (hereinafter collectively "Parents") are our partners when it comes to implementing consequences to change our students' behaviors. Parents should expect to receive calls and attend meetings with teachers and administrators when students fail to demonstrate appropriate behavior. 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.

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 all staff members. 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 concern with to try to address the problem in a professional and immediate manner. If he 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, 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 concern in a timely manner. If this still does not satisfy the parent or member he or she will be encouraged to take their concern to the Parent Representative .

The Board will appoint a parent representative (as required in Florida statutes 1002.33) 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. The parent representative shall hear the concern and attempt to resolve it. If a resolution is not feasible, the issue may be taken before the Board. Parents will be reminded that meetings of the Board 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 the students.

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

If the school is filing the application in conjunction with a college, university, museum, educational institution, another nonprofit organization or any other partner, provide the following information:
I. Name of the partner organization.
J. Name of the contact person at the partner organization and that person's full contact information.
K. A description of the nature and purpose of the school's partnership with the organization.
L. An explanation of how the partner organization will be involved in the governance of the school.

Not applicable.

Section 10: Management

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

The Board will implement an on-site administration that 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. The Principal, along with the administrative team, will be responsible for ensuring the school is operating in accordance with the mission and vision set forth in the charter application and the Sponsor.

The School will incorporate the following elements of success into the fabric of the school's day to day operations.

- Continuous School Improvement Planning
- Teacher and Leader Effectiveness
- Curriculum Planning
- Assessment and Data Process
- Culture of Excellence focused on Academic, Data, Behavior, and Climate
- Extended Learning Opportunity
- Stakeholder Involvement and Communication

The administration 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 serve as the most critical components for the school's success.

The School shall select its own employees. The School agrees that its employment practices shall be nonsectarian and that it shall not violate the antidiscrimination provisions of The Florida Educational Equity Act. Our personnel practices and procedures are consistent with state statutes and rules. The management structure of the School includes delineation of the roles and responsibilities for administering the day-to-day-activities of the School. We will hire highly qualified certified teachers in field.

Local control of charter schools is essential to ensure successful responsiveness to the community and families at the charter school. The Board will oversee Championship Academy of Distinction High School. The Board will hire an on-site administrative team that 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.

The administrative 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 administrative team will serve as Instructional Leaders, demonstrating mastery of the Florida Principal Leadership Standards.

The Board has budgeted for a secretarial staff that will be responsible for supporting the Principal and administrative team with the daily interactions with stakeholders. These duties will include recruitment, counseling, monitoring, and curriculum alignment.

Attached 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 as part of the administrative team. 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. The administrative staff will be required to clearly understand and carry out their role as instructional leaders.

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. The 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. This team will regularly meet with the Principal to share ideas and concerns, and develop school wide goals, activities and action plans. The school 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 the Principal 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 Board of Directors will select a dynamic Principal 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. The Principal is empowered by the Board to act on its behalf of and implement Board policies and procedures. The Principal 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, efficient use of resources, recruitment and retention of effective and highly effective classroom teachers, improvement in the percentage of instructional personnel evaluated at the highly effective or effective level, appropriate use of evaluation criteria and procedures. (Florida Statutes 1012.986)

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. 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 FL 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;
- 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
- Professional and Ethical Behaviors

At CADHS 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. 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 evaluation of the school’s leader, other administrators and instructional staff will be aligned with Florida Statutes as recently amended through House Bill 7069. At least one-third of the performance evaluation must be based on instructional leadership including indicators based on each of the leadership standards adopted by the State Board of Education under Florida Statutes

1012.986, including effectiveness of classroom teachers, the administrator's appropriate use of evaluation criteria, and procedures, recruitment and retention of effective and highly effective classroom teachers, improvement in the percentage of instructional personnel evaluated at the highly effective or effective level, and other leadership practices that result in student learning growth.

The School will utilize a principal performance evaluation system which complies with the Florida Statutes. The School intends to use Florida Consortium of Public Charter School's evaluation tool.

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.

Our viable and adequate staffing plan is reflected in 5-year projected budget based on the anticipated student FTE. The Governing Board will use a 25:1 ratio in grades 9-12, in accordance with the Class Size Amendment, to staff the School. The Principal will ensure that all teachers are certified in their area of instruction and deemed Highly Qualified and adhere to the guidelines set forth by the policies of the Governing Board and Sponsor. The School will have a teacher salary schedule that is commensurate with the local charter school market and Sponsor. Teachers' will be required to participate in evaluations and merit pay as required by Florida Statute 1012.34.

The staffing of ESE personnel will depend on enrollment and exceptionality following the appropriate teacher student ratios. The proposed staffing plan may be adjusted for ESE and ELL actual numbers. The school anticipates that the majority of the ESE population will be students with Learning Disabilities. The staff to be hired must meet highly qualified status according to No Child Left Behind guidelines which involves in many cases dual certification, such as Subject Area and ESE. The staffing plan and projected operating budget will be adjusted in accordance with the final enrollment figures obtained during the October count.

The Governing Board of the School will use the following staffing plan:

Five Year Staffing Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
Classroom Teachers	12.9	22.2	28	35	39.7
ESE Teachers	0.7	1.2	1.6	2	2.2
Gifted Teachers	0.3	0.5	0.6	0.8	0.9
Principal	1	1	1	1	1
Assistant Principal		0.5	0.75	1	1
Guidance Counselor			1	1	2
Business Manager	1	1	1	1	1
Office Assistant			0.5	0.75	1
Data Prep Clerk	1	1	1	1	1
Educational Assistant	1	2	2.5	3	4
Maintenance 1	1	1	1	1	1
Maintenance 2	1	2	2	3	3
Total Employees	**19.9**	**32.4**	**40.95**	**50.55**	**57.8**

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

1. Recruitment

Teachers and professional staff will be recruited through notices in education publications, on popular job boards, job fairs, and word of mouth. In addition, we plan to work with teacher preparation programs to provide us with effective novice teachers.

Highly qualified teachers who hold the appropriate credentials as identified by our job descriptions will be recruited. All school-based personnel, including teachers, administrators, and staff, will comply with the state requirement for fingerprinting, background checks, and drug screening prior to employment at the School.

The Principal will ensure that all faculty members have the qualifications needed to be deemed Highly Qualified and meet the needs of the students served by the School. The recruitment plan will include:

- Partnering with local universities to assign interns to the school who will be considered for possible openings that may arise based on their performance.
- Using the Florida Department of Education website entitled "Teach in Florida" to announce and recruit Highly Qualified teachers;
- Conducting job fairs to organize efforts that will recruit instructional experts to serve as teachers and increase the rigor and relevance of the teaching and learning;

- Creating a competitive salary schedule that includes performance incentives to attract high performing teachers; and
- Using local media venues to advertise openings.

The School will be an equal opportunity employer and will recruit quality using a progressive and innovative recruiting plan. Recruitment will occur locally, state-wide, and nationally through various resources that include:

- School's website
- Employee Referral Program: produces a high volume of quality candidates who have a better understanding of the school culture and position requirements resulting in lower turnover.
- Search resume databases and scan social networks
- Job Fairs: hold education job fairs to seek teaching professionals.
- College Recruiting: Identify colleges and universities, both locally and nationally in order to attract and hire newly graduated teachers.
- Online Job Posting Boards: Utilize select educational and job recruitment websites to advertise teaching openings.
- Minority Organizations: Work closely with minority referring organizations to help ensure that the work force is reflective of the diverse community served.

The hired faculty and staff represent the diverse racial/ethnic background of the students it serves. All school-based personnel, including teachers, administrators and staff, will comply with the Sponsor's requirement for fingerprinting, background checks and drug screening prior to employment at the school.

The Board intends to issue a RFP to use a human resources and payroll company such as ADP, Total Source or ACH to provide the Human Resource services. Included within the scope of work of these services is recruitment support that will be capitalized by the Board and school site administrators to attract and retain the most talented and highly qualified instructional staff available.

2. Selection

The Principal, will be directly responsible for hiring all staff. The Board, in conjunction with the Principal, will develop a School Employee Handbook no later than May 1, 2016. The School will adhere to a policy of nondiscrimination in all educational programs, activities and employment practices. It shall strive affirmatively to provide equal opportunity for all as required by federal and state law, including but not limited to:

- Title VII
- Title IX
- Age Discrimination Employment Act of 1967
- Section 504 of the Rehabilitation Act of 1973
- Americans with Disabilities Act of 1990

- The Family and Medical Leave Act of 1973
- Florida Educational Equity Act
- Florida Civil Rights Act of 1992
- Florida Statutes 295.07 and federal laws- Veteran's Reemployment Rights

The Principal with a volunteer interview team will screen applications, interview candidates, and select the "best fit" candidate for the School. The Principal and the interview team will conduct an preliminary interview of desirable applicants, scoring them on a rubric. Candidates who score sufficiently well will be invited to submit a sample lesson plan based on a group of essential standards. Finalists will be asked to attend an interview, in which they will take part in a critique of their plans. A five (5) minute model lesson will be requested.

Afterward, the strongest candidate(s) will complete our application process, which requires the disclosure of criminal history, background screening, fingerprinting, and drug screening (if required) with the local school district office.

All documentation on the final candidate will be reviewed to ensure that the applicant meets state requirements for qualified instructional personnel and that all appropriate documentation is on file. Upon clearance and final approval from the Sponsor's Personnel Support Services, an offer of employment will be made to the final candidate. If the employee accepts the offer, a start date and employee contract will be issued.
Employees will be offered an annual contract for employment that is on an at-will basis. The contract will specify specific salary, position, title, and job duties.

All employees will be hired on probation for the first year of their employment. The School may terminate employment at any time. For fairness, progressive discipline policies will be followed for non-flagrant breaches of personnel policy and termination will be imposed for more serious violations.
Procedures for discipline and dismissal of employees will be developed to ensure that such actions are in accordance with principles of due process and in compliance with all applicable laws and regulations. We seek to offer our employees a salary and benefit package that is commensurate with the average salary for equal positions within the District.

All faculty and staff members will be hired through a comprehensive recruitment and selection process. This process includes, supervisor and peer interviews, teaching demonstrations (for teachers), and review of credentials, background checks and reference checks. The School will employ Highly Qualified Teachers (see Staffing Plan, Section 10). The school will follow the letter and spirit of the No Child Left Behind Act (NCLB) of 2001 in seeking and developing "highly qualified" teachers. All teachers must possess, at a minimum, the following qualifications:

- Possess a Bachelor's Degree;
- Have the requisite State credentials or certificate;
- Demonstrate core academic subject matter competency;
- Exemplary personal presentation and interpersonal skills;

- Literate in computer skills;
- Committed to high student achievement;
- Strong referrals and recommendations;
- Mentoring characteristics & attitude;
- Communications skills with parents, students, resource personnel and other stakeholders and
- History of professional development.
- References from previous supervisors that demonstrate satisfactory performance (preferably in the education field);
- Ability to be a team player and participate in Professional Learning Communities; and
- Commitment to the vision and mission of the school.

The School will not hire an individual to provide instructional services or to serve as a teacher aide if the individual's certificate or licensure as an educator is suspended or revoked by this or any other state. The School will require all employees to undergo a background check and fingerprinting in collaboration with the Sponsor as required by §1002.33 (12)(g), Florida statutes prior to that employee reporting to the classroom. The School will not violate the antidiscrimination provisions of Federal or State law in its hiring and employment practices. The school's vision, mission and objectives will be clearly delineated and communicated.

Recruitment and development efforts will look to motivate staff to embrace and embody the school's mission. The School will strive to promote a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept. All staff members will be expected to adhere to the highest standards of conduct and behavior and set a positive example for all students.

The Governing Board of the School will not authorize an individual to provide instruction in the school if they do not contain a certificate or license in Florida or if their license has been revoked or suspended. All employees will be required to undergo a background check and fingerprinting with the district as required by s. 1002.33 (12) (g), F.S. prior to reporting to the School.

3. Staff Advancement and Retention:

Just as our students will be highly motivated by the desire to continuously improve the quality of their work, our teachers will be inspired to remain at our School because they will be able grow professionally each year and because they will be part of a high-performing team. For our novice teachers, mentoring, coaching and support needed to become effective teachers will be provided. Throughout the year, new teachers will have a network of support. A new teacher will meet at least once a month with his or her assigned lead teacher to receive support and training as well as have the opportunity to share best practices. Teacher individual professional development needs will be based upon the teacher's own developmental needs to grow and progress in our School. By providing for the development of new teachers within our School, a growing pipeline of talent for our educational program will be ensured.

The School may provide financial support and increased pay to teachers pursuing Special Education, ESOL, Reading certification, or other relevant training. Teachers whose performance is unsatisfactory over the course of the year will not be rehired. Teachers who wish to be mentors to other teachers or serve as club leaders may volunteer to do so.

4. Evaluation

Florida Statute 1012.34 provides the requirements for instructional personnel evaluation systems. The instructional personnel evaluation system must comply with the following:

(a) Be designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing district and school level improvement plans.

(b) Provide appropriate instruments, procedures, timely feedback, and criteria for continuous quality improvement of the professional skills of instructional personnel and school administrators, and performance evaluation results must be used when identifying professional development.

(c) Include a mechanism to examine performance data from multiple sources, including opportunities for parents to provide input into employee performance evaluations when appropriate.

(d) Identify those teaching fields for which special evaluation procedures and criteria are necessary.

(e) Differentiate among four levels of performance as follows:

1. Highly effective.
2. Effective.
3. Needs improvement or, for instructional personnel in the first 3 years of employment who need improvement, developing.
4. Unsatisfactory.

(f) Provide for training and monitoring programs based upon guidelines provided by the department to ensure that all individuals with evaluation responsibilities understand the proper use of the evaluation criteria and procedures.

Instructional personnel evaluations must be based upon the performance of students assigned to their classrooms or schools, as provided in the Florida Statutes. An evaluation system is not limited to basing unsatisfactory performance of instructional personnel and school administrators solely upon student performance, but may include other criteria to evaluate instructional personnel and school administrators' performance, or any combination of student performance and other criteria. Evaluation procedures and criteria must comply with, but are not limited to, the following:

(a) A performance evaluation must be conducted for each employee at least once a year, except that a classroom teacher, as defined in s. 1012.01(2)(a), excluding substitute teachers, who is newly hired by the district school board must be observed and evaluated at least twice in the first year of teaching in the school district. The performance evaluation must be based upon sound educational principles and contemporary research in effective educational practices. The evaluation criteria must include:

1. Performance of students.—At least one-third of a performance evaluation must be based upon data and indicators of student performance in accordance with subsection (7). This portion of the evaluation must include growth or achievement data of the teacher's students or, for a school administrator, the students attending the school over the course of at least 3 years. If less than 3 years of data are available, the years for which data are available must be used. The proportion of growth or achievement data may be determined by instructional assignment.
2. Instructional practice.—For instructional personnel, at least one-third of the performance evaluation must be based upon instructional practice. Evaluation criteria used when annually observing classroom teachers, as defined in s. 1012.01(2)(a), excluding substitute teachers, must include indicators based upon each of the Florida Educator Accomplished Practices adopted by the State Board of Education. For instructional personnel who are not classroom teachers, evaluation criteria must be based upon indicators of the Florida Educator Accomplished Practices and may include specific job expectations related to student support.

Beginning with instructional personnel or school administrators hired on or after July 1, 2014, the evaluation will determine an individual's eligibility for a salary increase. The salaries of quality teachers, other instructional personnel, and school administrators are expected to grow more quickly, while those of poor performing employees will not. The new salary schedule requires a base salary schedule for classroom teachers, other instructional personnel, and school administrators with the following salary increases:

- Instructional employees rated as Highly Effective on the manager portion of the evaluation, will receive 100% of the negotiated salary adjustment for the Performance Salary Schedule or a 1.0 salary adjustment share. This adjustment must be greater than the highest annual salary adjustment available to that individual through any other salary schedule adopted by the school district.
- Instructional employees on the Performance Salary Schedule rated as Effective on the manager portion of the evaluation will receive an adjustment on their base salary equal to 75% of the adjustment provided to the teachers rated as Highly Effective or the equivalent to a 0.75 salary adjustment share.
- An employee under any other performance rating will not be eligible for a salary increase.

For instructional personnel who are not classroom teachers, the remainder of the evaluation would consist of instructional practice and professional responsibilities, and may include specific job expectations related to student support.

The Principal also will evaluate other support staff such as custodians and clerical staff. Based on the evaluation, the principal will conduct appropriate evaluative conversations with the employee. These evaluation methods will serve as a decision making factor for continued employment with the School.

5. Professional Development

Our professional development will follow FLDOE recommended protocol for professional development. Teachers will attend summer professional development sessions provided by the School to help understand and align instruction with the FL Standards and Next Generation Sunshine State Standards, data-driven instructional planning, and the use of effective assessment feedback. These sessions, combined with the teacher's own needs assessment and student data analysis, will be the basis for professional development throughout the year.

Throughout the school year, the Principal will ensure training sessions occur based upon on research-based instructional methods, legislative updates that impact teaching, and data–driven instruction. New teachers will participate in New Teacher Induction as well as sessions through the school year. These sessions include orientation to and training for *What Works in Schools*, the School's adapted Student Information System, Child Abuse Recognition Training, Code of Ethics for Professional Educators in the state of Florida, and Classroom Management.

Throughout the year, new teachers will have a network of support. A new teacher will meet at least once a month with his or her assigned lead teacher to receive support and training as well as have the opportunity to share best practices. Teacher individual professional development needs will be based upon the teacher's own developmental needs to grow and progress in our School.

During the school year, staff training needs and opportunities will be identified according to analysis of student performance data, classroom observations, and teacher requests. The School will design or select professional development programs based on the School's needs with input from administrators, staff, and the community. Below is a sampling of professional development topics that may be offered:

- 1:1 Initiative
- Student Information Systems
- Understanding by Design
- Collection and Interpretation of Student Performance and Achievement Data
- Alignment of Curriculum, Instruction, and Assessments to the Next Generation Sunshine State Standards
- Theory of Multiple Intelligences
- Assessment and Evaluation
- Units of Study: An Interdisciplinary Approach (cross curriculum)
- True Colors
- *Classroom Instruction that Works: 9 High-Yield Strategies*
- Standards-Driven Instruction
- Safe and Civil Schools/Behavior Management
- Technology in the Classroom and Digital Learning (further discussed below)
- Muti-Tiered System of Supports (MTSS)/Response to Intervention (RtI)
- English for Speakers of Other Languages Regulations and Procedures
- Exceptional Student Education Regulations and Procedures
- Research-Based Innovative Learning Methods
- Problem-Based Learning

- Reading for Below Grade Level Readers
- Reading in the Content Areas

a. Professional Development in a Digital Environment
To ensure the integration of technology throughout the curriculum, teachers will participate in on-going innovative technology-based in-services to better assist them in effectively impacting their student's cognitive growth and academic achievement. To help teachers develop their skills in ways that will allow them to be successful in a 1:1 learning environment, a dynamic and vigorous Professional Development agenda has been developed to support change of practices in order to effectively integrate technology throughout the curriculum and successfully implement the 1:1 laptop initiative. The professional development includes a strong two (2) week summer train-up session. Critical to School preparations are up-front and an annual Educator Technology Readiness Diagnostic.

The professional development (PD) plan will then be based on the data collected from the Educator Technology Readiness Diagnostic. Subsequent training will build on the existing base of knowledge previously developed through various professional development initiatives. Our plan includes strategies to support the ongoing development of CADHS educators so that capacity is quickly built locally within the School.

Other technology related onsite professional development includes:

- Technology Readiness Diagnostic
- Designing Technology Policies and Technology Plans
- Digital Citizenship: Literacy, Social Networking and Cyber Bullying
- 21st Century Skills and the Digital Classroom
- Including Technology in Backward Planning
- Creating Technology-Rich Content Rich Lessons
- Differentiated Instruction with Technology
- Setting Expectations with Rubrics
- Using Assessments to Make Data Informed Decisions
- Technology and the Project-Based Classroom
- MTSS/RtI using the digital curriculum
- Managing a Technology-Rich Classroom
- Managing a 1:1 Environment
- Introduction and Integration of the Technology Device
- Using Interactive Boards in the Connected Classroom
- Microsoft Office Functionality and Technology Integration
- Internet Search and Research Strategies
- Digital Storytelling
- Integrating the Internet Into Your Content Area
- Web 2.0: Wikis and Blogs in the Classroom
- Web 2.0: Social Networking for Teachers

In summary, the PD plan to support change of practice provides for measuring the impact of 1:1 learning utilizing diagnostic tools as part of ongoing feedback, onsite training of new digital curriculum resources, onsite training supporting teacher's development of an interactive 1:1 classroom, customized coaching/modeling for teachers, and pd21, an online 1:1 learning system that will provide the asynchronous support teachers need to understand best practices.

b. Weekly Professional Development
Three (3) weekly meetings will be held:

- All staff will meet every Monday to cover issues and de-conflict the calendar.
- All teachers will meet with the lead teacher(s) on Tuesday for curriculum alignment and scope/sequencing.
- All teachers will participate in weekly Wednesday subject area round table-workshops where curriculum, pedagogy best practices, and instructional strategies are shared and modeled.

In addition, instructional staff members will attend local school workshops and trainings in their respective subject areas to stay abreast of district requirements, curriculum changes, state mandates, and best practices in instructional strategies to address the FL State Standards.

c. Professional Learning Communities
Teacher effectiveness is crucial to the success of the School and its students. Teachers will be encouraged to incorporate their unique style into instruction and will be provided with multiple venues for collaborating on best practices with each other. A spirit of collaboration will be promoted in order to benefit students and create a positive working environment for teachers. This will be accomplished through the establishment of Professional Learning Communities (PLCs).

PLCs have three (3) guiding principles or Big Ideas.[15]
(1) Ensuring that students learn. PLCs must continually focus on what it is they want students to learn, how it will be determined that students have learned it, and how will teachers respond when students have difficulty learning. This will ensure that teachers are truly committed to learning by every student and will guarantee that struggling students receive needed support.
(2) A culture of collaboration. Teachers in effective PLCs work together to review and analyze data to improve their classroom practice. They engage in an ongoing cycle of questioning that promote deep team learning and connections. This, in turn, leads to higher student achievement.
(3) A focus on results. Effective PLCs judge their effectiveness on the basis of improved student achievement, which then becomes part of the regular work routine. Effective PLCs can cut through the "noise" of too much data to identify what's most relevant and meaningful and will serve as a catalyst for improvement.

Our primary goal is to respond to the needs of all of our students. The study and sharing of research-based instructional strategies to incorporate critical thinking and differentiated instruction

[15] DuFour, R. (2004). What is a professional learning community?. *Educational Leadership* ,61(8), 6-11, online at http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx

will be the primary focus. As such, the instructional staff will use all means at their disposal to understand what is needed for their students to succeed.

The creation of innovative measurement tools will be encouraged as a collaborative process designed to meet a specific need. This process will be incorporated into the implementation of our Professional Learning Communities. Teachers will collaborate with each other, administrators, and other school personnel to design and implement new measurement tools that will give us a clearer picture of student learning. The use of Professional Learning Communities to accomplish this goal ensures accountability for quality and effectiveness, as well as the sharing of new creations and cohesiveness within the educational program.

d. Professional Development Summary

In order to comply with educator certification requirements, all of our Professional Development opportunities will be aligned with the Florida's Educator Accomplished Practices. Professional Development will be held at least twice per month in addition to the New Teacher Induction training. The professional development selections will be based upon the needs of the teachers as demonstrated by the administrator "walk-throughs," site visit data, benchmark data, standards assessments, and teacher's individually determined needs.

Section 11: Education Service Providers

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

The Governing Board plans to contract with Charter Schools Management Solutions, LLC. (ESP), to provide all necessary management and professional expertise. ESP will assist in developing, planning, and marketing the School, as well as organizing the finance, human resources, curricula and operations of the School. ESP's scope of services includes, but is not limited to:

Component	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 • Fund raising • Applications for grants
Financial Management	• Establish accounting systems • Budget development and oversight • Operation and capital budgets • Monthly, quarterly and annual financial reporting and governmental analysis • 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
Human Resource Management	• Employee benefits, Worker's Compensation and 401(k) • Compensation planning & performance evaluations • Payroll service • Government compliance and reporting • Professional back-office service
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 utilities and trash
Technology Management	• 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 provision, and terms of property ownership (real, intellectual and personal)

A draft of the proposed contract with the ESP is attached.

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

C. Unless the ESP is the parent non-profit organization, explain why the ESP was selected, including what due diligence was conducted to inform the selection and how the relationship with the ESP will further the school's mission.

The ESP 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 the ESP 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 the ESP 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. 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:

- Entity-wide financial statements;
- Fund financial statements;
- 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 management agreement between the Governing Board and the ESP (Attached) 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 or from the ESP. 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

The ESP's management group is 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. ESP 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. ESP 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. ESP 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 the ESP in July 2012. Ms. Dotson is a seasoned and passionate educational professional having served in both the public and private sectors of education. She has devoted the past twenty years to transforming the lives of children. Career highlights include:

- Founded two charter schools
  - 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 of such schools

The ESP has contracts with the following:

School	Date ESP Joined	School Contact	Grades Served	Enrollment	Recent School Grade	EOY Fund Balance
Championship Academy of Distinction (Hollywood)	April 2012	Melissa Bustamante 954-274-3986	K-5	388	A	$72,847
Championship Academy of Distinction (Davie)	April 2012	Melissa Bustamante 954-274-3986	K-8	611	A	$86,079
Avant Garde Academy of Broward (Hollywood)	August 2014		6-8	88	Not Rated	$37,553

Section 12: Human Resources and Employment

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

The School will provide a competitive compensation plan to attract and retain good, loyal and committed employees. The Board will promote a healthy, productive work environment that rewards creativity and performance. *The School will be a not-for-profit, **private employer** and will not participate in the Florida Retirement System*.

Regular full-time employees are eligible for holiday pay. Recognized holidays include those recognized by the Sponsor or as established in the annual school calendar by the Governing Board.

The staff's overall compensation plan will include health, dental, vision and life insurance benefits for full time employees. The Board intends to contract with a human resource service provider for these benefits. These providers offer an array of benefit options for small to medium size employers. They facilitate the offering of a broader spectrum of coverage to full time employees, while reducing the time management cost of shopping for benefits and administering them.

The Board, through the ESP, intends to manage human relations employer responsibilities for assigned employees with a total package of benefits, payroll and tax administration, Human Resources services, risk management and loss control services, workman's compensation

insurance administration, and hiring and personnel replacement services, with full assumption of employer liability.

Annual Contracts: Employment at the School will be on an at-will basis. Employment agreements will specify salary, position, title, and duties.

Salaries: Wages and salaries will be competitive, as much as possible, with other employers in the marketplace in a way that will be motivational, fair, and equitable. We will strive to follow the salary schedules as provided from the sponsor.

All teachers will be evaluated in accordance with the sponsor's evaluation criteria as detailed above.

Benefits: Eligible employees will be able to participate in the School's benefit plan.

Recognized Holidays: Regular full-time employees will be eligible for holiday pay. Recognized holidays include those recognized by the School District or as established in the annual school calendar by the Governing Board of the School.

Payroll: Annual contracts will be in place for all salaried employees. Hourly employees will record work time on timesheets for submittal to the payroll department after approval by the ESP, . Timesheets for all employees will be maintained at the school site and forwarded to the payroll leasing company (once contracted, otherwise at the School) twice per month for semimonthly payrolls. After a preliminary review to ensure that all transactions are accounted for (e.g., overtime, sick leave taken, etc), a payroll transmittal will be approved by the ESP to process payroll. The resulting checks/vouchers will be returned to the ESP for verification that the proper amounts have been paid.

Retirement: The School will not participate in the Florida Retirement System. A retirement plan may be established in year two (2) and maintained thereafter as funds are available. This is reflected in the operating budget. All employees shall be compensated in accordance with federal and state law, including the Fair Labor Standards Act.

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

The purpose of the School's personnel policies and procedures is to provide guidelines for the varied range of personnel related employment, evaluation, discipline, dismissal, benefits and code of conduct issues. The policies will clearly set forth and communicate the principles of fairness and due process and will be in full compliance with all applicable laws and regulations.

The Board is in the process of adopting the School's policies and procedures. The Board is reviewing the Sponsor's employee handbook and the FLDOE Charter Support Unit's policies and procedures for charter schools. The Board anticipates in creating and adapting its employee handbook prior to the opening of the School.

Code of Professional Practices
The School will adopt the Florida Department of Education's Code of Professional Practices.

Smoke and Drug-free Workplace
The School is a smoke and drug-free workplace and all personnel may be subject to random drug testing. Testing procedures and guidelines will be communicated to employees prior to implementation and will be consistent with those of the Sponsor. All employees shall use the Charter Schools General Drug Test Authorization form. Applicants may not report to work until the school receives notification of a negative test.

Termination
The School may terminate a staff member's employment when performance or conduct does not meet standards, in accordance with established and communicated policies and procedures. In most cases employees will be given a reasonable opportunity to correct the problem. Once a corrective action opportunity is given to an employee and the school determines that the employee has failed to make the necessary correction, he or she will be subject to further discipline, including termination.

A summary of the policies and procedures regarding probationary period, voluntary and involuntary termination, job performance, misconduct, and insubordination, are as follows:

One Year Probation Period
All employees will be hired on a one year provisional contract and may be terminated at any time in accordance with the School's termination provisions. The School will have a probationary period to reflect FS 1012.335(1)(c) "Probationary contact." From which, the School will utter an employment contact for a period of one school year awarded to instructional personnel upon initial employment in the School. Probationary contract employees may be dismissed without cause or may resign without breach of contract. The School will not award a probationary contract more than once to the same employee unless the employee was rehired after a break in service for which an authorized leave of absence was not granted. A probationary contract shall be awarded regardless of previous employment in another school district or state.

Voluntary Termination
The school will consider an employee to have voluntarily terminated or abandoned his or her employment if an employee does any of the following:

- Elects to resign from the school.
- Fails to return from an approved leave of absence on the date specified by the school.
- Fails to return to work without notice to the school for three (3) consecutive days.

Involuntary Termination
The School expressly reserves the right to discharge employees for cause, but without being in violation of Federal or State laws. The school maintains consistency in its termination of employees through the consistent implementation of its policies and procedures. Terminated employees will receive all earned pay to the next regular pay period. An employee may be terminated involuntarily for any reason not prohibited by law, including a leave of absence in excess of 180 days, poor performance, misconduct, or other violations of the school's rules of conduct for employees.

Involuntary termination, other than for an administrative reason or abandonment of employment, will result in forfeiture of all earned accrued compensation, other than as required to be paid by law.

Job Performance
Employees may be disciplined or discharged for poor job performance, including but not limited to the following:

- Below-average work quality or quantity
- Poor attitude or lack of cooperation
- Excess absenteeism, tardiness, or abuse of break or lunch privileges
- Failure to follow instructions or procedures
- Failure to follow established safety/security procedures

Misconduct
Employees may be disciplined or discharged for misconduct, including but not limited to the following:

- Insubordination
- Dishonesty
- Theft
- Discourtesy (to students, parents, peers, supervisors, etc.)
- Misusing or destroying school property or the property of another
- Disclosing or using confidential or proprietary information without authorization
- Falsifying or altering school records, including the application for employment
- Interfering with the work performance of others
- Harassing other employees or students
- Being under the influence of, manufacturing, dispensing, distributing, using, or possessing alcohol or illegal or controlled substances on school property or while conducting school business or supervising students.
- Possessing a firearm or other dangerous weapon on school property or while conducting school business
- Conduct which raises a threat to the safety and well-being of the school, its employees, students, or property, including being charged or convicted of a crime that indicates unfitness for the job
- Failing to report to the school, within 48 hours, any charge or conviction under an criminal, drug, state or felony arrests

Mandatory reports of child abuse, abandonment, or neglect; mandatory reports of death; central abuse hotline. Any person who knows, or has reasonable cause to suspect, that a child is abused, abandoned, or neglected by a parent, legal custodian, caregiver, or other person responsible for the child's welfare, as defined in this chapter, or that a child is in need of supervision and care and has no parent, legal custodian, or responsible adult relative immediately known and available to provide supervision and care shall report such knowledge or suspicion to the department in the manner prescribed in subsection (2).

School teachers or other school official or personnel are required to provide their names to the hotline staff and report abuse.

Evaluation of Faculty

The school sets very high standards and expectations for the performance of the faculty. Faculty and staff are evaluated on a regular basis through-out the school year and all new educators are evaluated with in the first forty-five days using the Formal Professional Evaluation Form. Teachers are provided with a variety of tools to insure success in the classroom.

Professional Development

The School is committed to maintaining a high level of quality instructors by implementing a comprehensive professional development plan. The School will support the professional development needs of all professional staff by subsidizing college classes, facilitating the attainment of continuing education credits through the Teacher Education Center (TEC) or another approved source.

Appropriate and relevant school-wide training will occur on teacher planning days as well as on early release dates. All staff will participate in school-initiated and other relevant and necessary workshops for professional development, and a member of the administrative team will coordinate, assist and monitor the staff development process.

The School will require all staff to report to school two weeks prior to the opening of school for the purpose of becoming oriented to the various policies, methodologies and programs that will become the framework for the new charter school. Training will be provided by consultants, staff members, publishers, etc. Professional development will be an ongoing commitment of the School and support will be demonstrated annually in the budget development process. Teacher training will also be offered throughout the school year in a variety of areas:

- *Strategies for Teachers:* Creating a positive classroom environment where every student can learn through proactive discipline, positive reinforcement, and consistent routines. Keeping control in the classroom.
- *Data-Driven Decision Making for Teachers and Administrators:* Interactive Workshop teaching staff how to use Specific Performance Indicators (SPI) to identify student needs. Teachers will be trained on how to use quantitative and qualitative data to plan and improve classroom instruction.
- *New Discoveries about Reading & Reading Instruction: T*he latest research on reading to help struggling readers and keep others on a steady course of improvement.

- *Mission and Vision:* School administrators build understanding of the school's mission and vision. Faculty and staff will be trained in the development and use of the school's mission and vision toward achieving teaching and the School's goals.
- *The Art of Effective Communication:* Effective communication. Skills and confidence to communicate as a consummate professional with parents, teachers and students.
- *Improving Individual Student Achievement:* small group training focusing on specific subject related instructional and assessment strategies used to increase student achievement. The focus of this training will be on specific strategies by core academic areas as detailed in the instructional program strategies and assessments.
- *Continuous Improvement Process:* The mission of the School comprises of a continuous improvement process both in and out of the classroom. The process and professional development that accompanies is conducted by lead teachers and administrative staff. It builds on the importance of adopting a school "culture" of continuous improvement through climate surveys, student and staff assessments, and the development of a School Improvement Plan (SIP).
- *ESE Strategies for the Inclusion Model:* Assisting ESE students without disrupting the rest of the classroom. Making the necessary adaptations for ESE students while keeping other students on track.
- *Effective Teaching Strategies in Science:* Teaching techniques, focusing on the essential standards and engaging students. How to apply those methods to science instruction.
- *Differentiated Instruction: Emphasis on Reading:* Providing individualized instruction to 20+ students in the same classroom. How to run an effective reading block using small group instruction. Ensure that all students are reaching their full reading potential
- *Literacy Leadership Workshop:* Teachers will be schedule by departments and rotate throughout this 1 day workshop comprised of the following 4 sessions: Differentiated Instruction, Content-Area Classroom Libraries, Vocabulary Strategies/Word Walls and Reciprocal Teaching Strategies. The sessions will prepare teachers to adopt the *Just Read Florida!* initiatives into their daily instruction.

Teachers as Facilitators: Select teachers will attend local, state and national conferences and serve as trainer to the remainder of the staff upon return to the School. In-house workshops and meetings will be held monthly by administrators and may occur as often as biweekly through team leaders, in order to facilitate support, encourage communication, allow for team planning, and troubleshoot concerns and needs.

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.

The School will not discriminate on the basis of race, religion, national or ethnic origin, or exceptionality in the admission of students, in accordance with federal and state anti-discrimination

law. The School will be open to any eligible students in the county, including exceptional education students and English Language Learners.

Strategies for reaching the School's targeted population will include launching a community awareness plan for informing the public about the proposed school and will include aggressively publicizing the charter school opportunity to a broad audience with the intent of attracting a student body from within the county. Publicity and recruitment efforts will be targeted to specific populations to help ensure representation from various constituencies. Application and marketing materials will accurately portray our School as fully accessible to students with disabilities, limited English proficiency, and other special needs.

The following publicity and targeted marketing initiatives will clearly outline our mission and advertise to the appropriate student population:

- Press conference – local newspaper and media
- Press releases and feature articles – a series of press releases to all media outlets to announce landmarks such as charter application approval, naming of the director, and major developments of the School
- Direct contact with community organizations for student referrals
- Brochure
- Direct mail campaign

Prior to the opening of the charter school, an orientation town hall meeting will be held to help market our program. Periodic information meetings will also be held at various locations to inform area residents and other interested persons about the charter school opportunity. Presentations will include information about charter schools in general and specifically about the curriculum focus of our School and the procedure for applying.
All advertising and communications will bear "Tuition Free Public Charter School."

Staff will make extensive efforts to address people where they meet, work, and socialize in order to communicate the opportunities available.
The School's staff will contact social service agencies in the area that typically serve "harder to reach" families referenced here. Information brochures and applications printed in multiple languages (including Spanish, English, and if required, Haitian-Creole) will be distributed to these agencies to facilitate the School's desire to inform these groups about the new school. School personnel will solicit opportunities to meet with families served by these agencies for a "direct" opportunity to inform parents about the new school.

Our promotional 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 awareness plan that will target area elementary and middle schools, area communities, and homeowner associations.

Typically many schools' public relations and communications tend to be weekly school newsletters cranked out in MS Word. The photocopied newsletters are stuffed into backpacks on a Friday

afternoon and seem to do the job of communicating with parents. For teachers, memos and notes are placed in cubbyholes in the staff room.

Engagement today can be so much more. Regarding Social Media, Twitter should be used for real-time, newsy bursts of text. Facebook is ideal for an in depth exploration of your school and its community. YouTube offers a window into all the exciting activities your school offers. Pinterest allows us to create a photo album about our school.

- *School Website*
  Schools are busy places, and parents need a trusted place to find the right information. But information is not enough -- gone are the days of the website being just a digital brochure. Now it needs to facilitate two-way communication.
  - It must be mobile friendly. It must work on phones and tablets as well as desktops.
  - It must be easy to update, preferably automatically. For example, information added into a Google calendar automatically updates the website. For static pages, make sure the content stays current.
  - Link other social media initiatives onto the website. Parents should be able to easily find official Facebook, Twitter, and YouTube profiles from the School's webpage. Then use the webpage to share the content from those profiles.
  - The site must provide a sense of the school's culture.

- Facebook
  If you are not telling your school's story on Facebook, someone else is. Use Facebook to celebrate the great things happening at the school!
  - Promote sports, arts, and cultural events.
  - Post blog articles, news items, and announcements.
  - Publish fundraising goals.
  - Share educational memes.
  - Facebook advertising can place posts into the top of the timelines for your friends and their friends.
  - Posts need monitoring. For example, some posts have more views and likes than others. While not seeking popularity, the school should keep track of whether it's actually reaching its audience. Make sure to answer comments and direct messages. Delete inappropriate bad comments. If the comment challenges or disagrees with the school, use it as an opportunity to educate and inform both the poster and the public.

Facebook can be used as a 'broadcast' account. This is a one-way communication from the school to parents, an information portal. This is a great use of social media for many reasons including: quick, easy, cheap, most parents will have an account, saves on "lost" letters on the way home and also saves on printing costs. An increasing number of educational institutions are using Facebook pages for promotional reasons..

The School will use Facebook groups to communicate with students. This is a very powerful tool for sharing information and collaborating with students from a safe distance. Facebook groups

do not require members to be friends with each other. Members of the groups can exchange files, links, information, polls and videos very quickly. Anytime someone contributes to the group its members will receive a notification. Facebook pages can also be used to create a central page for students and teachers to share information.

- Twitter

Teachers will use Twitter to celebrate what they are doing in their classrooms, ask questions, share resources, and document their learning. By creating a school hashtag, the school is able to thread all school-based tweets. Make a memorable hashtag that describes the school, and start using it. Twitter, like Facebook, is also being used as a broadcast account. This often links to an RSS feed from the website that automatically tweets a news article when it is published on the website. This is great for parents on the move. Teachers will set up subject or class Twitter accounts that students can follow. The teacher then tweets information related to their class.

- LinkedIn

Use LinkedIn to recruit potential teachers. Follow the major employers in the area and develop networks within the business community. In addition to posting about major school events, share articles related to leadership, corporate social responsibility, and team building. Use it to announce corporate fundraising, sponsorships, and partnerships.

- YouTube

Since the school may not be able to police the other videos, one should have an official YouTube channel.

- WeChat

This is a popular platform in Asia, WeChat can be used to connect with Chinese-speaking families.

- Pinterest

Pinterest is becoming popular as a virtual pin board. It is great for sharing web resources that students will find interesting or relevant.

- Blogs

Use Blogs to supplement printed newsletters. The school still needs to print as not all stakeholders are digitally connected. Constantly update blogs. Post articles and announcements as they are written. Every teacher should have his/her own blog. Administrators should also have blogs. To engage further, integrate blogs with social media.

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 School will be open to any eligible student in the county. The School will not discriminate on the basis of race, religion, national or ethnic origin, or exceptionality in the admission of students, in accordance with federal and state anti-discrimination law and, as such, will be both racially and ethnically diverse.

A student recruitment strategy will be implemented that includes the following elements or strategies to ensure a racial and ethnic balance among students that is reflective of the community:

- Communications as needed in Spanish, English, and other languages (Creole) when possible in our efforts to contact harder-to-reach families.
- Distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the racial, ethnic, and interest groups represented in the community.
- Community outreach to ethnic and social organizations to achieve and maintain a racial/ethnic balance reflective of the community.
- A flexible enrollment timeline that allows for broad-based recruiting and an easy application process

Marketing materials will be printed in the various languages that are representative of the targeted student population. Our staff will contact social service agencies in the area that serve those "harder to reach" families. Information brochures and applications that are printed in multiple languages will be distributed to these agencies to facilitate the school's desire to inform these groups about the new school.

School personnel will solicit opportunities to meet with families served by these agencies for a "direct" opportunity to inform parents about the new school. We will embrace all students, regardless of their racial, cultural, ethnic or religious orientation. This message will be clearly communicated in all oral presentations and printed materials. We will attempt to achieve a representative balance of students equal to the diversity of those District public schools in the surrounding area.

Although students will most likely come from the neighboring communities, 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. The School will embrace all students, regardless of their racial, cultural, ethnic or religious orientation. This message will be clearly communicated in all oral presentations and printed materials.

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

1. Enrollment Timeline

Our enrollment period will be from 15 February to 1 April each operating year.

First Year Enrollment Cycle:

15 Feb to 1 April - Initial student application period begins. Students who have applied will be officially enrolled. If the number of applicants exceeds capacity, an admission lottery will be conducted on April 2. Parents will be notified of their child's acceptance to the School.

15 April to 1 June - Second application period begins, if insufficient numbers apply during the first period. If the number of applicants exceeds capacity, a lottery will be conducted on 2 June. Parents of students enrolled during the second registration period will be notified of their child's acceptance to the school.

Second Year Enrollment Cycle and subsequent years:

Recruitment activities after the first year will commence on January 1 and extend to February 15. The earlier enrollment period will enhance the effectiveness of the School's marketing and communications efforts, and allow students and parents to more carefully weigh their options.

2. Enrollment Procedures

As required by state statute, all students will have an equal opportunity of being selected for enrollment including students with disabilities and English language learners. 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. Applications for enrollment will request (sample attached) the parents' and student's names, address, contact information, and grade level. Students with special needs will have an equal opportunity of being selected because special needs are not asked about on the application form. All applications for enrollment will be date/time stamped as they are received and filed by application date and grade level.

We will take the following initial steps to begin every enrollment process:

- Determine the number of spaces available in each grade based on the capacity in that grade and the anticipated number of returning students.
- Set dates for informational meetings.
- .
- Reasonable public notice of at least one month must be given, making clear that returning students need not reapply.
- Publicize stated deadlines and promote the fact that there will be a lottery if there are more eligible applicants than there are available spaces.
- Provide reasonable notice of at least one week before the lottery date.

- Hold the lottery, if needed, and allow for public attendance.
- Set a final date for students to accept enrollment.

Parents/guardians of students who will enroll in the School will receive an enrollment package containing information about the School and forms necessary for registration. The enrollment package will include a registration form; the Department of Health's Cumulative School Health Record 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 emergency. Additional documentation required at the time of enrollment will include the following:

- Report card or transcript from the last school attended
- Verification of address or parents' address through a current utility bill, tax receipt, lease, title, or contract for purchase of a home
- Verification of age, which may include a Birth certificate, passport, or other documentation acceptable by the school district
- Immunization records showing proof of proper immunization

Parents/guardians will be directed to the Student Handbook to be posted on the website, which will be based on the Code of Student Conduct enforced by the District. Paper copies will be made available at the School's office.

3. Enrollment Preferences

As provided for in s. 1002.33, F.S., the School may give enrollment preference to a sibling of a student already enrolled or accepted, to a child of an employee of the School or a member of the Board, and to students who are the children of an active duty member of any branch of the United States Armed Forces.

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 local community. The School will use the reasonable distance definition as provided under s.. 1002.33 (10)(4)(e), F.S.. Such students shall be subject to a random lottery and to the racial/ethnic balance provisions described in subparagraph (7)(a)8 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 range of other public schools in the same school district.

4. Lottery Process

If the number of applications exceeds the capacity of the program, a lottery will determine admission, and a list will be maintained by grade level in the order of the lottery results. The lottery will be a public random drawing held with at least one Governing Board member and one additional school employee in attendance. Parents/guardians will be notified of their child's acceptance no later than twenty-one (21) days past the acceptance period deadline and will have fifteen (15) days

to notify the School, in writing, of their decision to attend. If an accepted applicant decides not to attend the School, vacancies will be filled by students on the waiting list.

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 attached) 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 of the current school year), 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.

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.

Parents/guardians will be required to sign a form indicating that they have received the Student Handbook and have 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 parent/guardian due process rights. A family orientation meeting will take place prior to enrollment and entry into the School. The orientation meeting will serve to acquaint students and parents/guardians with the facility, introduce school policies and procedures, and provide information for the first days of school.

At this orientation, parents/guardians and students will sign a Computer and Internet Acceptable Use Agreement outlining the appropriate use of technology while in school. They will also sign a Cell Phone Usage Agreement and Photo Release Form, all of which will be filed in the student's permanent record. The School will fairly and consistently enforce the agreements made between the family and the School in an effort to maintain a positive school climate that is highly conducive to learning.

The School will require parents and students to sign separate Parent and Student Agreements. The home-school partnership is solidified through a Student/Parent Agreement and is entered into as a requisite for initial and continued enrollment at the School. This agreement will be implemented as a major initiative of the School and parents willingly agree to support the School.

Through the agreement, parents and students will agree, as members of the School's family, to abide by all of the school rules and regulations, and specifically, various items that will be utilized in support of the student's education, providing certain means for ensuring their success. For example, the parent agreement includes:

- The Sponsor's Code of Student Conduct and acknowledges subsequent receipt of same at time of registration.
- The School's attendance policy that speaks to withholding of credit due to absences, excusing absences, the tardy policy, signing students out from school, and behavioral consequences consistent with Sponsor.
- The School's uniform policy and acknowledgement of receipt of the parent/student handbook at the time of registration.

Student responsibilities described in the Student Agreement include such basic items as the student's responsibility to:

- Wear the proper uniform,
- Behave appropriately, and
- Be responsible for timely submission of class assignments and/or homework.

The School will finalize these policies after approval of the charter application by the district. The incoming Principal will collaborate with the Board to finalize these policies.

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

The School will be committed to providing educational excellence in a nurturing and supportive community environment. Parental involvement is a crucial component for the child's experience of support and congruence between home and school. Parent – teacher conferences will be held at least two (2) times per year to ensure clear direct communication about each student's progress and experience. Additional conferences may be held if requested by either party for any reason.

Numerous opportunities will be available for parents to be involved in the operations and/or governance of the School. Our requested voluntary commitment of parental involvement can be fulfilled through different avenues, allowing flexibility for how parents would like to support the School.

The following list outlines general volunteer and support opportunities for parents. Additional opportunities will be created throughout the year and parents will be notified via email, school newsletters, and/ or paper notification of additional opportunities as they arise. Examples of parental support opportunities include, but are not limited to:

- Volunteering in classroom
- Volunteering / Chaperoning at School functions
- Chaperoning Field Trips

- Assisting teachers with photocopies and other preparations
- School beautification projects
- Helping with fundraisers
- Serving on Committees

The School will sponsor a Parent Teacher Organization (PTO). Our PTO will serve multifaceted purposes of promoting strong ties between homes, school, and community. Parent opinions and ideas will be valued.
Parent surveys will be distributed annually to parents to monitor general parent opinion and satisfaction with the school program. Results of that survey will be included in the Annual Report, and will be distributed to all parents.

The Governing Board members will be intricately involved in developing community partnerships. Community partnerships will be an integral component of our School to provide educational excellence in a nurturing and supportive community environment. Partnerships will be sought between community families, organizations, and local businesses. A Business Partners program will be created in order to foster a sense of community. Community and business partners will be identified with a linking icon on our website.

The School will develop a mentoring and summer internship program that will support its students. The School will seek partnerships with community service organizations, such as area churches and other places of worship, to inform community stakeholders about the proposed School and to determine where there may be other opportunities to develop working partnerships. The School Advisory Council (SAC) will assure that the community leaders, parents, and school administration are all equally vested in the education of the children attending the School.

Examples of areas where parents and community members will be involved are:

- Parent/Teacher Conferences - hosted in the evenings at the School for parents to discuss topics affecting their child's educational progress.
- Open Houses, Career Fairs, Special events - held yearly to maintain communication and active involvement between the School and community.
- School Website, Monthly Newsletters, and Event Calendars - updated monthly to disseminate information and maintain open lines of communication.
- School Advisory Council (SAC) - comprised of school personnel, parents, students, local businesses, and community members. The School will also foster partnerships with the community and its organizations inviting them to participate as active members in the SAC

The Board and Principal will involve parents in the decision-making process by:

- Sending a survey to parents to solicit input before a major policy decision.
- Convening a series of parent and community forums to discuss any major challenge facing the School.

- Designing the strategic planning process for the School so that there are ample opportunities for parents and community leaders to participate and help shape priorities for the future.
- Conducting a breakfast briefing for civic leaders to describe the charter school's unique educational program and its positive impact on student achievement.
- Writing personalized letters to all major donors that contribute to the School.
-

BUSINESS PLAN

Section 14: Facilities

If the site is acquired:

A. Describe the proposed facility, including location, size and layout of space.
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.
C. Describe how the facility will meet the school's capacity needs for students to be served.
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.*
E. Describe the back-up facilities plan.
    - *What is the alternate plan for facilities if the proposed facility is not available or is determined to be inappropriate for the school's opening?*

*The site is **NOT** acquired.*

If the site is not acquired:

F. Explain the school's facility needs, including desired location, size, and layout of space.

a. Location

The exact location for the school facility has not yet been identified. Several sites are being evaluated. The final site will be compatible with existing neighborhoods and with local municipal and county planning efforts.

The Board has held meetings with experienced real estate experts and builders of public charter school facilities. These professionals will provide a turn-key operation consisting of adequate site selection, renovation of an existing facility, and building a new one, including financing. The Board will be able to focus on its core mission without the distraction of site acquisition, permitting, financing, and construction of facilities.

b. Facility

The School plans to lease a facility throughout years one (1) through five (5), in order to build a reserve that will allow us to purchase a newly developed property. We will ensure that the building meets all applicable codes for our students as we open and grow.

The facility and the site's location will serve the School's needs well. The facility plan includes the consideration of a multi-year phased facility build-out model to best align enrollment demands and program needs with the facility. The phased development of the facility will also help the School meet its financial obligations. The Board has considered the best interests of the students, parents, and community in identifying, vetting, and selecting potential sites.

The Board will provide a facility that meets the needs of the student population. The initial building size needed to serve 275 students is approximately 15,000 square feet. The facility, when rented to full capacity, is expected to be in the 45,000 to 50,000 square foot range and occupying one (1) to three (3) floors, depending on student enrollment. The school understands capacity and will ensure code compliance with proper zoning and sizing. The School is actively looking for a proper place and will share its proposed locations with the District as it moves forward.

The facility layout will be based on previous plans that have been successfully deployed by us and other charter schools serving similar populations. In addition, the layout will include adequate resource rooms for enrichment programs, common areas for gathering (lunch, assemblies, etc), and space for school administration.

The school site plan will also include appropriate outdoor recreational areas, designated pick-up and drop-off zones, adequate stacking of vehicles, and parking for staff and guests. The District shall not be responsible for costs in the areas of facility construction or maintenance.

In every classroom and throughout the building evacuation routes for fire safety precautions or other emergencies will be posted. A facility security plan will be established by the School in order to control access to the building and maintain a safe environment for students and staff. The proposed educational facilities will comply with the Florida Building Code pursuant to chapter 553 except SREF and the Florida Fire Prevention Code, pursuant to s. 633.025, F.S. and 633.208. The School will not put students in a dangerous environment including an overcrowded building that violates code. The

The School will OPT OUT of the State Requirement for Educational Facilities (SREF).

We will work closely with local officials and district personnel to ensure that the School is in complete compliance with all zoning regulations, building and renovation permits, safety codes, traffic studies, occupancy permits, and all other federal, state, and local laws and regulations. The facility will comply with the provisions of the Asbestos Hazard Emergency Response Act (AHERA) and the LEA Asbestos Management Plan (AMP).

The School will show proof of appropriate facility certification, including all certificates that are

required by the applicable building codes, minimally, thirty (30) days prior to the opening of School or the District's requirement, whichever occurs first. All classrooms and office space will be ADA compliant and meet the state of Florida Fire Prevention Code, district fire code, and health and safety requirements.

G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived.

o *The financial plan for the proposed school should align with the facilities-related costs described.*

The Board intends to rent an adequate facility and avoid the long term risk associated with construction development and ownership. The Board has begun to actively review available facilities and is developing a comparative cost model based on:

- Historical projects
- Models defining cost factors
- Cost estimates from property owners and proposed contractors.

A preliminary space needs analysis and a survey of available space in our interest area will be completed. The actual purchase of a building has not been ruled out, but the plan is to open the School through leasehold arrangements.

The anticipated costs for building and renovation will be assertively negotiated with the landlord. The School will pay a rental rate at or below average market rates. The Board will negotiate a rate based on a per student basis to benefit the School during the initial years of lower enrollment. The rent per student will increase as the School grows to full capacity. The forecast base rent and all other facilities costs are included for all years of the charter contract in the proposed Budget as part of this application. Utilities and maintenance cost estimates are also shown in the proposed budget. These estimates have been derived from actual historical data from prevailing market rates and costs and other comparable charter school facilities obtained from public records. The budgeted amount for Operation of Plant allocations were derived from the costs of similar size charter schools and the FLDOE Charter Support Unit's budget worksheet. The Board has discussed facility costs with other local charter operators and their consultants in order to formulate a realistic budget. The Board has performed market research on available properties and will continue to do so during the application approval process.

The estimated cost to lease a facility is $750 $1 per student per year in year one and increasing to $1,200 in year five. A long-term lease will provide the School with the necessary facilities without the associated risks of ownership. The Governing Board will be able to focus on its core mission without the distraction of site acquisition, permitting, financing, and construction of facilities. The lease documents will provide the school continuing rights to possession and use of the facilities. The lease will contain wording that stipulates that all property located in the School belongs to and will revert to the Sponsor in the event that the School is closed by the Sponsor.

The Governing Board understands that charter operators must provide evidence of a lease or property ownership (Certificate of Occupancy/Certificate of Use, Occupational License/Business License), Fire Permit, Health Permit, and Evidence of Insurance. The board will comply with these and all other requirements.

H. Explain the strategy and schedule that will be employed to secure an adequate facility.

The School is planning to open in the fall of 2016; however, the Board cannot begin the formal process of procurement and negotiations of a facility until application approval. Nevertheless, the current array of choices that are available to the School in the District is encouraging. Given the current rate of absorption, it is realistic to expect that most of the options identified will continue to be available once the authority for the School to contract has been established.

The Board understands the importance of proper site selection in the success of a new charter school. The site plans will go through the County's and or City zoning procedures for charter schools. The Board understands that after receiving approval from the County, the site will be subject to Federal/State/Municipal laws/rules regarding life safety, fire, ADA accessibility, parking, and other requirements before the opening of School. A preliminary timeline has been prepared based on the anticipated needs and market. The action plan provides a window of nine (9) months to secure, design, renovate, and occupy the School. Focus will be placed on appropriate location, square footage, zoning, accessibility, neighborhood demographics, and parking capacity. All efforts will be made to guarantee that the facility will provide an environment conducive to learning and will also comply with class size requirements as mandated by FLDOE. The facility shall receive approval from all regulatory agencies prior to occupancy of students. We anticipate a 1 June occupancy permit date.

	2015					2016						
Task	**8**	**9**	**10**	**11**	**12**	**1**	**2**	**3**	**4**	**5**	**6**	**7**
Present charter application for approval												
Modify Construction Plan based on District feedback												
Facility search & due diligence												
Finalize site & make offer												
Schematic Design Phase												
Finalize facility needs & configuration												
Finalize Facility Contract												
Begin build-out												
Build-out												
Construction administration												
Identify and order FF&E needs for July arrival												

Project Management site review												
Building completed/ Inspections completed												
Finalize hiring/ enrollment												
Quality site inspection												
Certificate of Occupancy obtained												
"Soft" opening												

The School agrees that the timeline is tight. The School will send updates to the District regarding facilities and progress. The School will plan to achieve its CO by July 1, 2016.

I. Describe the back-up facilities plan.

Our back-up plan is to temporary house the school in Championship Academy of Distinction at Davie building at 3367 N. University Drive, Davie, FL . The Board, however, does not anticipate delays that will prevent the timely opening of school. Several other properties will be identified in the event that there are unforeseen circumstances that delay the completion of the proposed facilities and the opening cannot occur with modular classrooms. The properties will meet all of the Sponsor's requirements for opening a charter school facility. The Board may also request a one (1) year deferment of the charter authority in the event an adequate facility cannot be found in time for an orderly and seamless opening of school.

J. Describe the plan and methods the school will employ to comply with Florida's constitutional class size requirements.

The Board is fully aware of its responsibility to comply with the State of Florida's constitutional class size requirements. The projected student-to-teacher ratio shall be consistent with those required by Florida Law as applied to charter schools. School-wide class size averages of twenty-five (25) in grades 9 -12 will be maintained. The facilities layout will consciously be created to facilitate the School's staffing and class schedule with strict adherence to class size requirements.

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.[16]

Transportation of charter school students shall be provided by the charter school consistent with the requirements of Chapter 1006. The Board may provide transportation through an agreement or contract with the district school board, a private provider, or parents. The School shall ensure that transportation is not a barrier to equal access for all students, including those with special needs, residing a reasonable distance as determined in its charter.

The School will meet all DOE requirements in the State Board of Education Rule 6A-3.0141 "Employment of School Bus Drivers," as well as the Sponsor's School Board Rules. All vehicles will meet Florida specifications including preventive maintenance and inspections and mechanics must be State certified. The School will utilize the Sponsor's approved bus vendors, only. The School will stay abreast of the Sponsor's requirements and rules.

Appropriate transportation may be provided to eligible students who reside more than a "reasonable distance" from the School, or who are otherwise entitled to transportation by law, to and from school in a non-discriminatory manner. "Reasonable distance" as defined by the Florida Department of Education and set forth in Rule 6A-3.001(3), F.A.C., is a reasonable walking distance for any student who is not physically handicapped of not more than two (2) miles between the home and school or one and one half (1 1/2) miles between the home and the assigned school bus stop.

It is expected that the reasonable distance for our School will fall into the same range as defined above and transportation may be provided to all students who meet the criteria.
Transportation options may include, but not be limited to, local school district options, or contract with an approved private transportation provider as mandated by Florida law for those students who meet criteria for this mode of transportation. The School will contract only with transportation providers who are on the approved list of transportation vendors with the District. All District policies will be followed with respect to transporting students.

The Board plans to utilize the Sponsor's rules and procedures for contracting with vendors, in order to:

- Provide for the safety of the students;
- Reduce the School's liability;
- Assure the enforcement of Statutes/Rules; and
- Provide for the controlled and accurate flow of information.

[16] The charter school and the sponsor shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter. (Section 1002.33(20)(c), Florida Statutes)

The School may own and operate its own school buses. **The School will transport students in accordance with his/her IEP.** For Special Needs Transportation, documentation must confirm that all operators and attendants transporting students with disabilities were provided the appropriate training to meet the students' needs based on the students' individual educational plans (IEPs), and the transportation services for each student were in compliance with his/her IEP. Observation and inspection must confirm that the school bus equipment used to meet each student's IEP was in compliance with the Florida School Bus Specifications, and the equipment was being used properly by the operators and/or attendants (Individuals with Disabilities Education Act, 34 CFR Parts 300.342(b)(2) 300.342(b)(3), 300.350(a)(1); Head Start Transportation Regulation, 45 CFR Part 1310; Section 1003.57, F.S.; National Highway Traffic Safety Administration's Guideline for the Safe Transportation of Preschool Age Students on School Buses; and National School Transportation Specifications and Procedures).
The School 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.

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.

The School 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 the School 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. The School acknowledges that the School 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.

School 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 Board shall also be responsible for ensuring that a safe area exists on the property for loading and unloading of students. The administration shall 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 regarding safe practices while on a school bus.

The contract between the School 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 Davie and the population of students we plan to serve, we have based our budget estimates on 25% of our students utilizing the buses. 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 Davie, we believe we can contract with a bus services for $1,000 per bus per week.

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Once students have enrolled for the school, a specific pick-up and drop-off plan will be developed which will be provided to families. The School 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.

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.

The School is planning to contract with a private provider. The Board prefers to contract with the district and take advantage of the Sponsor's experience in this area. If the School were to contract with a private provider to prepare school breakfast and lunch meals, the vendor will provide appropriate food service equipment including warming ovens, hand-wash sinks, triple sinks (for equipment and utensil washing), and refrigeration to store food once it has been delivered to the school site and prior to serving students. All food handlers will be required to complete Food Handling Training as mandated by the Department of Health and the Florida Department of Education.

If the School contracts with an independent provider to prepare and serve meals, the private vendor selected will prepare and deliver food to the school in accordance with standards established by the Florida Department of Professional and Business Regulations. The school facility will include a cafeteria that meets state nutritional and sanitation standards. Furthermore, the school will adhere to dietary guidelines under the National School Lunch Program. The private vendor will be required to maintain and supply the school with daily records of all lunches served and current copies of inspection and insurance certificates. The school agrees to have two annual inspections as required to maintain the Food Sanitation Certificate from the Florida Department of Health.

Student meal counts and records of student participation in the National School Lunch Program will be maintained. The Board will act as the "School Food Authority (SFA)" of the local food service program and will file reimbursement reports directly with the Florida Department of Education. The Board will require the vendor to supply a monthly menu that meets the requirements of the National School Lunch Program and the Florida Department of Education. These menus will be published monthly and presented to parents and students. A copy of these menus will be kept with the record(s) of student participation. The food vendor will be required to submit evidence of proper meal balance and portion size. As the School Food Authority (SFA), the school will ensure that its point-of-sale system accurately provides a count of reimbursable meals by category (i.e., free, reduced price, paid) served to eligible students. These counts will be taken at the time and point of meal service and only meals that meet meal pattern requirements will be counted and claimed for reimbursement. The school will adopt the sanitation and reporting requirements prescribed by the County's Health Department.

The School will adhere to dietary guidelines under the National School Lunch Program. The Board will require the vendor to supply a monthly menu that meets the requirements of the National

School Lunch Program, Florida Department of Agriculture and Consumer Services and the Florida Department of Education. These menus will be published monthly and presented to parents and students. A copy of these menus will be kept with the record(s) of student participation. The food vendor will be required to submit evidence of proper meal balance and portion size.

The local health department will be notified of the School's existence and intent to provide food service to public school students as described herein. The School will apply for a "Permit to Operate" and always maintain current certification/licensure. The private vendor will be required to maintain and supply the School with daily records of all lunches served and current copies of inspection and insurance certificates. The School agrees to have two (2) annual inspections as required to maintain the Food Sanitation Certificate from the Florida Department of Health. The School cafeteria will post in a visible location the Food Service Permit to Operate and the most current County Department of Health Inspection Report. The School will also post at its front office in a visible location and on the school website the most current County Department of Health Report.

The School facility will include a cafeteria that meets state nutritional and sanitation standards. The School will provide appropriate food service equipment including warming ovens, hand-wash sinks, triple sinks (for equipment and utensil washing), and refrigeration to store food once it has been delivered to the school site and prior to serving students. All food handlers will be required to complete Food Handling Training as mandated by the Department of Health, Florida Department of Agriculture and Consumer Services and the Florida Department of Education. The School will adopt the sanitation and reporting requirements prescribed by the County's Health Department.

The School will follow the following procedures when distributing and processing Free and Reduced Meal Applications:

- The School will distribute a Free and Reduced Meal Application (as found on the FLDOE website) to all of its students within the first five (5) days of school.
- Applications will be available in multiple languages and on our website.
- Returned applications will be evaluated by the School on the basis of the current table for income and number of persons in the household to determine free or reduced price status.
- A response will be sent to the student's parent/guardian. In accordance with the National School Lunch Act (42 U.S.C. 1751(b)(2)(c), a confidential list is then compiled and forwarded to the Director.
- Meal benefits begin the day the application is approved, continue through the school year in which the application is approved, and extend for approximately the first thirty (30) days of the next school year. All students approved for free or reduced price lunch will be entitled to receive a breakfast in the same category.
- Applications will be retained for three (3) years beyond the current eligibility year.
- Audit checks will be completed to compare the number of free and reduced price meals claimed to the number of approved active applications.
- Applications will be kept confidential as per USDA requirements.

- The School will collaborate with the district to process as many students as possible via a Direct Certification Method using data provided to the district by the Florida Department of Agriculture and Consumer Services and FLDOE.
- Records will be kept regarding how applications were selected for verification, the date(s) notices were sent, notes on contacts made, the results, reasons for any changes in eligibility, and the official's signature.
- Appropriate nondiscrimination notices will be made including the prominent posting of the USDA nondiscrimination poster.
- The School is committed to ensuring all students are fed. The School hosts a policy of providing meals to students without money. The School will feed the student a full and regular meal and notify parents in the afternoon to seek reimbursement. After three (3) no money events, the parents will be asked to attend a conference to assist with any issues. It is logical to presume the family may qualify for free and/or reduced meals and had not applied.
- School meal accountability involves a count of students by category (fully paid, reduced price, free) to be taken at the time the student is served the meal. In the counting process, it is necessary to avoid the overt identification of students receiving reduced price and free meals.

The Board of the School has begun to research private food vendors, including the one that provides services at other Championship schools.

The Board plans to benefit from the existing approved facilities and experience of the other Championship schools which currently offer breakfast and lunch program for its students as part of the USDA children food program. The School reserves the right to become a Sponsor of the National School Lunch Program in the future.

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.

The School's operating budgets for five (5) years are attached. The schedules include all operating fund revenue projections, expenditures, and estimated fund balances. Future budgets will be modified as changing economic conditions become known. The School will apply for the Charter School Program (CSP) planning, program design, and implementation grants. The potential funds from this grant are not included in the School's budget. The budget provides financial line item information for the School's instructional personnel, administration, instructional support, and facilities. The Governing Board will maintain a surplus during each year of the School's existence. The Five Year Budget and Cash Flow financials show the Surplus and Cumulative Surplus for the School.

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 start-up budget of $25,000 has been developed to facilitate the organizational and pre-operational phase of the School. The start-up budget will be funded by a $250,000 line of credit that the Board has obtained from the ESP. The $25,000 loan is payable over a ten (10) year period at zero percent (0%) interest. The start-up budget is for the five (5) months prior to the beginning of the school year to support operations prior to the beginning of the first year's funding cycle.

2016	February	March	April	May	June	Total
REVENUES						
Line of Credit	$25,000					
EXPENSES*						
Advertising/Recruitment	$1,000	$2,000	$2,000	$2,000	$2,000	$9,000
Computers/Printer/Copier Lease	$250	$250	$250	$250	$250	$1,250
Materials/Supplies	$500	$200	$100	$100	$100	$1,000
Administrative Costs	$500	$500	$500	$1,000	$1,000	$3,500
Principal Salary				$4,000	$4,000	$8,000
Accounting Fees	$100	$100	$100	$100	$100	$500
Legal			250		500	$750
Parent & Student	$149	$200	$200	$200	$200	$949
Total Expenses	$2,499	$3,250	$3,400	$7,650	$8,150	$24,949
Fund Balance	$22,501	$21,750	$21,600	$17,350	$16,850	$51

*These expenses are grouped in the CSU budget template under Planning Year: Employee Totals, Computers & Furniture

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.

The School utilized the Budget Template created by the FDOE's Charter Support Unit. Future budgets will be prepared and submitted to the Governing Board of Directors for modifications and approval. A budget calendar will be developed with the final budget to be on the Board agenda in June of each fiscal year.

Prudent fiscal management will be a priority for the School. The School has budgeted to build reserves each year, starting with $48,683 in year 1 and growing annually to $168,698 in year 5.

Various General Fund expenditures have been anticipated to increase by three percent (3%) per year, depending on the specific expenditure. All of the assumptions used in budget development

are listed on the Budget Projection Worksheet attached. Increases in expenses will be covered by increased enrollments and the assigned FTE. Future budgets will continue to be reviewed and modified as changing economic conditions become known.

As a conservative budgeting measure the budget assumes 95% of the projected enrollment. The School's budget assumes an initial year 1 enrollment of 261 students and increasing to 831 students by year five. The enrollment breakdown with annual increases is provided in the summary section of this application and again in the Budget. The School will ensure accurate attendance accounting in order to minimize risks to the School's revenue. Accurate and sophisticated systems will be used to document student attendance. The School will adhere to District's requirements in certifying attendance. In addition, all attendance data will be submitted to the District's attendance accounting program in the manner and format specified by the District.

The revenue forecast in the budget is based upon data obtained from the FDOE Charter School Revenue Estimate Worksheet. The School's budget was developed using available data from other Championship schools and existing charter schools with a similar growth pattern. Anticipated additional funding from grants, fundraising and corporate donations were not included in the revenue forecast, as a conservative measure.

1. Assumptions

a. Income Assumptions

- FEFP Revenue was calculated using the State's Revenue Estimator Worksheet Based on the 2015-16 Conference Report. A base FEFP increases of 1% in year two, 2% in year three and 3% in years four through 5 have been included. Capital Outlay Revenue begins in year four (4) and is included. Capital Outlay Revenue is budgeted in year four at $170,490.
- The School will apply for the Charter School Start-up Planning and Implementation Grant, but those funds were not included in the budget because they are not a guaranteed source of revenue.
- Food service revenue consists of a combination of full-paid lunches and reimbursement from the National School Lunch Program.
- The School obtained an unsecured line of credit of $250,000 for the start-up phase and ongoing operational needs of the school from the ESP. The ESP has provided this in the past for other schools that it manages. The ESP also has successfully secured credit for the needs of other Championship schools.
- Funds obtained from fundraising are not included in the budget, but estimated to be $25,000 per year.

a. Expense Assumptions

- Rent is budgeted at $750 per student in year one and $1,000 per student in year two and gradually increases to $1,200 per student in year five. The per student cost allocation protects the School against under-enrollment.
- The cost of Textbooks, Curriculum, Furniture, Fixtures, Equipment, and Technology will is factored using the CSU budget template and verified with the experience of other Championship schools.
- Variable costs are based on a per student basis and increase accordingly as student enrollment increases.
- Most operating expenses are assumed to increase at three percent (3%) annually. .

- Teacher salaries are budgeted at an average starting annual rate of $40,500 and gradually increase in years two (2) through five (5). The Board and the School's administration will stay abreast of prevailing market salaries and benefit plans for charter school teachers in the local marketplace. It is the Board's intent to remain competitive in the area of compensation, while providing a superior work environment for teachers and other employees.
- Employee benefits are based on the recommended parameters of the FDOE recommended expense parameters and adjusted for prevailing local market conditions. The benefits currently offered by other local charter schools have been taken into consideration within the School's budget constraints and parameters. Additional benefits that are budgeted and will be offered are: health, dental, vision, and life insurance benefits; retirement; FICA; unemployment taxes; and workers' compensation. The Board has budgeted $3,860 per year per employee to pay for the employee's health coverage, which will be made available at the point of hire subject to the health insurance policy's waiting period and other provisions. Dependent coverage will be offered and paid for by the employee through payroll deduction. The Board will strive to remain competitive with local charter schools while protecting the financial integrity of the School.
- Food service costs are calculated based on vendor provided estimates. The School will compare the vendor provided food, costs and services with those provided by the District.
- Transportation expense has been budgeted for an estimated 25% of the student population.
- Operation of Plant costs have been developed utilizing the CSU budget template and compared to similar size charter schools.
- Variable costs are based on a per student basis and increase accordingly as student enrollment increases.
- The School will benefit from the savings of joint staff development programs among all Championship schools that establish best practices to improve staff effectiveness
- The cost for the required independent annual audit is included as a $7,500 expense under Professional Services.

The budget items and amounts derived from the worksheet have been summarized and included in the budget line-items. Many of the line item costs have been converted to a per- student formula. The average per-student funding amounts found in the FLDOE worksheet have been adjusted to reflect local market costs. The School has budgeted a percentage of revenues for contracted professional services based on the FLDOE worksheet recommendations and information obtained from local charter schools. Insurance expenses are estimated based on the worksheet recommendations and adjusted for prevailing local rates. Exterior facility maintenance will be contracted out. This cost has been factored in our maintenance expense.

The following guidelines were used to estimate the staffing, operations, and facilities costs:

Staffing

- The number of instructional staff complies with the class size reduction act.
- Staff development funds are allocated to improve staff effectiveness and implement best practices.
- Salaries are forecast using guidance from published pay scale in effect and charter schools of similar size and location.
- Human resources functions and payroll administration will be outsourced to a provider.

- A Staffing & Salary Matrix is attached along with the financials.

Operations

- The School will follow the district's vendor and procurement policy in the procurement of supplies, equipment, construction, training, and other services.
- A monetary cap and threshold will be established for small purchases.
- Instructional material costs are based on consultations with various vendors and through analysis of our other school.
- The infrastructure to implement the School's vision is supported by the budget.

Facilities

- The rent for the School's facility will be according to our flexible per student lease plan. Sites are being reviewed and vetted to meet the School's needs.
- The School has budgeted rent at a per student basis at $750 per student in year 1 and gradually increasing to $1,200 per student per year for year five.
- Insurance costs include: Commercial General Liability, Errors and Omissions, Officers and Directors Liability, Worker's Compensation, Employer's Liability, Automotive Liability, Unemployment Insurance, Property & Casualty for building and equipment.

The ESP has long standing credit relationships with multiple vendors. These relationships combined with the working capital that will be contributed by the ESP and planned fundraisers, will enable us to appropriately fund the School's start-up costs and ongoing operational needs.

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 has established clearly delineated spending priorities that focus on the school's students and teachers. Efficient management practices will be utilized in order to maximize the dollars going directly to the classroom. The spending priorities of the School are as follows:

1. Personnel expenses
2. Instructional Resources
3. Facilities costs
4. Furniture Fixture & Equipment lease payments
5. All other operating expenses
6. ESP management fees

1. Finances

The School's finances will be managed by the ESP, which has strong financial background and experience in charter school business management. The ESP will prepare monthly financial reports to be available to the Principal and the Board Chair for review. The monthly financial report shall include the statement of revenues, expenditures, and changes in fund balance and the balance sheet.

In addition, financial statements with year-to-date information and year-to-date budget comparisons will be presented at each regularly scheduled Board meeting for review by the Board. The financial information will provide the Board information that will be critical to their oversight responsibilities in the management and operations of the school. The ESP will also be responsible for preparing any

financial information required or requested by the District sponsor, FLDOE, granting agencies, and other oversight organizations.

2. Board Policies and Procedures
The School will establish financial procedures to further safeguard its finances. The Board will annually adopt and maintain an operating budget, retain the services of a certified public accountant or auditor for the annual independent financial audit and review, and will approve the audit report, including audit findings and recommendations. In the event a financial recovery plan is necessary, the board will monitor it and ensure such plan is appropriately maintained. The Governing Board of the School will also review and monitor the financial statements on at least a monthly basis during regularly scheduled board meetings.

The Board will focus on formulating sound financial policies and monitoring all major financial decisions, particularly during the early, formative stage of the School. The Governing Board will focus on controlling costs as the School develops. As the School matures, special focus will be given to evaluating the political and economic environment within which the charter school operates. The Board will decide how that environment affects the charter school's ability to achieve its goals. This financial oversight function consists of three main responsibilities:

- The board will determine the financial goals of the charter school and monitor management's progress in achieving those goals.
- The board will establish sound financial policies and monitor whether the charter school's activities adhere to those policies.
- The board will review the charter school's financial control systems in order to safeguard the resources of the School.

a. Finance and Audit
To provide effective financial oversight, the board will be responsible for working with the charter school administrator to create the upcoming fiscal year budget; reviewing the budget; monitoring the implementation of the approved budget on a regular basis with recommend proposed budget revisions; and establishing appropriate policies for the management of the charter school's assets.

Responsibilities:

- Prepare an annual budget for the charter school in collaboration with the charter school's ESP.
- Develop and annually revise a three-year financial forecast and develop long-range financial plans based on the forecast in collaboration with the charter school's principal.
- Review all grant proposals, and when necessary, act.
- Review all non-budgeted expenditures over a set dollar amount and approve as needed
- Annually submit objectives as part of the planning and budgeting process.
- Arrange for an annual 3rd party CPA audit with submission of same.
- Discuss at regular meetings in a manner determined by the board.

b. Financial Reports
At each board meeting, the board will receive certain financial reports that detail the charter school's income, expenses, and any surplus or deficit. The reports should highlight any deviations from the budget, projected revenues, and any actions the charter school administrator takes to correct those deviations. The board will review and interpret three key financial documents:

- Cash-flow projection worksheet. Covers a 12-month period and shows all anticipated financial obligations and expected cash revenues based on the existing work plan and budget. This worksheet helps to reveal if there will be any periods when funds will be

insufficient to cover expenses. The worksheet should be updated each month to reflect any changes in cash projections.

- Balance sheet. This report shows the financial position of the charter school at a particular point in time. It summarizes the School's assets, liabilities (debts or payables), and reserves (equity or fund balance), which the board can use to assess the financial stability of the organization and to see whether its liabilities can be met.
- Income statement. Also known as a profit and loss statement, this report presents an analysis of the net income or deficit of the charter school over a defined period of time. The board can use this report to assess the overall financial performance of the charter school by comparing actual income and expenditures with the budget. It can also be used to compare current income and expenditures with those of the previous year.

Using this information, the board can advise the charter school administrator to revise budgets or work plans or to take actions to reduce costs and/or seek additional revenue. Capital investments also will be reviewed by the board. Capital investments accounts will be scrutinized to determine whether they are consistent with the organization's mission and strategic plan, and whether they are financially sound.

The charter school's ESP will ensure that the board, or the board's Finance & Audit Committee, receives the following information on a monthly basis:

- A report of revenue and expenses (income statement) compared to the budget, with explanations of any significant variance
- A cash flow projection update
- A balance sheet showing the financial position of the organization at that time
- A report on the number of students currently enrolled compared with the number projected, and compared with the number in same period of the previous year
- A report on fund raising activities and results
- A list of critical issues that might affect the financial stability of the charter school.

c. Purchase Order Processing - Financial Controls

Day-to-day management of the School's finances will be handled by the ESP with the assistance of the Principal and Board Chairman, as required. The ESP will be responsible for managing cash flow and expected receivables. Expense commitments will not occur without a clear indication that funds are available to pay for them.

The ESP, through the Business Manager, will be responsible for the following:

- The Principal identifies needed services to maintain the instructional program and physical facility in top condition.
- Upon identifying a good or service, the ESP will authorize a purchase order for procurement of a good or service within the established parameters of the principal's purchasing authority as granted by the Governing Board.
- Large expenses are purchase or service over $2,500. Such expenses (less redundant and pre-approved payroll, rent, or utilities) would require Board authority for commitment and payment.
- Purchase requests in excess of the established ESP authority will be referred to the Finance & Audit Committee, or full Board.
- Upon delivery and confirmation of ordered materials or the satisfactory completion of a service, the Principal or his/her designee approves the packing slip, work order, or shipping bill and returns these with any invoice to the ESP for payment.

- The ESP confirms that the receipt of goods or services has been properly documented and the documents are forwarded to the Board's Treasurer or Chairman for approval for payment to the vendor.
- All internal funds are subject to the same level of control and a thorough record of each internal fund is maintained so that the board, ESP, Principal and management entities have full visibility on all internal fund revenues and expenses.

All staff and teacher contracts will be written with a 15 day termination clause that will allow the Board to end a position if the School does not meet enrollment expectations or anticipated FEEP.

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.

Attached

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.

1. Fundraising Plan
When the School is chartered, the Board will work to plan a comprehensive, strategic fund development plan. The School will obtain a 501(c)(3) non-profit organization to support the School's fundraising efforts. In the preoperational year, responsibility for fundraising will fall on the Board. The group will work toward the identification of foundations, private organizations, and individual donors to make both material and capital donations.

A fund raising plan will be developed to serve as an internal document for the board and other fundraising volunteers to understand how the School will:

- Raise operating and capital funds for the first year of operations.
- Develop the structures and relationships necessary to continue effective fundraising during subsequent years.
- Enable us to consider developing and owning our own facility in the future.

Goals associated with the fundraising plan will include:

- Educate and involve the full governing board in the fundraising effort
- Bolster a volunteer fundraising committee
- Finalize a fundraising plan
- Assign responsibilities clearly
- Begin relationship building with and solicitation of potential individual donors
- Begin relationship building with and solicitation of foundations
- Begin relationship building with corporations
- Develop marketing and fundraising materials

2. Roles & Responsibilities
Full board:

- Adopt development plan
- Commit to culture of philanthropy that starts with the board: everyone gives within their means

- Help develop the image of the School
- Be educated about development
- Assist with the creation of marketing materials, development systems, and events

Individual board members:

- Help generate list of potential donors
- Cultivate/ solicit individual donors
- Be an ambassador to the community for the School
- Give a personal gift to start the development fund
- Host house parties / participate in cultivation of face-to-face solicitations
- Personalize solicitation letters and emails; make follow up calls
- Help cultivate relationships with foundations

Principal and Staff:

- Understand the development plan (big picture and some details)
- Develop School image and marketing materials
- Develop donor tracking database
- Research foundations, solicit and prepare grant applications, and participate in cultivation efforts
- Participate in cultivation of individual donors
- Keep Development Committee and Board up to date on progress
- Develop and ensure proper accounting procedures
- Assist in fundraising events and plans

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 Board will have primary fiscal responsibility in the financial operations of the school. The Principal and ESP will be responsible for the day to day operations and ensure that all internal controls are in place and implemented.

The Board will make all decisions to reduce the scope of the operation and expenses if student enrollment and ultimately FEFP payments do not meet projections. The attached sensitivity analysis will provide direction to steer Board decisions.
The Board will contract with the ESP, 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. The ESP has well-established processes and procedures to ensure fiscal responsibility and sound internal controls. The 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 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.

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 ESP, Business Manager 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 School, under the Board’s direction, will be responsible and accountable for all financial, accounting, and bookkeeping functions, including the payment of all invoices, reconciling bank statements, debit and credit entries, procurement, and purchasing. The School will use QuickBooks. All practices and procedures will be in alignment with the Generally Accepted Accounting Principles.

The Governing Board shall adopt a comprehensive budget on an annual basis, which shall include all forms of revenues 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:

- Review of financial statements
- Review of budget vs. actual variances
- 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 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 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.

The Business Manager 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 Principal to ensure adherence to the Board approved budget.

1. Internal Controls

A strong internal control policy will be guided by the following financial management principles:

- Responsibility will be clearly established.
- Adequate records will be maintained.
- Assets will be insured and inventoried, and appropriate employees bonded.

Internal accounting procedures for account receivables and accounts payables are, as follows:

- For receivables, all cash payments will be logged, coded by source and deposited daily. Daily deposits will be reconciled to cash receipts logs.
- Disbursements will be made only to approved vendors and must be appropriately authorized.
- Disbursement voucher packages are prepared at the school site and authorized by the Principal.
- Disbursement vouchers over the Principal's level of authority are submitted to the ESP with appropriate supporting documentation to substantiate the nature, account classification, business purpose, and amount.
- Disbursement vouchers are reviewed and approved by the Principal and the ESP.
- All checks over a pre-approved threshold, as established by the Board, will require dual signatures. Certain checks and checks over a certain amount will require board President or Treasurer’s signature and approval.
- Authorized signatures on checks are limited to the President of the Governing Board and

the ESP, Principal or designee, as approved by the Governing Board.

- Bank statements will be reconciled on a monthly basis.
- The School, through the ESP, will provide regular financial statements to the Sponsor including a statement of revenues and expenditures and changes in fund balances prepared in accordance with generally accepted accounting principles. These will be provided on the dates required by the school board in the charter school contractual agreement between the School and the Sponsor.
- The School, through the ESP, will provide the Sponsor with annual audited financial reports as of June 30 of each year. These reports will include a complete set of financial statements and notes thereto prepared in accordance with generally accepted accounting principles for inclusion into the board's annual financial statements, formatted by revenue source and expenditures, and detailed by function and object no later than September 20 of each year.

The School will utilize established procedures for cash receipts, cash disbursements, and record keeping. Some of the financial controls include:

- Only one operating bank account will be maintained by the School (others may be maintained as approved by a majority vote of the board)
- All funds will be deposited to the bank account on a daily basis intact, whenever practical. At a minimum, no receipts will go longer than two (2) days without being deposited.
- Printed, pre-numbered receipts will be issued for all cash received whenever possible.
- All disbursements will be made by check (except for minor petty cash disbursements). Printed, pre-numbered checks will be used, and voided checks will be maintained to complete the number sequence.
- Disbursements of a minor nature will be accommodated by the use of a Petty Cash fund.
- The ESP, through the Principal will authorize all expenditures prior to any commitment being made regarding any school funds.
- No checks will be pre-signed.
- All invoices will be reviewed and initialed for approval before a check is issued.
- All school liabilities will be paid promptly.
- All school related fundraising activities must be approved in advance by the Board.
- All funds associated with school-related activities will be administered through the school office.
- All outside groups with a relationship to the school (PTO, Boosters, etc.) will conduct activities in such a way as to be clearly distinguished from school-sponsored programs/activities.
- State sales tax shall be collected and reported when applicable.
- School financial records, including files for receipts, invoices, bank statements, and cancelled checks will be kept up-to-date and fully accessible at all times.
- Transfers to/from the school savings account may only be made by the signing officers.
- All investments will be appropriate for the School, consisting of federally insured certificates of deposit, therefore minimizing investment risk. All interest will be reported as receipts of revenue and as a result become a part of school funds.

- Bank reconciliations will be prepared monthly. A printed copy will be reviewed and initialed by the ESP and Principal, and a copy kept on file. Bank reconciliation will be performed by someone not handling cash or recording cash.
- Bank statements will be delivered unopened to the Treasurer or President of the Board by a school staff member not involved in cash handling or recording of cash.
- A Balance Sheet and Income Statement will be prepared monthly, a printed copy reviewed and initialed by the Director, and a copy kept on file.
- Financial reports for all special interest groups (i.e., yearbook, student government, etc.) will be prepared on a monthly or quarterly basis as determined by activity and distributed to the appropriate group advisor for review.
- All School property will be inventoried and clearly tagged to safeguard the controls over the assets acquired, which in the event of the charter school's termination, would be required to be returned over to the Sponsor.
- Under no circumstances are school funds to be used for personal benefit or gain of administration or staff.

2. Audit Process

The Governing Board will utilize audits in carrying out its responsibility to assure the School's financial resources are properly managed. The Board understands the fiduciary responsibility it holds in using public funds to provide its students with a safe environment conducive to academic excellence. The Board will comply with all of the requirements set forth by the laws, rules and regulations at the Federal, State, and local (Sponsor) level.

The Board is fully aware of and will comply with requirements for an audit as summarized:

- An annual audit of the charter school shall be conducted by an independent public accountant licensed to practice public accounting in the State of Florida, and the charter school's independently audited financial statements shall be included in this report, which is due to the Charter Schools Office by September 30th of every year. If an annual audit conducted by a certified public accountant in accordance with s. 218.39, F.S. reveals one or more of the conditions specified in s. 218.503(1), F.S. have occurred, or will occur if action is not taken, the auditor must notify the governing board of the charter school or charter technical career center, the Board, and the Commissioner of Education within seven (7) business days. If the Commissioner determines that the charter school requires a financial emergency plan, then the school is considered to be in a state of financial emergency, and must submit a detailed financial recovery plan with the District and the Commissioner of Education within thirty (30) days.
- The Commissioner of Education shall annually report to the State Board of Education each charter school and charter technical career center that is subject to a financial recovery plan or corrective action plan. The Board may choose not to renew or to terminate a charter of the charter school or charter technical career center that fails to correct the deficiencies in the corrective action plan within one (1) year or that exhibits one (1) or more financial emergency conditions for two consecutive years.
- The Board shall be entitled to inspection of the charter school's financial and pupil records

upon request. The Board has the right to review, upon request, all documentation pertaining to students in the Exceptional Student Education or English for Speakers of Other Languages programs at the charter school. In accordance with s. 218.39 (1)(8), F.S., the charter schools' governing board must submit a copy of the annual audit to the Auditor General within forty-five (45) days after receiving the audit from the independent audit firm, but no later than twelve (12) months after the end of the entity's fiscal year.

The Board will review carefully all financial statements, budgets, and auditor's reports and will respond appropriately to any audit findings.

The School will adhere to the audit selection requirements per Florida Statute and the Auditor General Requirements and ensure that the Audit Report checklist (§11.45(3)(a), Florida Statutes) accompany the audit in a timely manner according to the dates agreed upon for audited and unaudited reports between the Sponsor and the board in the Charter.

The Board will establish, when Board membership grows, a Finance & Audit Committee, as recommended by the Florida Consortium of Charter Schools, Technical Assistance Paper #2009-03, to assist in selecting an auditor to conduct the annual financial audit. Pursuant to s. 218.391, F.S., the Finance & Audit Committee shall:

- Establish factors to use for the evaluation of audit services. Such factors shall include the ability of personnel, experience, and ability to furnish the required services.
- Compensation may be a factor; however, it may not be the sole or predominant factor used to evaluate proposals.
- Publicly announce a request for proposals. Include information on how interested firms can apply for consideration.
- Provide a request for proposal to interested firms with information on how the proposal will be evaluated.
- Evaluate proposals using the established factors.
- Rank and recommend at least three (3) proposals deemed to be the most highly qualified in order of preference.
- After the Finance & Audit committee has made its recommendations according to the procedures established in statute, the governing body shall select one of the firms and negotiate a written contract. The written contract must include, at a minimum, the following provisions:
    - The services to be provided and fees or other compensations for such services.
    - A requirement that invoices for fees be submitted in sufficient detail to demonstrate compliance with the terms of the contract.
    - The contract period, including renewals, and conditions under which the contract may be terminated or renewed.

The Board will comply with all of the Sponsor requirements for submitting the annual audited financial statements and will be prepared to cooperate fully with any additional information that may be requested.

3. Financial Reporting

The Board will employ stringent financial reporting requirements, as follows:

- All financial transactions and records are scanned to a secure document portal that is available to persons authorized by the board.
- The document portal is organized to permit the view of each check's history including the purchase order and signed shipping invoice authorizing payment.
- A copy of the monthly bank reconciliation and financial reports (ledger detail, balance sheet, P&L) are maintained on the document portal and the bank register is updated weekly and posted to the portal. Restricted persons are also permitted online confirmation of account balances and activity to facilitate the monitoring of school funds twenty-four (24) hours, seven (7) days a week.
- Enrollment is monitored weekly through the Sponsor's Student Information System and the School's registrar must inform the Principal before withdrawing a student to enable the Principal to conduct an exit interview with the family and to stay abreast of school enrollment.
- The School will provide an annual financial report and program cost report information in state-required formats for inclusion in the district's reporting in compliance with §1011.60(1), F.S.
- The School will provide the Sponsor with reports showing balance sheet, income statements, bank reconciliations, and any other documents as agreed to and provided in the Charter.

4. Programmatic Audit:

The School will perform annual program/performance audits to insure adherence to the School's mission, meeting stated objectives, is fiscally and organizationally sound, and is in compliance with applicable laws. This programmatic audit will be conducted in the manner specified in Board adopted policy.

C. Describe the method by which accounting records will be maintained.

The ESP, under the Board's direction, will be responsible and accountable for all financial, accounting, and bookkeeping functions, including the payment of all invoices, reconciling bank statements, debit and credit entries, procurement, and purchasing. The School will use QuickBooks. All practices and procedures will be in alignment with the Generally Accepted Accounting Principles.

The accepted state codification of accounts for Florida schools will be used through compliant accounting software with the ESP. Accounting will be compliant with all federal, state, and local laws, rules, and regulations such as Florida's "Redbook," Governmental Standards Accounting, Board provisions, and applicable fund requirements.

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, 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.

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.

The School will maintain student and financial records consistent with Chapter 119, Florida Statutes. Student records will be secured in a rated fireproof cabinet and only appropriate personnel will have access to those records. Retention schedules established by the records and information management program of the Division of Library and Information Services of the Department of State will be followed. Permanent or archival records will be kept in fireproof and waterproof safes, vaults, or rooms fitted with noncombustible materials, if feasible and in such arrangement as to be easily accessible. IEPs will be stored separately in a fireproof cabinet. Financial records, including personnel files, will be maintained and kept for those periods required by law. Most contracts, personnel records and other sensitive financial records will be copied and stored offsite in electronic form.

The accounting records of the school will be maintained in accordance with “Financial and Program Cost Accounting and Reporting for Florida Schools” (The Redbook). The school’s CPA will use accounting software, which accommodates the accounting structure of the Redbook. Records will be kept with paper copy, electronic disc copy and a warehouse copy on an offsite server.

The financial, educational, and other records pertaining to the charter school, whether or not generated by the School are the property of the School. All such records shall be subject to inspection and copying under the provisions of Freedom of Information Act.

E. Describe how the school will store student and financial records.

The School will maintain student and financial records consistent with Chapter 119, Florida Statutes. Student records will be secured in a rated fireproof cabinet and only appropriate personnel

will have access to those records. Retention schedules established by the records and information management program of the Division of Library and Information Services of the Department of State will be followed. Permanent or archival records will be kept in fireproof and waterproof safes, vaults, or rooms fitted with noncombustible materials, if feasible and in such arrangement as to be easily accessible. IEPs will be stored separately in a fireproof cabinet. Financial records, including personnel files, will be maintained and kept for those periods required by law. Most contracts, personnel records and other sensitive financial records will be copied and stored offsite in electronic form.

The accounting records of the school will be maintained in accordance with "Financial and Program Cost Accounting and Reporting for Florida Schools" (The Redbook). The school's CPA will use accounting software, which accommodates the accounting structure of the Redbook. Records will be kept with paper copy, electronic disc copy and a warehouse copy on an offsite server.

The financial, educational, and other records pertaining to the charter school, whether or not generated by the School are the property of the School. All such records shall be subject to inspection and copying under the provisions of Freedom of Information Act.

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 officers liability coverage.

The School will provide evidence of insurance coverage as required by the Sponsor and in accordance with the timeframe as stated in the Charter. Insurance will only be obtained from an insurer (carrier) authorized by the Department of Insurance of the State of Florida or an eligible surplus line insurer under Florida Statutes. The insurer will have an AM Best rating of "A-" or better

and financial size category of "IV" or better according to the latest edition of Best's key rating guide published by AM Best Company.

Insurance coverage generally will be as follows, unless agreed to differently by the Sponsor and Board in the Charter Agreement:

- School Leaders Errors and Omissions Insurance.
  - $1,000,000 per claim/annual aggregate, maximum $25,000 deductible.
- Fidelity Bonds.
  - The School will carry fidelity bonds on all employees whose duties include receiving or disbursing cash.
- Commercial General Liability Insurance.
  - $1,000,000 per occurrence/$3,000,000 annual aggregate. Property damage liability will be on a first-dollar basis without deductible or self-insured retention. The maximum property damage liability shall be $1,000.
- Automobile Liability Insurance
  - $1,000,000 per occurrence/$3,000,000 annual aggregate including all owned and non-owned automobiles.
- Worker's Compensation Insurance
  - Part I as required in Florida Statute and Part II shall have the following limits: $500,000 each accident; $500,000 Disease(s); $500,000 Diseases, each employee; or, as required by Florida Law.
- Fire, Property & Casualty - Bldg. & Equipment Coverage
  - Property coverage insurance will be carried on all real and tangible property with a value greater than $500.
- Unemployment Insurance

The School will provide health insurance coverage to employees through the agreement with its payroll leasing company. Employee dependents and spouses are eligible for coverage through the plan at the employee's expense.

Section 19: Action Plan

A. Present a projected timetable for the school's start-up, including but not limited to the following key activities:
i. Applying for and securing appropriate legal status
ii. Identifying and securing facility
iii. Recruiting and hiring staff
iv. Staff training
v. Finalizing curriculum and other instructional materials
vi. Governing Board training
vii. Policy Adoption by Board (if necessary)
viii. Enrollment Lottery, if necessary

ix. Acquire furniture, fixtures, equipment
x. Acquire instructional materials and technology
xi. Student enrollment

The School will implement a detailed action plan that will assure the on-time opening of the school. Special care and attention will be given to developing the innovative components of the School as outlined in the mission, educational and curriculum sections of the application and effectively communicating them to the School's staff and parents, throughout the timeline in the action plan. The Board will work closely with an experienced charter school developer to facilitate the implementation of the facilities component of the action plan.

SCHOOL OPENING TIMELINE 2016-2017 SCHOOL YEAR	
Applying for and securing appropriate legal status	Done
Approval of application by Sponsor	Oct - Dec 2015
Facility Search and Contract	Aug 2015 – Jan 2016
Finalizing curriculum and other instructional materials	Nov 2015
Start-up Grant Preparation	Nov – Jan 2016
Board Participation in Charter School Conference	Nov 2015
Issue RFP for marketing, printing & advertising	Dec 2015
School Board approval of contract and public hearing	Jan - Feb 2016
Marketing and recruiting	Jan – June 2016
Communicating role of parents in the implementation of innovative components of the School	Jan – June 2016
Recruiting and Hiring of staff (as per staffing plan) Key People Hired (Feb) with start time in May-July	Feb – July 2016
Communicating innovative programs to prospective staff	Feb – July 2016
Develop Board Policies & Procedures Principal begins work	Feb 2016
Initial student registration period	15 Feb-1 April 2016
Enrollment of registered students	Feb – Aug 2016
Ordering classroom materials	April – June 2016
Lottery - if number of applicants exceeds capacity	April 2016
Parent Orientation Meetings	April – Aug 2016

SCHOOL OPENING TIMELINE 2016-2017 SCHOOL YEAR	
Staff Training	July – August 2016
Finalizing curriculum and other instructional materials Ordering classroom materials	April – June 2016
Purchasing	April – August 2016
Finalize & approve Board policies & procedures	April 2016
Issue RFP for other products & services	April – June 2016
Second Registration Period Begins (If number of applicants exceeds capacity, lottery will be conducted)	15 April – 1 June 2016
Final Preparation of Facilities (inspections/permits/set-up) Acquire furniture, fixtures, equipment Acquire instructional materials and technology	May-Aug 2016
Employee fingerprinting, drug-testing, &background checks	June – July 2016
Governing Board Training Completed	July 2016
Staff orientation and preparation for opening	Aug 2016
School Opening	Aug 2016

Note: this timeline is a projection and is not meant to be binding on the school or sponsor.

*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?

Board Members: Melissa Bustamante, Maxine Mason, Kerri Diaz
ESP: Cynthia Dotson

b. What is/was the name of the charter school?

Championship Academy of Distinction at Hollywood
Championship Academy of Distinction at Davie

c. In what district is/was the charter school?

Broward County

2. Has any individual involved in the application for a charter school in Broward County been involved in a charter school that has closed?

No

a. What is his/her name
b. In what capacity was the individual involved?
c. What was the name of the charter school?
d. In what district was the charter school?

3. If you answered YES to number 2, what were the circumstances of the closure? Provide specific details such as voluntary, academic performance, financial viability.

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?

Melissa Bustamante, Maxine Mason, Kerri Diaz
Cynthia Dotson, Frank Bolanos

b. What is the name(s) of the charter school(s)?

Championship Academy of Distinction at Hollywood
Championship Academy of Distinction at Davie
Avant Garde Academy of Broward
Avant Garde Academy K-8- Broward
Avant Garde Academy of Osceola
Avant Garde Academy K-8 of Osceola

c. In what district is the charter school?

Broward and Osceola

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

a. What is his/her name?

N/A

b. What is the name(s) of the school(s)?

N/A

c. In what district is the charter school?

N/A

(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).

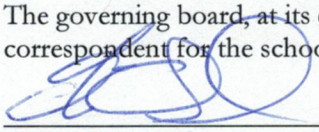
III. STATEMENT OF ASSURANCES

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

As the authorized representative of the applicant group, I hereby certify that the information submitted in this application for a charter for CHAMPIONSHIP ACADEMY OF DISTINCTION HIGH SCHOOL 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, PRESIDENT to sign as the legal correspondent for the school.



Signature

7/29/2015

Date

MELISSA BUSTAMANTE

Printed Name

Applicant History Worksheet - Addendum B
Schools Currently or Previously Operated by Governing Board

Form IEPC-M1A
Rule 6A-6.0786
August 2015

Championship Academy of Distinction at Hollywood, Inc. 1100 Hillcrest Drive, Hollywood, FL 33021 Championship Academy of Distinction at Davie, Inc. 3367 N. University Drive, Davie FL 33024			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
				Year 0 (Most Recent Year)				
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Broward	Championship Academy at Hollywood	5361	Active	608/79%	unknown	pending audit	pending audit	No
Broward	Championship Academy at Davie	5422	Active	401/73%	unknown	pending audit	pending audit	No
Broward	Avant Garde Academy of Broward	5791	Active	84/79%	unknown	pending audit	pending audit	No

Applicant History Worksheet - Addendum B
Schools Currently or Previously Operated by Governing Board

Championship Academy of Distinction at Hollywood, Inc.
1100 Hillcrest Drive, Hollywood, FL 33021

Championship Academy of Distinction at Davie, Inc.
3367 N. University Drive, Davie FL 33024

Year -1

District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
Broward	Championship Academy at Hollywood	5361	303/73%	C	($11,665)	0.39%	No
Broward	Championship Academy at Davie	5422	596/64%	A	($118,071)	2.74%	No
Broward	Avant Garde Academy of Broward	5791	N/A	N/A	N/A	N/A	N/A

Applicant History Worksheet - Addendum B
Schools Currently or Previously Operated by Governing Board

Championship Academy of Distinction at Hollywood, Inc.
1100 Hillcrest Drive, Hollywood, FL 33021

Championship Academy of Distinction at Davie, Inc.
3367 N. University Drive, Davie FL 33024

Year -2

District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Broward	Championship Academy at Hollywood	5361	289/69%	C	($7,656)	0.28%	No
Broward	Championship Academy at Davie	5422	596/64%	C	$32,787	0.85%	No
Broward	Avant Garde Academy of Broward	5791					

Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch

Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.

Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).

Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)

Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.

Applicant History Worksheet - Addendum B
Schools Currently or Previously Operated by Governing Board

Championship Academy of Distinction at Hollywood, Inc.
1100 Hillcrest Drive, Hollywood, FL 33021

Championship Academy of Distinction at Davie, Inc.
3367 N. University Drive, Davie FL 33024

Year -3

District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
Broward	Championship Academy at Hollywood	5361	N/A	N/A	N/A	N/A	N/A
Broward	Championship Academy at Davie	5422	N/A	N/A	N/A	N/A	N/A
Broward	Avant Garde Academy of Broward	5791	N/A	N/A	N/A	N/A	N/A

Applicant History Worksheet - Addendum B
Schools Currently or Previously Operated by Governing Board

Championship Academy of Distinction at Hollywood, Inc.
1100 Hillcrest Drive, Hollywood, FL 33021

Championship Academy of Distinction at Davie, Inc.
3367 N. University Drive, Davie FL 33024

Year -4

District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
Broward	Championship Academy at Hollywood	5361	N/A	N/A	N/A	N/A	N/A
Broward	Championship Academy at Davie	5422	N/A	N/A	N/A	N/A	N/A
Broward	Avant Garde Academy of Broward	5791	N/A	N/A	N/A	N/A	N/A

Applicant Worksheet History - Addendum C
Schools Currently or Previously Operated by Management Company

Charter School Management Solutions 1830 S. Ocean Drive Suite 4411 Hallandale Beach, FL 33009			Status as of the date application is submitted. For any school that is closed, please attach separate page explaining reasons for closure, with supporting documentation if applicable.	Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned Fund Balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
				Year 0 (Most Recent Year)				
District	School Name	MSID	Status (Active/Closed)	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Broward	Championship Academy of Distinction at Hollywood	5361	Active	608/79%	Unknown	Pending Audit	Pending Audit	No
Broward	Championship Academy of Distinction at Davie	5422	Active	401/73%	Unknown	Pending Audit	Pending Audit	No
Broward	Avant Garde Academy of Broward	5791	Active	84/79%	Unknown	Pending Audit	Pending Audit	No

Applicant Worksheet History - Addendum C
Schools Currently or Previously Operated by Management Company

Charter School Management Solutions
1830 S. Ocean Drive Suite 4411
Hallandale Beach, FL 33009

			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -1				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Broward	Championship Academy of Distinction at Hollywood	5361	303/73%	C	($11,665)	0.39%	No
Broward	Championship Academy of Distinction at Davie	5422		A	($118,071)	2.74%	No
Broward	Avant Garde Academy of Broward	5791	N/A	N/A	N/A	N/A	N/A

Applicant Worksheet History - Addendum C
Schools Currently or Previously Operated by Management Company

Charter School Management Solutions 1830 S. Ocean Drive Suite 4411 Hallandale Beach, FL 33009			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -2				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Broward	Championship Academy of Distinction at Hollywood	5361	289/69%	C	($7,656)	0.28%	No
Broward	Championship Academy of Distinction at Davie	5422	596/64%	C	($32,787)	0.85%	No
Broward	Avant Garde Academy of Broward	5791	N/A	N/A	N/A	N/A	N/A

Applicant Worksheet History - Addendum C
Schools Currently or Previously Operated by Management Company

Charter School Management Solutions
1830 S. Ocean Drive Suite 4411
Hallandale Beach, FL 33009

			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
			Year -3				
District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
Broward	Championship Academy of Distinction at Hollywood	5361	N/A	N/A	N/A	N/A	N/A
Broward	Championship Academy of Distinction at Davie	5422	N/A	N/A	N/A	N/A	N/A
Broward	Avant Garde Academy of Broward	5791	N/A	N/A	N/A	N/A	N/A

Applicant Worksheet History - Addendum C
Schools Currently or Previously Operated by Management Company

Charter School Management Solutions
1830 S. Ocean Drive Suite 4411
Hallandale Beach, FL 33009

Year -4

District	School Name	MSID	Enrollment /FRL%	School Grade/School Improvement Rating	Year End Fund Balance	Unassigned Fund Balance as Percentage of Total Revenue	Audit Finding (Yes/No)
			Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch	Indicate school grade issued pursuant to s. 1008.34, F.S., or School Improvement Rating issued pursuant to s. 1008.341, F.S. Authorizers may find more detailed academic performance data at http://schoolgrades.fldoe.org/.	Unassigned fund balance from independent annual audit. Deficit fund balances should be reported in parentheses. For example, an unassigned fund balance deficit should be reported as ($25,000).	Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)	Applicant should indicate whether the independent financial audit included any of the following findings: financial emergency condition pursuant to s. 218.503(1), deteriorating financial condition, or going concern. If response is "Yes," please attach separate page explaining why. If audit is not yet available, indicate with N/A. Authorizer may review complete audits at http://www.myflorida.com/audgen/ or request from authorizing district.
Broward	Championship Academy of Distinction at Hollywood	5361	N/A	N/A	N/A	N/A	N/A
Broward	Championship Academy of Distinction at Davie	5422	N/A	N/A	N/A	N/A	N/A
Broward	Avant Garde Academy of Broward	5791	N/A	N/A	N/A	N/A	N/A

SECTION 1 ATTACHMENTS

FCIM

FLORIDA STATEWIDE ASSESSMENT PROGRAM

BROWARD COUNTY SCHOOLS CALENDAR

Florida Continuous Improvement Model (FCIM)

Research identifies five characteristics or correlates common to all effective schools:

1. Strong instructional leadership by the principal that frames the school's vision and turns it into reality.
2. High expectations of student achievement by students and staff members.
3. A broadly understood instructional focus that centers on reading, writing, mathematics, and science.
4. A safe and orderly school climate conducive to teaching and learning.
5. Frequent measures of pupil achievement as a basis for program evaluation and improvement.

Eight Step Process

To ensure that quality instruction and learning takes place in every classroom, the following *Eight-Step Instructional Process* is strictly adhered to:

1. Disaggregation of Test Scores – Each spring, results are disaggregated by student group to identify objectives that require improvement. The district's goal is to show continuous improvement year to year. The data are prepared for each teacher over the summer break and delivered to teachers by the beginning of the school year. Providing teachers with the data in a timely and efficient manner is a critical part of the process.
2. Development of Instructional Time Line – Florida identifies essential standards and benchmarks for all students. Using this as a base, teachers develop a time line for teaching each of these skill areas. Time allocations are based on the needs of the student groups and the weight of the objective. Effective instruction begins by knowing what students need to learn, what teachers need to teach, and how long instruction will take.
3. Delivery of Instructional Focus – Using the time line, an instructional focus sheet stating the objective, target areas, instructional dates, and assessment dates is disseminated and followed by each teacher. By looking on the calendar, everyone knows the objectives teachers are focusing on and the time period when they will be taught. The district sets the expectation while the teachers determine how to fulfill it.
4. Assessment – After the instructional focus has been taught, teachers administer a commercially prepared assessment. Eighty percent of students must master an objective before teachers move on to another target area. Shorter, more frequent assessments allow teachers to detect and correct problems early. If students do poorly on a particular objective, additional teacher resources are provided, such as bringing in an instructional specialist.

5. Tutorials – Students who fail an assessment attend small tutorial groups devoted to the re-teaching of non-mastered target areas. Teachers in all grade levels and areas of certification provide tutorial or remediation activities both during and after school and on Saturdays. Computer lab time is offered. Additionally, vertical and horizontal teams of teachers and other staff members ensure seamless transitions for students moving between grade levels and schools.
6. Enrichment – Mastery students attend enrichment classes during tutorial time. At the intermediate and high school levels, mastering the basics is a requirement for taking electives. This practice (which parents highly support) has served to motivate students to take their studies seriously and focus on passing the tests.
7. Maintenance – Materials are provided for ongoing maintenance and re-teaching of objectives. This ensures students retain what they have learned. It also helps teachers to quickly spot students' needs for additional instruction. Economically disadvantaged students who need a lot of structure and reinforcement have especially benefited from this practice.
8. Monitoring – Principals visit classes daily during the instructional focus to monitor progress and drive home the message that learning is the primary purpose of the school.



Florida Standards Assessments (FSA)

English Language Arts and Mathematics

Dates	Assessment
October 12–16, 2015	**Paper-Based Accommodations:** FSA English Language Arts Grade 10 Retake
October 12–23, 2015	**Computer-Based:** FSA English Language Arts Grade 10 Retake
February 29–March 11, 2016	**Computer-Based (and Paper-Based Accommodations):** FSA Grades 4–11 English Language Arts – Writing Component
March 28–April 8, 2016	**Paper-Based:** FSA Grade 3 English Language Arts FSA Grades 3 and 4 Mathematics
March 28–April 8, 2016	**Computer-Based (and Paper-Based Accommodations):** FSA English Language Arts Grade 10 Retake
April 11–22, 2016	**Paper-Based Accommodations:** FSA Grades 4–11 English Language Arts FSA Grades 5–8 Mathematics
April 11–May 6, 2016	**Computer-Based:** FSA Grades 4–11 English Language Arts FSA Grades 5–8 Mathematics

FSA End-of-Course Assessments

Dates	Assessment
September 14–18 , 2015 November 30–December 4, 2015 April 18–29, 2016 July 11–15, 2016	**Paper-Based Accommodations:** Algebra 1, Geometry, Algebra 2
September 14 – 25 , 2015 November 30–December 18, 2015 April 18–May 13, 2016 July 11–22, 2016	**Computer-Based:** Algebra 1, Geometry, Algebra 2

Next Generation Sunshine State Standards (NGSSS) Assessments	
FCAT 2.0 **Florida Comprehensive Assessment Test® FCAT 2.0**	
Dates	**Assessment**
October 12–16, 2015 and March 28–April 1, 2016	**Paper-Based Accommodations:** FCAT 2.0 Reading Retake
October 12–23, 2015 and March 28–April 8, 2016	**Computer-Based:** FCAT 2.0 Reading Retake
April 11–May 6, 2016	**Paper-Based:** FCAT 2.0 Grades 5 and 8 Science
EOC **NGSSS End-of-Course Assessments**	
Dates	**Assessment**
October 12–16, 2015	**Paper-Based Accommodations:** Algebra 1 Retake, Biology 1, Civics, U.S. History
October 12–23, 2015	**Computer-Based:** Algebra 1 Retake, Biology 1, Civics, U.S. History
November 30–December 11, 2015	**Paper-Based Accommodations:** Algebra 1 Retake, Biology 1, Civics, U.S. History
November 30–December 18, 2015	**Computer-Based:** Algebra 1 Retake, Biology 1, Civics, U.S. History
March 28–April 1, 2016	**Paper-Based Accommodations:** Algebra 1 Retake
March 28–April 8, 2016	**Computer-Based:** Algebra 1 Retake
April 18–May 13, 2016	**Paper-Based Accommodations:** Biology 1, Civics, U.S. History
April 18–May 20, 2016	**Computer-Based:** Biology 1, Civics, U.S. History
July 11–15, 2016	**Paper-Based Accommodations:** Algebra 1 Retake, Biology 1, Civics, U.S. History
July 11–22, 2016	**Computer-Based:** Algebra 1 Retake, Biology 1, Civics, U.S. History

2015/16 SCHOOL CALENDAR-BROWARD COUNTY PUBLIC SCHOOLS*

AUGUST

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

NOVEMBER

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

DECEMBER

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JANUARY

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

FEBRUARY

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29				

MARCH

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

APRIL

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

MAY

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

JUNE

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

- Employee Planning (no school for students)
- Schools & Administrative Offices Closed
- Schools Closed
- Report Cards Issued
- Interim Reports Issued
- Early Release Day
- First & Last Day of School

Hurricane make-up days in order of preference: 10/22/15, 1/07/16, 2/25/16, 3/17/2016, 6/09/16

*Year-Round Schools Follow Different Calendars

NOTE: If you are looking for your child's school phone number, please contact Main Switchboard at 754-321-0000 or visit browardschools.com

SECTION 4

LANGUAGE ARTS

TECHNOLOGY STANDARDS

APPROVED COURSES

GRADE: 910

Strand: READING STANDARDS FOR LITERATURE

Cluster 1: Key Ideas and Details

STANDARD CODE	STANDARD
LAFS.910.RL.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.910.RL.1.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.910.RL.1.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 2: Craft and Structure

STANDARD CODE	STANDARD
LAFS.910.RL.2.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.910.RL.2.5	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.910.RL.2.6	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 3: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.910.RL.3.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.910.RL.3.9	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Reading and Level of Text Complexity	
STANDARD CODE	**STANDARD**
LAFS.910.RL.4.10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Strand: READING STANDARDS FOR INFORMATIONAL TEXT	
Cluster 1: Key Ideas and Details	
STANDARD CODE	**STANDARD**
LAFS.910.RI.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.910.RI.1.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.910.RI.1.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 2: Craft and Structure	
STANDARD CODE	**STANDARD**
LAFS.910.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 cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.910.RI.2.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.910.RI.2.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 3: Integration of Knowledge and Ideas	
STANDARD CODE	**STANDARD**

LAFS.910.RI.3.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.910.RI.3.8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.910.RI.3.9	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 4: Range of Reading and Level of Text Complexity

STANDARD CODE	STANDARD
LAFS.910.RI.4.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Strand: WRITING STANDARDS

Cluster 1: Text Types and Purposes

STANDARD CODE	STANDARD
LAFS.910.W.1.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. *Cognitive Complexity:* Level 4: Extended Thinking &Complex Reasoning
LAFS.910.W.1.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and

	analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). *Cognitive Complexity:* Level 4: Extended Thinking &Complex Reasoning
LAFS.910.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 2: Production and Distribution of Writing	
STANDARD CODE	**STANDARD**
LAFS.910.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.) *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.910.W.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.) *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.910.W.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other

	information and to display information flexibly and dynamically. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 3: Research to Build and Present Knowledge	
STANDARD CODE	**STANDARD**
LAFS.910.W.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. *Cognitive Complexity:* Level 4: Extended Thinking &Complex Reasoning
LAFS.910.W.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. *Cognitive Complexity:* Level 4: Extended Thinking &Complex Reasoning
LAFS.910.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). b. Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Writing	
STANDARD CODE	**STANDARD**
LAFS.910.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 tasks, purposes, and audiences. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Strand: STANDARDS FOR SPEAKING AND LISTENING	
Cluster 1: Comprehension and Collaboration	
STANDARD CODE	**STANDARD**
LAFS.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-

	reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.910.SL.1.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.910.SL.1.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 2: Presentation of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.910.SL.2.4	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.910.SL.2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.910.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 54 for specific expectations.) *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Strand: LANGUAGE STANDARDS

Cluster 1: Conventions of Standard English

STANDARD CODE	STANDARD
LAFS.910.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use parallel structure. b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing

	or presentations. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.910.L.1.2	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.** **a. Use a semicolon, with or without a conjunctive adverb, to link two of more closely related independent clauses.** **b. Use a colon to introduce a list or quotation.** **c. Spell correctly.** *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 2: Knowledge of Language	
STANDARD CODE	**STANDARD**
LAFS.910.L.2.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook, Turabian's Manual for Writers*) appropriate for the discipline and writing type. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 3: Vocabulary Acquisition and Use	
STANDARD CODE	**STANDARD**
LAFS.910.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*). c. Consult general and specialized 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, its part of speech, or its etymology. 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). *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.910.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

	a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.910.L.3.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Strand: READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6–12

Cluster 1: Key Ideas and Details

STANDARD CODE	STANDARD
LAFS.910.RH.1.1	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.910.RH.1.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.910.RH.1.3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 2: Craft and Structure

STANDARD CODE	STANDARD
LAFS.910.RH.2.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.910.RH.2.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.910.RH.2.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 3: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.910.RH.3.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.910.RH.3.8	Assess the extent to which the reasoning and evidence in a text support the author's claims. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.910.RH.3.9	Compare and contrast treatments of the same topic in several primary and secondary sources. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Reading and Level of Text Complexity

STANDARD CODE	STANDARD
LAFS.910.RH.4.10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Strand: READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-12

Cluster 1: Key Ideas and Details

STANDARD CODE	STANDARD
LAFS.910.RST.1.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.910.RST.1.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.910.RST.1.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 2: Craft and Structure

STANDARD CODE	STANDARD
LAFS.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades

	9–10 texts and topics. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.910.RST.2.5	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.910.RST.2.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 3: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.910.RST.3.7	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.910.RST.3.8	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.910.RST.3.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 4: Range of Reading and Level of Text Complexity

STANDARD CODE	STANDARD
LAFS.910.RST.4.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Strand: WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Cluster 1: Text Types and Purposes

STANDARD CODE	STANDARD
LAFS.910.WHST.1.1	Write arguments focused on *discipline-specific content.* a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence for

	each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented. *Cognitive Complexity:* Level 4: Extended Thinking &Complex Reasoning
LAFS.910.WHST.1.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). *Cognitive Complexity:* Level 4: Extended Thinking &Complex Reasoning

Cluster 2: Production and Distribution of Writing

STANDARD CODE	STANDARD
LAFS.910.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.910.WHST.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.910.WHST.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 3: Research to Build and Present Knowledge	
STANDARD CODE	**STANDARD**
LAFS.910.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. *Cognitive Complexity:* Level 4: Extended Thinking &Complex Reasoning
LAFS.910.WHST.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. *Cognitive Complexity:* Level 4: Extended Thinking &Complex Reasoning
LAFS.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Writing	
STANDARD CODE	**STANDARD**
LAFS.910.WHST.4.10	Write routinely over extended time frames (time for 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. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

GRADE: 1112

Strand: READING STANDARDS FOR LITERATURE

Cluster 1: Key Ideas and Details

STANDARD CODE	STANDARD
LAFS.1112.RL.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.1112.RL.1.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.1112.RL.1.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 2: Craft and Structure

STANDARD CODE	STANDARD
LAFS.1112.RL.2.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.) *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.1112.RL.2.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.1112.RL.2.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 3: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.1112.RL.3.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.) *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.1112.RL.3.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the

	same period treat similar themes or topics. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Reading and Level of Text Complexity	
STANDARD CODE	**STANDARD**
LAFS.1112.RL.4.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Strand: READING STANDARDS FOR INFORMATIONAL TEXT

Cluster 1: Key Ideas and Details	
STANDARD CODE	**STANDARD**
LAFS.1112.RI.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.1112.RI.1.2	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.1112.RI.1.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 2: Craft and Structure	
STANDARD CODE	**STANDARD**
LAFS.1112.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.1112.RI.2.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.1112.RI.2.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

	Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning

Cluster 3: Integration of Knowledge and Ideas	
STANDARD CODE	**STANDARD**
LAFS.1112.RI.3.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.1112.RI.3.8	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.1112.RI.3.9	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Reading and Level of Text Complexity	
STANDARD CODE	**STANDARD**
LAFS.1112.RI.4.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Strand: WRITING STANDARDS	
Cluster 1: Text Types and Purposes	
STANDARD CODE	**STANDARD**
LAFS.1112.W.1.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between

	claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. *Cognitive Complexity:* Level 4: Extended Thinking &Complex Reasoning
LAFS.1112.W.1.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). *Cognitive Complexity:* Level 4: Extended Thinking &Complex Reasoning
LAFS.1112.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 2: Production and Distribution of Writing

STANDARD CODE	STANDARD
LAFS.1112.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.) *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.1112.W.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.) *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.1112.W.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 3: Research to Build and Present Knowledge

STANDARD CODE	STANDARD
LAFS.1112.W.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.1112.W.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.1112.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]"). *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Writing

STANDARD CODE	STANDARD
LAFS.1112.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 tasks, purposes, and audiences.

	Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Strand: STANDARDS FOR SPEAKING AND LISTENING	
Cluster 1: Comprehension and Collaboration	
STANDARD CODE	**STANDARD**
LAFS.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.1112.SL.1.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.1112.SL.1.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 2: Presentation of Knowledge and Ideas	
STANDARD CODE	**STANDARD**
LAFS.1112.SL.2.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.1112.SL.2.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.1112.SL.2.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3

	on page 54 for specific expectations.) *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Strand: LANGUAGE STANDARDS

Cluster 1: Conventions of Standard English

STANDARD CODE	STANDARD
LAFS.1112.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., *Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage*) as needed. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.1112.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 2: Knowledge of Language

STANDARD CODE	STANDARD
LAFS.1112.L.2.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 3: Vocabulary Acquisition and Use

STANDARD CODE	STANDARD
LAFS.1112.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies. a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or

	phrase. b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). c. Consult general and specialized 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, its part of speech, its etymology, or its standard usage. 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). *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.1112.L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. b. Analyze nuances in the meaning of words with similar denotations. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.1112.L.3.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Strand: READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6–12

Cluster 1: Key Ideas and Details

STANDARD CODE	STANDARD
LAFS.1112.RH.1.1	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.1112.RH.1.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.1112.RH.1.3	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 2: Craft and Structure

STANDARD CODE	STANDARD
LAFS.1112.RH.2.4	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10). *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.1112.RH.2.5	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.1112.RH.2.6	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 3: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.1112.RH.3.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.1112.RH.3.8	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.1112.RH.3.9	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Reading and Level of Text Complexity

STANDARD CODE	STANDARD
LAFS.1112.RH.4.10	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Strand: READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-12

Cluster 1: Key Ideas and Details

STANDARD CODE	STANDARD
LAFS.1112.RST.1.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

	Cognitive Complexity: Level 3: Strategic Thinking & Complex Reasoning
LAFS.1112.RST.1.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.1112.RST.1.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 2: Craft and Structure

STANDARD CODE	STANDARD
LAFS.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.1112.RST.2.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.1112.RST.2.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 3: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.1112.RST.3.7	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.1112.RST.3.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.1112.RST.3.9	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Reading and Level of Text Complexity

STANDARD CODE	STANDARD
LAFS.1112.RST.4.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Strand: WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Cluster 1: Text Types and Purposes

STANDARD CODE	STANDARD
LAFS.1112.WHST.1.1	Write arguments focused on *discipline-specific content.* a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from or supports the argument presented. *Cognitive Complexity:* Level 4: Extended Thinking &Complex Reasoning
LAFS.1112.WHST.1.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

	Cognitive Complexity: Level 4: Extended Thinking &Complex Reasoning

Cluster 2: Production and Distribution of Writing	
STANDARD CODE	**STANDARD**
LAFS.1112.WHST.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.1112.WHST.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.1112.WHST.2.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 3: Research to Build and Present Knowledge	
STANDARD CODE	**STANDARD**
LAFS.1112.WHST.3.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. *Cognitive Complexity:* Level 4: Extended Thinking &Complex Reasoning
LAFS.1112.WHST.3.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. *Cognitive Complexity:* Level 4: Extended Thinking &Complex Reasoning
LAFS.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Writing	
STANDARD CODE	**STANDARD**
LAFS.1112.WHST.4.10	Write routinely over extended time frames (time for 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. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

GRADE: K12

Strand: READING

Cluster 1: Key Ideas and Details

STANDARD CODE	STANDARD
LAFS.K12.R.1.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.K12.R.1.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.K12.R.1.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 2: Craft and Structure

STANDARD CODE	STANDARD
LAFS.K12.R.2.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.K12.R.2.5	Analyze 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. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.K12.R.2.6	Assess how point of view or purpose shapes the content and style of a text. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 3: Integration of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.K12.R.3.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.K12.R.3.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.K12.R.3.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

	Cognitive Complexity: Level 2: Basic Application of Skills & Concepts

Cluster 4: Range of Reading and Level of Text Complexity

STANDARD CODE	STANDARD
LAFS.K12.R.4.10	Read and comprehend complex literary and informational texts independently and proficiently. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Strand: WRITING STANDARDS

Cluster 1: Text Types and Purposes

STANDARD CODE	STANDARD
LAFS.K12.W.1.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.K12.W.1.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.K12.W.1.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 2: Production and Distribution of Writing

STANDARD CODE	STANDARD
LAFS.K12.W.2.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning
LAFS.K12.W.2.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.K12.W.2.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 3: Research to Build and Present Knowledge

STANDARD CODE	STANDARD
LAFS.K12.W.3.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.K12.W.3.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.K12.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. *Cognitive Complexity:* Level 3: Strategic Thinking & Complex Reasoning

Cluster 4: Range of Writing

STANDARD CODE	STANDARD
LAFS.K12.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 tasks, purposes, and audiences. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Strand: STANDARDS FOR SPEAKING AND LISTENING

Cluster 1: Comprehension and Collaboration

STANDARD CODE	STANDARD
LAFS.K12.SL.1.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.K12.SL.1.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.K12.SL.1.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 2: Presentation of Knowledge and Ideas

STANDARD CODE	STANDARD
LAFS.K12.SL.2.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

	Cognitive Complexity: Level 2: Basic Application of Skills & Concepts
LAFS.K12.SL.2.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.K12.SL.2.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Strand: LANGUAGE STANDARDS

Cluster 1: Conventions of Standard English

STANDARD CODE	STANDARD
LAFS.K12.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.K12.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 2: Knowledge of Language

STANDARD CODE	STANDARD
LAFS.K12.L.2.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts

Cluster 3: Vocabulary Acquisition and Use

STANDARD CODE	STANDARD
LAFS.K12.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.K12.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings. *Cognitive Complexity:* Level 2: Basic Application of Skills & Concepts
LAFS.K12.L.3.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

ARTICULATED ACCELERATION AND CREDIT EARNING PROGRAMS

THE ADVANCED PLACEMENT PROGRAM - The AP courses are established College Board course curriculums. Students receive high school credits for AP courses and may earn college credit with a successful score on the AP exam as determined by the accepting college or university.

EXCEPTIONAL STUDENT EDUCATION

Students eligible for and participating in exceptional education programs have the options of receiving a regular high school diploma, a special high school diploma, a regular certificate of completion, or a special certificate of completion. Exceptional education students and their families will participate in planning to meet individual and program needs and requirements.

ENGLISH LANGUAGE LEARNER (ELL)

English Language Learner (ELL) students receive instruction in all basic subjects including, but not limited to English, mathematics, science, social studies, and computer literacy using English for Speakers of Other Languages (ESOL) strategies according to their level of English language proficiency.

GRADE FORGIVENESS

High school students earning a grade of "D" or "F" may retake the same or a comparable course to grade forgive the "D" or "F" with a grade of "C" or higher earned in the same or comparable course.

Middle school students earning a grade of "C," "D," or "F" on high school high school credit earning course(s) may retake the same or a comparable course to grade forgive the "C", "D", or "F" with a grade of "C" or higher earned in the same or comparable course.

Course Offerings
2015-2016

Please note that not all courses may be available. It is based upon interest and need.

Language Arts	
Course Number	**Course Title**
1000400	INTENS LANG ARTS
1000410	INTENS READ
1001310	ENG 1
1001320	ENG HON 1
1001340	ENG 2
1001350	ENG HON 2
1001370	ENG 3
1001400	ENG 4
1001420	AP ENG COMPO
1001430	AP ENG LIT COMP
1006300	JOURN 1
1006310	JOURN 2
1006320	JOURN 3
1006330	JOURN 4
1006331	JOURN 5 HON
1009320	CREATIVE WRIT 1
1009330	CREATIVE WRIT 2

LANGUAGE ARTS

The following courses meet graduation requirements for English:

ENGLISH I 1001310 Credit: 1.0
The content includes reading instruction using various literary genres, literary analysis, vocabulary development, and instruction in English language skills including reading, speaking, listening and all stages of the writing and research process.

ENGLISH HONORS I 1001320 Credit: 1.0
The content includes instruction in the analysis of major literary genres, composition instruction using the writing process in creative, logical and critical modes, frequent practice in all aspects of the writing process and formal speaking experiences with listening and observing skill development.
Recommendation: 90 or above in 8th grade Language Arts
Note: Only one English I course may be used to meet the diploma requirements in Language Arts.

ENGLISH II 1001340 Credit: 1.0
The content includes instruction in reading, literary analysis, vocabulary, composition instruction, literature study emphasizing world literature, all stages of the writing process, and the study of information and media literacy, speech instruction, and the research writing process.
Prerequisite: English I

ENGLISH HONORS II 1001350 Credit: 1.0
The content includes instruction in utilizing all aspects of composition, including pre-writing, drafting, revising, and publishing, language usage, mechanics and other elements of standard written English, the research process, formal and informal speaking opportunities, vocabulary study focusing on verbal analogies and other patterns commonly found on standard tests, and critical skills instruction in listening and observing.
Prerequisite: English I or English Honors I
Recommendation: 90+ in previous non-honors English course or 85+ in honors English course
Note: Only one English II course may be used to meet the diploma requirements in Language Arts.

ENGLISH III 1001370 Credit: 1.0
The content includes frequent practice in writing multi-paragraph papers of various types with particular attention given to the writing of documented papers, stress on reference and summarizing skills, literature study including the analysis of various examples of American literary works, and vocabulary study focusing on verbal analogies and other patterns commonly found on standardized tests.
Prerequisite: English II

ADVANCED PLACEMENT ENGLISH: LANGUAGE & COMPOSITION 1001420 Credit: 1.0
The content includes instruction in semantic, structural, and rhetorical resources of the English language as they relate to the principles of effective writing. This course is also designed to provide students with a variety of writing opportunities calling for the use of different styles and tones.
Prerequisite: English II or Honors Eng II
The following should be considered for placement in this course:
PSAT Verbal Score 43+; 85+ in English Honors II; 90+ in English II; teacher recommendation; local administrative approval
Note: Meets English III graduation requirement. College credit may be earned.

ENGLISH IV 1001400 Credit: 1.0
The content includes instruction in vocabulary and reading, literature study including the critical analysis of representative examples from British literature, writing experiences structured to provide practice in real-life writing situations encountered beyond secondary school, research skill development and opportunities for extending speaking and listening skills.
Prerequisite: English III

ENGLISH IV COLLEGE PREP **1001405** **Credit: 1.0**
This course is designed for twelfth grade students whose PERT scores fall below 151. This course may be used as one of the four English courses required for high school graduation. This course incorporates reading and writing study through writing a variety of informative text using grade-level writing craft and through the in-depth reading and analysis of informational selections in order to develop critical reading and writing skills necessary for success in college courses.

ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION **1001430** **Credit: 1.0**
The purpose of this course is to study and practice writing and to study literature. Students will learn to use the modes of discourse and recognize the assumptions underlying various rhetorical strategies. Students will also acquire an understanding of the resources of the language and of the writer's craft.
Prerequisite: English III or Honors Eng III
The following should be considered for placement in this course:
PSAT Verbal Score 43+; AP Language Comp. teacher recommendation; 85+ in English Honors III; 90+ in English III; local administrative approval
Note: This course may substitute for the English IV graduation requirement. College credit may be earned.

LANGUAGE ARTS ELECTIVES

The following courses do not meet graduation requirements for Language Arts. They will count as elective credits only.

JOURNALISM I-IV **1006300-1006330** **Credit: 1.0**
The purpose of these courses is to enable students to develop fundamental skills in the production of print or electronic journalistic media. In addition to written work, students receive instruction in the history and traditions of journalism as well as workshop experiences in photography, layout, advertising, and printing.

JOURNALISM V **1006331** **Credit: 1.0**
The purpose of these course is to provide students with practical experiences in types of writing appropriate to publications, opportunities to explore careers in mass communications, and workshop experiences in journalistic productions.
Recommendation: Teacher recommendation

CREATIVE WRITING I-II **1009320-1009330** **Credit: 0.5**
The purpose of these courses is to enable students to develop and use fundamental writing and language skills for creative expression in a variety of literary forms. Emphasis will be on development of a personal writing style.

INTENSIVE READING **1000410** **Credit: Multiple**
This course is an individualized remedial course for students who scored below the current proficient level in FCAT Reading and/or are part of a Progress Monitoring Plan that requires significant skill building experiences. The course should include content identified by diagnosis of each student's needs for remedial instruction. The intensive courses are for remediation and may not be used for replacement of the required courses for graduation.

INTENSIVE LANGUAGE ARTS **1000400** **Credit: Multiple**
This course is an individualized remedial course for students who scored below the current proficient level in FCAT Reading and/or are part of a Progress Monitoring Plan that requires significant Language Arts skill building experiences. The course should include systematic and explicit instruction for struggling readers, with an additional focus on selecting and using appropriate formats for writing.

SPEECH

SPEECH I **1007300** **Credit: 1.0**
The content includes an introduction to the skills and forms of both formal and informal oral communication, techniques of group discussion, techniques of effective listening, analysis of audience, and techniques of public speaking.

Mathematics	
Course Number	**Course Title**
1200310	ALG 1
1200320	ALG 1 HON
1200330	ALG 2
1200340	ALG 2 HON
1200400	INTENS MATH
1202300	CALCULUS HON
1202310	AP CALCULUS AB
1202320	AP CALCULUS BC
1202340	PRE-CALCULUS
1206310	GEO
1206320	GEO HON
1210300	PROB, STAT W/AP Hon
1210320	AP STAT

MATHEMATICS

All students earning a standard diploma are required to have one year of Algebra I or its equivalent.
Algebra I equivalents are:

- Algebra I
- Algebra I Honors

Students may receive credit for only one of the courses or series of courses listed above.

ALGEBRA I 1200310 Credit: 1.0
Algebra 1 or an equivalent course is needed for graduation. This course provides the foundation for more advanced math courses.
Recommendation: 85+ in MJ 3 Math, teacher recommendation

ALGEBRA I HONORS 1200320 Credit: 1.0
The purpose of this course is to provide a rigorous and in-depth study of algebra, emphasizing deductive reasoning skills, as a foundation for more advanced mathematics courses and to develop the skills needed to solve real world and mathematical problems.
Recommendation: 90+ in MJ 3 Math, FCAT Math Level 3+, teacher recommendation

GEOMETRY 1206310 Credit: 1.0
The content emphasizes critical thinking involving the discovery of relationships and skill in applying the deductive method to mathematical situations.
Prerequisite: Algebra I
Recommendation: 70+ in Algebra I or 80+ in Algebra IA/IB, teacher recommendation

GEOMETRY HONORS 1206320 Credit: 1.0
The content gives a rigorous in-depth study of geometry with emphasis on methods of proof and the formal language of mathematics.
Prerequisite: Algebra I
Recommendation: 90+ in Algebra I or 85+ in Algebra I Honors, teacher recommendation
Note: Credit in Geometry precludes credit in Geometry Honors.

ALGEBRA II 1200330 Credit: 1.0
The content continues the study of the structure of algebra and provides the foundation for applying these skills to other mathematical and scientific fields.
Prerequisite: Algebra I and Geometry
Recommendation: 75+ in Algebra I and Geometry

ALGEBRA II HONORS 1200340 Credit: 1.0
The content presents an in-depth study of the topics of Algebra II with emphasis on theory, proof and development of formulas, as well as their application.
Prerequisite: Algebra I and Geometry
Recommendation: 90+ in Algebra I and Geometry, 85+ in Algebra I Honors and Geometry Honors, teacher recommendation.
Note: Only one Algebra II course may be used to meet the diploma requirements in mathematics.

PROBABILITY and STATISTICS with APPLICATIONS HONORS 1210300 Credit 1.0
The purpose of this course is to enable students to develop and apply knowledge of statistics and probability to design experiments, collect and analyze data, and reach appropriate inferences and conclusions.
Prerequisites: Geometry and Algebra II

PRE-CALCULUS HONORS 1202340 Credit: 1.0
This course is designed to have students analyze and articulate the real-world application of algebraic and trigonometric concepts. The purpose of this course is to study functions and develop skills necessary for the study of calculus. This course includes analytical geometry and trigonometry.
Prerequisite: Geometry & Algebra II
Note: Credit in Analytic Geometry Honors/Trigonometry Honors precludes credit in Pre-Calculus

ADVANCED PLACEMENT CALCULUS AB 1202310 Credit: 1.0

The content provides study of elementary functions and the general theory and techniques of calculus and includes content specified by the Advanced Placement Program.

The following should be considered for placement in this course: 50+ on PSAT Math, 85+ in Analytic Geometry Honors/Trigonometry Honors or Pre-Calculus, teacher recommendation, local administrator approval

Note: College credit may be earned.

ADVANCED PLACEMENT CALCULUS BC 1202320 Credit: 1.0

The content includes the content specified by the Advanced Placement Program. This course's requirements may meet the academic needs of gifted students.

The following should be considered for placement in this course: 85+ in AP Calculus AB, AP Calculus teacher recommendation, local administrative approval

Note: College credit may be earned.

ADVANCED PLACEMENT STATISTICS 1210320 Credit: 1.0

The Advanced Placement Program determines course content. The content should include, but not be limited to, the following: exploratory data-observing patterns and departures from patterns, planning a study – deciding what and how to measure, anticipating patterns in advance – producing models using probability and simulation, statistical inference—confirming models.

The following should be considered for placement in this course: 50+ on PSAT Math, 85+ in Analytic Geometry Honors/Trigonometry Honors or Pre-Calculus, teacher recommendation, local administrative approval

Note: College credit may be earned.

ELECTIVES

The following course DOES NOT MEET graduation requirements for mathematics.

INTENSIVE MATH 1200400 Credit: Multiple (Elective)

This course provides remedial instruction and practice in mathematics skills and concepts. The course should include content identified by diagnosis of each student's needs for remedial instruction specified in the Progress Monitoring Plan. A student may repeat the course for multiple elective credits if, on subsequent offerings, the required level of student proficiency increases.

Prerequisite: Level 1 or 2 on Algebra 1 EOC

Science	
Course Number	**Course Title**
2000310	BIO 1
2000320	BIO 1 HON
2000340	AP BIO
2000350	ANAT PHYSIO
2000360	ANAT PHYSIO HON
2000410	ZOOLOGY
2000440	GENETICS HON
2001310	ERTH/SPA SCI
2001320	ERTH/SPA SCI HON
2001340	ENV SCI
2001350	ASTRONOMY
2001380	AP ENV SCI
2002330	SPACE TECH ENG
2002500	MARINE SCI 1
2003310	PHY SCI
2003320	PHY SCI HON
2003340	CHEM 1
2003350	CHEM 1 HON
2003370	AP CHEM
2003380	PHYS 1
2003390	PHYS 1 HON
2003421	AP PHYSICS 1
Science Elective	
2002480	FORC SCI 1 (Elective Credit only)

SCIENCE

The following courses meet graduation requirements for science.

BIOLOGY I 2000310 Credit: 1.0
Laboratory investigations are an integral part of the course.
The course content includes advanced experiences in study of biology.

BIOLOGY I HONORS 2000320 Credit: 1.0
Laboratory investigations are an integral part of this course.
The content includes advanced experience in Biology.
Recommendation: 90+ in previous non-honors science course or 85+ in previous honors science course.
Note: Only one of the previous two Biology courses may be used to meet the diploma requirements in science.

ADVANCED PLACEMENT BIOLOGY 2000340 Credit: 1.0
Laboratory investigations are a required part of the course.
The content includes a study of the facts, principles, and processes of biology, and the collection, interpretation, and formulation of hypotheses from available data.
The following should be considered for placement in this course: FCAT Reading and Math level 4 or 5; FCAT Writing level 3.5;
Recommendation; 85+ in previous honors science course; teacher recommendation; local administrative approval
Note: Only one biology course may be used to meet the diploma requirements for Science.

EARTH/SPACE SCIENCE 2001310 Credit: 1.0
Laboratory investigations are an integral part of the course.
The content includes formation of the universe and solar system, life cycle of star **t the diploma requirements for science.**

PHYSICAL SCIENCE 2003310 Credit: 1.0
Laboratory investigations are an integral part of the course.
The content includes dynamics, classification and interaction of matter, periodic table, forms of energy, electricity and magnetism, chemical interactions, nuclear reactions, and career opportunities in physical science.

PHYSICAL SCIENCE HONORS 2003320 Credit: 1.0
Laboratory investigations are an integral part of the course.
Course consists of extensive study of the dynamics, classification and interaction of matter, periodic table, forms of energy, electricity, chemical interactions, nuclear reactions, and career opportunities in physical science.
Recommendation: 90+ in previous non-honors science course, 85+ in previous honors science course, teacher recommendation

CHEMISTRY I 2003340 Credit: 1.0
Laboratory investigations are in integral part of the course.
The content includes classification and structure of matter atomic theory, periodic table, bonding, chemical formulas, chemical reactions and balanced equations, behavior of gases, physical changes, acids, bases and slats, energy associated with physical and chemical changes.
Recommendation: Algebra I credit with a 70+ or higher, concurrently taking Algebra II, 80+ in previous science course, teacher recommendation

CHEMISTRY I HONORS 2003350 Credit: 1.0
Laboratory investigations are an integral part of the course.
The content includes a rigorous study of the composition, properties, and changes associated with matter. Heat, changes of matter, atomic structure, periodic table, bonding formulas and equations, mole concept, gas laws, energy and order, reaction rates and equilibrium, solutions, nuclear chemistry, electrochemistry, and organic chemistry are specific topics to be considered.
Recommendation: 90+ in previous non-honors science course, 85+ in previous honors science course, 80+ in Algebra I, concurrently enrolled in Algebra II, teacher recommendation
Note: Only one of the previous two chemistry courses may be used to meet the diploma requirements in science.

ADVANCED PLACEMENT CHEMISTRY 2003370 Credit: 1.0
Laboratory investigations are a required part of this course.
The content includes a study of the development and application of chemistry principles and concepts. The following should be considered for placement in this course: The following should be considered for placement in this course: FCAT Reading and Math level 4 or 5; FCAT Writing level 3.5+; 85+ in previous honors science course; teacher recommendation; local administrative approval
Note: College credit may be earned.

PHYSICS I 2003380 Credit: 1.0
Laboratory investigations are a required part of this course.
The purpose of this course is to conduct an introductory study of the theories and laws governing the interaction of matter, energy, and the forces of nature. The content should include but not be limited to kinematics, dynamics, energy, work and power, heat and thermodynamics, wave characteristics, light, electricity, magnetism, nuclear physics and sound.
Recommendation: 75+ in Chemistry and concurrently enrolled in Trigonometry or equivalent math course, teacher recommendation

PHYSICS I HONORS 2003390 Credit: 1.0
Laboratory investigations are an integral part of the course.
The content includes a rigorous study of the theories and laws governing interaction of matter, energy, and the forces of nature. Kinematics, dynamics, energy, work, power, heat and thermodynamics, wave characteristics, light, electricity, magnetism, nuclear physics, and sound are specific topics to be considered.
Recommendation: 90+ in Chemistry I course; 85+ in Chemistry I honors course; concurrently enrolled in Trigonometry; teacher recommendation
Note: Only one physics courses may be used to meet the diploma requirements in science.

ADVANCED PLACEMENT PHYSICS I 2003421 Credit: 1.0
Laboratory investigations are a required part of this course.
The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; and mechanical waves and sound. It also introduces electric circuits.
The following should be considered for placement in this course: 85+ in previous honors science course; teacher recommendation; local administrative approval
Note: College credit may be earned

ANATOMY & PHYSIOLOGY 2000350 Credit: 1.0
Pre-Requisite: Biology or Biology Honors
Laboratory investigations are a required part of this course.
The purpose of this course is to provide exploratory activities in the structures and functions of the components of the human body.
Recommendation: 80+ in biology, teacher recommendation

ANATOMY & PHYSIOLOGY HONORS **2000360** **Credit: 1.0**
Pre-Requisite: Biology or Biology Honors
Laboratory investigations are an integral part of the course.
The content includes anatomical terminology, cells and tissues, integumentary system, skeletal system, muscular system, nervous system, circulatory system, respiratory system, digestive system, excretory (urinary) system, reproductive system, homeostasis, disease process, immune response and inheritance: molecular, cellular, organismal, mutations and genetic disorders.
Recommendation: 90+ in Biology, 85+ in Biology I Honors, teacher recommendation

ENVIRONMENTAL SCIENCE **2001340** **Credit: 1.0**
Pre-Requisite: Biology or Biology Honors
Laboratory investigations are an integral part of the course.
The content includes forms of pollution, conservation, environmental planning and policy, public land usage, population dynamics, major forms of energy, and ecological relationships.

ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE **2001380** **Credit: 1.0**
Pre-Requisite: Biology or Biology Honors
Laboratory investigations are a required part of this course
The purpose of this course is to enable the students to understand the interrelationships of the natural world, identify and analyze environmental problems, natural and human – generated problems, and evaluate the relative risks associated with natural and human-generated environmental problems.
Recommendation: Completed Biology I Honors or Biology I with an 85+, teacher recommendation.
Note: College credit may be earned.

EARTH/SPACE SCIENCE **2001310** **Credit: 1.0**
Laboratory investigations are an integral part of the course.
The content includes formation of the universe and solar system, life cycle of stars, earth-moon system, formation of landforms, oceanography, meteorology, weather mapping, energy resources, etc.

EARTH/SPACE SCIENCE HONORS **2001320** **Credit: 1.0**
Laboratory investigations are an integral part of the course.
This course consists of extensive study of the dynamics, classification and interaction of matter, periodic table, forms of energy, electricity, chemical interactions, nuclear reactions, and career opportunities in physical science.
Recommendation: 90+ in previous science course, 85+ in previous honors science course, teacher recommendation

ZOOLOGY **2000410** **Credit: 1.0**
Pre-Requisite: Biology or Biology Honors
Laboratory investigations are an integral part of the course.
The purpose of this course is to provide an in-depth study of the animal kingdom. The content should include, but not be limited to, the following: animal cell structure and function; animal genetics; animal classification and use of the taxonomic key; comparative invertebrate anatomy and physiology; animal behavior and life cycles; man's interrelationships with animals.
Recommendation: 80 + Biology, teacher recommendation

MARINE SCIENCE I **2002500** **Credit: 1.0**
Pre-Requisite: Biology or Biology Honors
Laboratory investigations are an integral part of the course.
The content includes the origin of the oceans, the nature of the marine habitat including chemical, physical and geological aspects, ecology, sea conation, marine communities, classification, taxonomy, characteristics of major marine phyla/divisions, and man's interrelationship with the oceans.
Recommendation: 80 + in Biology I course, teacher recommendation

SCIENCE ELECTIVES

The following courses DO NOT MEET graduation requirements for science.

FORENSIC SCIENCE I **2002480** **Credit: 1.0 (Elective)**

Pre-Requisite: Biology or Biology Honors

Laboratory investigations are an integral part of the course.

The purpose of this course is to provide opportunities to develop knowledge of biology and physical science and enable students to associate this knowledge with real-life applications.

Recommendation: Biology I or Honors before this course, teacher recommendation

Social Studies	
Course Number	**Course Title**
2100310	US HIST
2100315	US HIT CR-ELECTIVE
2100320	US HIST HON
2100330	AP U.S. HIST
2102335	ECON FIN LIT
2102340	ECON FIN LIT CR-ELECTIVE
2102345	ECON FIN LIT HON
2102360	AP MICROECON
2102370	AP MACROECON
2106310	US GOVT
2106305	US GOVT CR-ELECTIVE
2106320	US GOVT HON
2106420	AP US GOVT/POL
2106430	AP COMP GOVT/PO
2109310	WORLD HIST
2109315	WORLD HIST CR-ELECTIVE
2109320	WORLD HIST HON
2109420	AP WORLD HIST
Social Studies Elective	
2100340	AFRICAN-AMER HIST
2103300	WORLD CLTRL GEOG
2103400	AP HUMAN GEOG
2106350	LAW STUDIES
2106390	COURT PROCED
2107300	PSYCH 1
2107310	PSYCH 2
2107350	AP PSYCH
2108300	SOCIOLOGY
2109380	AP EURO HIST

SOCIAL STUDIES

The following courses meet graduation requirements for social studies.

WORLD HISTORY 2109310 Credit: 1.00

Major Concepts/Content

World History will provide students the opportunity to acquire an understanding of the chronological development of civilization by examining the political, economic, social, religious, military, dynastic, scientific, and cultural events that have affected humanity. Specific content to be covered will include, but not be limited to, an understanding of geographic, historic and time-space relationships, a review of prehistory, the rise of civilization and cultural universals, the development of religion and the impact of religious thought, the evolution of political systems and philosophies, the development of nationalism as a global phenomenon, the origin and course of economic systems and philosophies. One credit of world history is required for graduation.

RECOMMENDATIONS: Recommended for 10th Grade.

WORLD HISTORY HONORS 210932 Credit: 1.00

Major Concepts/Content

World History Honors will provide students the opportunity to acquire a comprehensive understanding of the past in terms of what has been interpreted about change or process as it related to the development of humanity through the analysis of political, economic, social, religious, military, dynastic, scientific, and cultural events that have shaped and molded humanity. Implicit in this is an understanding of the historical method, the inquiry process, historical reasoning and interpretation. One credit of world history is required for graduation.

RECOMMENDATIONS: Recommended for 10th Grade. Department Guidelines: 90+ in a previous non-honors social studies course or 80+ in a previous honors social studies course, and teacher recommendation.

ADVANCED PLACEMENT WORLD HISTORY 2109420 Credit 1.00

Major Concepts/Content

AP World will provide students with the opportunity to acquire understanding of the development of Europe within the context of history by examining connections to the past in order to prepare for the future as participating members of a global community. Students use knowledge pertaining to history, geography, economics, political processes, religion, ethics, diverse cultures and humanities to solve problems in academic, civic, social and employment settings. Integral components of this course will include, but not be limited to, an exposure to the foundations of World History prior to 1000 A.D., an emphasis on the time period between 1000 and present, Asia, Europe, Saharan, and sub-Saharan Africa, China, Mesoamerica, Islam, Mongol dominance, and new political units in Africa and Europe. This course will prepare students for possible college credit. Students enrolled must take AP exam. One credit of World History is required for graduation. This course will meet graduation requirement for World History.

UNITED STATES HISTORY **2100310** **Credit: 1.00**

Major Concepts/Content

United States History (1880 to present day) contains a review session of the early national period with a majority of time spent focusing on post-Reconstruction to the present day. The course will provide students with the opportunity to acquire an understanding of the chronological development of the American people by examining the political economic, social, religious, military, scientific, and cultural events that have affected the rise and growth of the nation. Content to be covered will include, but not be limited to, an understanding of geographic-historic and time-space relationships, the synthesizing of American culture through the centuries, the origin of American ideals, the American colonial experience, the American Revolution and the Federal System, the Civil War as the solution to the secession issue, the technological and urban transformation of the country, and American foreign policy development. One credit of American history is required for graduation.

RECOMMENDATIONS: Recommended for 11th Grade.

UNITED STATES HISTORY HONORS **2100320** **Credit: 1.00**

Major Concepts/Content

American History Honors (1880 to present day) contains a review session of the early national period with a majority of time spent focusing on post-Reconstruction to the present day. The course will provide students with the opportunity to acquire an in-depth and comprehensive understanding of the chronological development of the American people by examining the political, economic, social, religious, military, scientific, and cultural events that have affected the nation. Implicit are the understanding of the historical method, the inquiry process, historical reasoning and interpretation, and the issues of external and internal validity. One credit of American history is required for graduation.

RECOMMENDATIONS: Recommended for 11th Grade. Department Guidelines: 90+ in a previous non-honors social studies course or 80+ in a previous honors social studies course, and teacher recommendation.

AP UNITED STATES HISTORY **2100330** **Credit: 1.00**

Major Concepts/Content

Advanced Placement United States History will provide students with the opportunity to develop the analytic skills and factual knowledge necessary to deal critically with the problems, content, and materials of American historic development by focusing on persistent themes and change in history; and by applying historical reasoning to seek solutions to contemporary problems. Integral components of this course will include, but not be limited to, the formation of generalizations from primary sources in history, the synthesis and evaluation of information, the development of a set of criteria for judging proposed courses of action in terms of actual and projected consequences, the comparison of eras with similar trends, and analysis of the impact of major historical figures and groups on American and world events, the detection of bias in making conclusions, and the emergence of patterns in historical development. Reference will be made to the current advanced placement course description for American History published annually by the College Board. This course will prepare students for possible college credit. Students enrolled must take the AP exam. One credit of American history is required for graduation.

RECOMMENDATIONS: Recommended for 11th Grade. Department Guidelines: 90+ in a previous non-honors social studies course or 85+ in a previous honors social studies course, PSAT verbal score if 45+, teacher recommendation and local administrative approval.

U.S. GOVERNMENT **2106310** **Credit: 0.5**

Major Concepts/Content

American Government will provide students the opportunity to acquire an understanding of American government and political behavior. Content to be covered will include, but not be limited to: an analysis of those documents which shape our political traditions (the Declaration of Independence, the Constitution, and the Bill of Rights); a comparison of the roles of the three branches of government at the local, state, and national levels; an understanding of the evolving role of political parties and interest groups in determining government policy; how the rights and responsibilities of citizens in a democratic state have evolved and been interpreted and the importance of civic participation in the democratic political process. One-half credit of American government is required for graduation.

RECOMMENDATIONS: Recommended for 12th Grade

U.S. GOVERNMENT HONORS **2106320** **Credit: 0.5**

Major Concepts/Content

Students will acquire a comprehensive understanding of American government and political behavior. Appropriate concepts and skills will be developed through an evaluation of the Declaration of Independence, the Constitution, and the Bill of Rights; an analysis of the roles of the three branches of government at the local, state, and national levels; a comparative view of the changing roles of the three branches of government at the local, state, and national levels; a comparative view of the changing nature of political parties and interest groups in determining government policy; an evaluation of citizen rights and responsibilities in a democratic state; and the importance of civic participation in democratic political processes. One-half credit of American government is required for graduation.

RECOMMENDATIONS: Recommended for 12th Grade. Department Guidelines: 90+ in a previous non-honors social studies course or 80+ in a previous honors social studies course, and teacher recommendation.

AP U.S. GOVERNMENT & POLITICS **2106420** **Credit: 0.5**

Major Concepts/Content

This course will give students a critical perspective on politics and government in the United States. It requires familiarity with the various institutions, groups, beliefs, and ideas that make up the American political reality. Specific content to be covered will include, but not be limited to: an understanding of federalism and the separation of powers, the development of the constitution, the process of politics, the nature of public opinion, the role of political parties and interest groups, the major formal and informal institutional arrangement of powers, and the development of civil liberties and civil rights. Course outline will adhere to guidelines of The College Board. Completion of this course may qualify student for college credit. Students enrolled must take the AP Exam. One-half credit of American government is required for graduation.

RECOMMENDATIONS: Recommended for 12th grade. Department Guidelines: 90+ in a previous non-honors social studies course or 85+ in a previous honors social studies course, PSAT verbal score if 45+, teacher recommendation and local administrative approval.

AP COMPARATIVE GOV'T AND POLITICS **2106430** **Credit: 0.5**

Major Concepts/Content

This course will give students opportunity to gain knowledge of the world's diverse political structures and practices through the study of government and politics in Great Britain, France, the Commonwealth of Independent States, China and developing nations. Emphasis is placed on general concepts used to interpret key political relationships found in almost all national politics. The content will include, but not be limited to, the nature and sources of government's legitimacy, historical evolution of political traditions, transmission of political values, basis and institutional expression of social stratification, citizen's role in political life, institutions of national government, roles of political parties and interest groups, sources, nature and consequences of political change, and methods of comparative political analysis.

RECOMMENDATIONS: Recommended for 12th grade. Department Guidelines: 90+ in a previous non-honors social studies course or 85+ in a previous honors social studies course, PSAT verbal score if 45+, teacher recommendation and local administrative approval.

ECONOMICS W/ FINANCIAL LITERACY **2102335** **Credit: 0.5**

Major Concepts/Content

Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

Mathematics Benchmark Guidance – Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs

RECOMMENDATIONS: Recommended for 12th Grade

ECONOMICS W/ FINANCIAL LITERACY HONORS **2102345** **Credit: .5**

Major Concepts/Content

Economics course consists of the following content area strands: Economics and Geography. The primary content emphasis for this course pertains to the study of the concepts and processes of the national and international economic systems. Content should include, but is not limited to, currency, banking, and monetary policy, the fundamental concepts relevant to the major economic systems, the global market and economy, major economic theories and economists, the role and influence of the government and fiscal policies, economic measurements, tools, and methodology, financial and investment markets, and the business cycle.

RECOMMENDATIONS: Recommended for 12th Grade. Department Guidelines: 90+ in a previous non-honors social studies course or 80+ in a previous honors social studies course, and teacher recommendation.

AP MICROECONOMICS **2102360** **Credit: 0.5**

Major Concepts/Content

Advanced Placement Microeconomics gives students an opportunity to analyze the behavior of individual households, firms, and markets, and how prices and outputs are determined in those markets. Students will also analyze price mechanism, resource allocation and income distribution. Students will understand fundamental economic concepts, vocabulary, and statistical interpretation of economic data. Student will also gain an understanding of government's role in the capitalistic marketplace. Course outline will adhere to the College Board. Students may receive college credit after testing. This course qualifies for Florida Scholars Program. Students enrolled must take the AP exam. Meets the one-half credit requirement of economics for graduation.

RECOMMENDATIONS: Recommended for 12th grade. Department Guidelines: 90+ in a previous non-honors social studies course or 85+ in a previous honors social studies course, PSAT verbal score if 45+, teacher recommendation and local administrative approval.

AP MACROECONOMICS **2102370** **Credit: 0.5**

Major Concepts/Content

Advanced Placement Macroeconomics gives students an opportunity to analyze the worldwide effects of economic activities and their impact on taxation, monetary policy, balance of trade issues, government policy, exchange rates, and similar "big picture" concepts. Students will understand economic concepts, vocabulary, and statistical interpretation of economic data. Course outline will adhere to the College Board. Students may receive college credit after Program. Students enrolled must take the AP exam. Meets the one-half credit requirement for graduation.

RECOMMENDATIONS: Recommended for 12th grade. Department Guidelines: 90+ in a previous non-honors social studies course or 85+ in a previous honors social studies course, PSAT verbal score if 45+, teacher recommendation and local administrative approval.

Honors/Advanced courses offer scaffolded learning opportunities for students to develop the critical skills of analysis, synthesis, and evaluation in a more rigorous and reflective academic setting. Students are empowered to perform at higher levels as they engage in the following: analyzing historical documents and supplementary readings, working in the context of thematically categorized information, becoming proficient in note-taking, participating in Socratic seminars/discussions, emphasizing free-response and document-based writing, contrasting opposing viewpoints, solving problems, etc. Students will develop and demonstrate their skills through participation in a capstone and/or extended research-based paper/project (e.g., history fair, participatory citizenship project, mock congressional hearing, projects for competitive evaluation, investment portfolio contests, or other teacher-directed projects).

SOCIAL STUDIES ELECTIVES

AFRICAN AMERICAN HISTORY **2100340** **Credit: 0.5**

Major Concepts/Content

African-American History, an elective, will provide students the opportunity to investigate the important contributions of Africans and African-Americans in American history. The course will emphasize the importance of early African civilization as it relates to the African-American culture in the past and in the present. Special emphasis will be placed on interpreting American history in the context of the African-American experience from the Age of Exploration to the present. Important individuals, events, and cultural trends will be studied as well as the political, economic, and social forces which have impacted the African-American experience throughout history. Critical thinking skills will be developed while analyzing historical interpretations from various cultural perspectives.

AP EUROPEAN HISTORY **2109380** **Credit: 1.00**

Major Concepts/Content

European History Advanced Placement, an elective, will provide students the opportunity to develop the analytic skills and factual knowledge necessary to deal critically with the problems, content, and materials of European historic development. Appropriate concepts and skills will be developed in connection with the content. Integral components of this course will include the formation of generalizations from primary sources in history, the synthesis and evaluation of information, the development of set of criteria for judging proposed courses of action in terms of actual and projected consequences, the comparison of eras with similar trends, and analysis of the impact of major historical figures and groups on European and world events, the detection of bias in making conclusions, and the emergence of patterns in historical development. The course outline will follow the guidelines of the College Board. This course will prepare students for possible college credit. Students enrolled must take the AP exam.

RECOMMENDATIONS: Recommended for 12th grade. Department Guidelines: 90+ in a previous non-honors social studies course or 85+ in a previous honors social studies course, PSAT verbal score if 40+, teacher recommendation and local administrative approval.

AP HUMAN GEOGRAPHY **2103400** **Credit: 1.00**

Major Concepts/Content

Advanced Placement Human Geography, an elective, will emphasize the importance of geography as a field of inquiry and briefly discuss the emergence of academic geography in nineteenth- century Europe. The course introduces students to the importance of spatial organization - the location of places, people, and events, and the connections among places and landscapes - in the understanding of human life on Earth. Content will include, but not be limited to, how to use and make maps, application of mathematical formulas, models, and qualitative data to geographical concepts, and regional organization of various phenomena. Course outline will adhere to the guidelines of the College Board. Students may receive college credit after testing. Students enrolled must take the AP exam.

RECOMMENDATIONS: Recommended for 9th -12th grade. Department Guidelines: 90+ in a previous non-honors social studies course or 85+ in a previous honors social studies course, PSAT verbal score if 45+, teacher recommendation and local administrative approval.

LAW STUDIES **2106350** **Credit: .50**

Major Concepts/Content

Law Studies, an elective, will provide students the opportunity to acquire an understanding of the American legal process. Specific content to be covered will include, but not be limited to, an understanding of the study of historical antecedents for law, constitutional guarantees of citizens, different kinds of laws, comparison of adult and juvenile justice systems, the value of law in society, the role of law enforcement officials, the importance of the adversarial relationships in American jurisprudence, the evolution of interpretations, social values and their impact on interpretations of the law, and the supremacy of the constitution.

PSYCHOLOGY I **2107300** **Credit: .50**

Major Concepts/Content

Psychology I (First Semester), an elective, will help students acquire an understanding of human behavior, behavioral interaction, and the progressive development of individuals. Appropriate concepts and skills will be developed through the theories and methods of study employed by psychologists, human growth and development, self-concept development, adjustment, motivation and desire, intelligence, conditioning and learning, memory, personality and behavior, emotion and frustration, abnormal behavior, conformity, autonomy, alienation, stress, mental health and therapy.

PSYCHOLOGY II **2107310** **Credit: .50**

Major Concepts/Content

Psychology II, an elective, will allow students to expand their awareness of areas of psychology to include basic statistical research, memory and thought, sensation and perception, motivation and emotion, sleep and dreams, stress and conflict, adjustment in society and human interaction.

PREREQUISITE: Psychology I

AP PSYCHOLOGY **2107350** **Credit: 1.00**

Major Concepts/Content

Advanced Placement Psychology, an elective, will provide students an opportunity to acquire a comprehensive understanding of the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles and phenomena associated with each of the major sub-fields within psychology. They also learn about the methods that psychologists use in their science and practice. Content will include, but not be limited to, methods, biological basis of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing for intelligence and personality, abnormal psychology, treatment of disorders, and social psychology. Course outline will adhere to the guidelines of the College Board. Students enrolled must take the AP exam. Students may receive college credit after testing.

RECOMMENDATIONS: Recommended for 11th-12th grade. Department Guidelines: 90+ in a previous non-honors social studies course or 85+ in a previous honors social studies course, PSAT verbal score if 40+, teacher recommendation and local administrative approval.

SOCIOLOGY **2108300** **Credit: .50**

Major Concepts/Content

Sociology, an elective, will provide students with the opportunity to acquire an understanding of group interaction and its impact on individuals. Content to be covered will include, but not be limited to, an understanding of the methods of study employed by sociologists, social institutions and norms, social classes, relationships between the sexes, racial and ethnic groups, the handicapped, societal determinants, group behavior, the socialization process (including the transmission of group behavior), social deviation, social conflict, social roles, social stratification, social participation, and the role of social organizations and institutions (including their interrelationships and interdependence).

WORLD CULTURAL GEOGRAPHY **2103300** **Credit: 1.00**

Major Concepts/Content

World Cultural Geography, an elective, will provide students the opportunity to acquire an understanding of the interrelationships among people and their environments. Content to be covered will include, but not be limited to: an understanding of the relationship between physical geography, natural resources, and the economic, political, social, cultural, religious, and historic aspects of human activity as applied to a study of the following world regions: Western Europe, Eastern Europe, Anglo-America, Latin America, North Africa and the Middle East, Sub-Saharan Africa, Southern and Eastern Asia, and Oceania.

RECOMMENDATIONS: Recommended for 9th grade.

Foreign Languages	
Course Number	**Course Title**
0701320	FRENCH 1
0701330	FRENCH 2
0701340	FRENCH 3 HON
0701380	AP FRENCH LANG
0706300	LATIN 1
0706310	LATIN 2
0706320	LATIN 3 HON
0706375	AP LATIN
0708340	SPANISH 1
0708350	SPANISH 2
0708360	SPANISH 3 HON
0708400	AP SPANISH
0711300	CHINESE 1
0711310	CHINESE 2

FOREIGN LANGUAGES

SPANISH I **0708340** **Credit: 1.0**
The content includes beginning skills in listening and speaking Spanish with special attention to pronunciation, introduction to reading and writing, and the fundamentals of grammar and culture.
Recommendation: 75+ in previous English course

SPANISH II **0708350** **Credit: 1.0**
The content includes an expansion of the listening and oral skills previously acquired. Reading and writing should receive more emphasis, while oral communication remains the primary objective. This course should include a cultural survey of Spanish-speaking people.
Prerequisite: Spanish I credit

SPANISH III **0708360** **Credit: 1.0**
The content includes expansion of vocabulary, reading, and conversational skills through discussions based on the selected readings. Contemporary vocabulary should stress activities which are important to everyday life of Spanish-speaking people.
Prerequisite: Spanish II credit

ADVANCED PLACEMENT-SPANISH LANGUAGE AND CULTURE **0708400** **Credit: 1.0**
The content includes comprehending formal and informal Spanish, possessing vocabulary and structure to allow accurate reading, composing expository passages, and expressing ideas orally with accuracy and fluency.
The following should be considered for placement in this course: 85+ Spanish II or III, teacher recommendation, local administrative approval.
College credit may be earned

FRENCH I **0701320** **Credit: 1.0**
The content includes beginning skills in listening and speaking French with special attention to pronunciation, introduction to readings and writing, and fundamentals of grammar and culture.
Recommendation: 75+ in previous English course

FRENCH II **0701330** **Credit: 1.0**
The content includes an expansion of the listening and oral skills previously acquired. Reading and writing should receive more emphasis, while oral communication remains the primary objective. This course should include a cultural survey of French-speaking people.
Prerequisite: French I credit

FRENCH III **0701340** **Credit: 1.0**
The content includes expansion of vocabulary, reading, and conversational skills through discussions based on selected readings and contemporary vocabulary stressing activities which are important to everyday life of French-speaking people.
Prerequisite: French II credit

ADVANCED PLACEMENT FRENCH LANGUAGE AND CULTURE **0701388** **Credit: 1.0**
The content of this course takes an all-inclusive approach to language proficiency and recognizes the importance of the interconnectedness of comprehension, vocabulary usage, language control, communication strategies, and cultural awareness.
Recommendation: 85+ French II or III, teacher recommendation, local administrator approval.
College credit may be earned

LATIN I **0706300** **Credit: 1.0**
The content of this course will introduce students to fundamental Latin vocabulary, grammar and classical culture.
Recommendation: 80+ in previous English course

LATIN II **0706310** **Credit: 1.0**

The content includes the grammar and vocabulary necessary for the reading and appreciation of Latin authors, particularly Caesar's writings.

Prerequisite: Latin I credit

LATIN III **0706320** **Credit: 1.0**

The content includes the review and expansion of the essentials of Latin grammar; readings in prose; the study of the Roman civilization through its literature with emphasis on politics, history and mythology;

Prerequisite: Latin II credit

ADVANCED PLACEMENT LATIN **0706375** **Credit: 1.0**

The purpose of this course is to engage in a rigorous curriculum designed to enable them to develop the confidence and ability to read Latin poetry and prose. They will develop their linguistic competence by translating prepared poetry and prose precisely and literally; reading passages of poetry and prose with comprehension; and analyzing literary texts in clear and coherent written arguments, supported by textual examples.

Recommendation: 85+ in Latin II or III, teacher recommendation, local administrative approval

Note: College credit may be earned.

CHINESE I **0711300** **Credit 1.0**

The purpose of this course is to enable students to begin to acquire proficiency in Chinese through a linguistic, communicative, and cultural approach to language learning. Emphasis is placed on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

CHINESE II **0711310** **Credit 1.0**

The purpose of this course is to enable students to enhance proficiency in Chinese through a linguistic, communicative, and cultural approach to language learning. There is continued emphasis on the development of listening, speaking, reading, and writing skills and on acquisition of the fundamentals of applied grammar. Cross-cultural understanding is fostered and real-life applications are emphasized throughout the course.

Prerequisite: Chinese I Credit

Performing Fine Arts	
Course Number	**Course Title**
ART	
0100300	AP ART HIST
0101300	2-D STUDIO ART 1
0101310	2-D STUDIO ART 2
0101330	3-D STUDIO ART 1
0104300	AP ART/DRAW PORT
0109310	PORT DEV: DRAW HON
0109320	PORT DEV: 2D DES HON
0109350	AP STUDIO/2-D
0109360	AP STUDIO/3-D

Music	
1300330	AP MUS THEORY
1302300	BAND 1
1302310	BAND 2
1302320	BAND 3
1302330	BAND 4
1302340	BAND 5 HON
1302355	MARCHING BAND

PERFORMING FINE ARTS

***BASED ON COURSE CODE DIRECTORY AS OF 1/8/14**

The following courses meet graduation requirements for performing fine arts.

VISUAL ARTS

AP ART HISTORY 0100300 Credit: 1.0

The content emphasizes understanding works of art within their historical context by examining issues such as politics, class, religion, patronage, audience, gender, function, and ethnicity. The AP Art History course also teaches students to understand art through visual and contextual analysis of works of art.

TWO-DIMENSIONAL STUDIO ART 1 0101300 Credit: 1.0

The purpose of this course is for students to experiment with the media and techniques used to create a variety of two –dimensional (2-D) artworks through the development of skills in drawing, painting, printmaking, collage, and/or design.

TWO-DIMENSIONAL STUDIO ART 2 0101310 Credit: 1.0

The purpose of this course is for students to develop and refine technical skills and create 2-D compositions with a variety of media in drawing, painting, printmaking, collage, and and/or design.

Prerequisite: 2-D Studio Art 1

THREE-DIMENSIONAL STUDIO ART 0101330 Credit: 1.0

The content includes basic design concepts in 3-dimensional works of art, production of sculpture using various materials, art history and student evaluation of their own art.

AP ART- DRAWING PORTFOLIO 0104300 Credit: 1.0

The content includes giving students the opportunity to develop quality, concentration, discipline and breadth in drawing.

The following should be considered for placement in this course: Teacher recommendation (based on student work

Note: College credit may be earned

PORTFOLIO DEVELOPMENT DRAWING HONORS 0109310 Credit: 1.0

The purpose of this course is to give students an introduction to the comprehension and understanding of quality, concentration, and breadth of art.

PORTFOLIO DEVELOPMENT 2-D DESIGN HONORS 0109320 Credit: 1.0

The purpose of this course is to give students an introduction to the comprehension and understanding of quality, concentration, and breadth of art.

AP STUDIO ART 2-D DESIGN PORTFOLIO 0109350 Credit: 1.0

This portfolio addresses a very broad interpretation of two-dimensional design issues.

The following should be considered for placement in this course: Teacher recommendation (based on previous student artwork)

Note: College credit may be earned

AP STUDIO ART 3-D DESIGN PORTFOLIO 0109360 Credit: 1.0

This portfolio is intended to address a broad interpretation of sculptural issues in depth and space.

The following should be considered for placement in this course: Teacher recommendation (based on previous student artwork)

Note: College credit may be earned

MUSIC

***BASED ON COURSE CODE DIRECTORY AS OF 1/8/14**

The following courses meet graduation requirements for performing fine arts.

AP MUSIC THEORY **1300330** **Credit: 1.0**

The purpose of this course is to develop the student's ability to recognize and understand the basic materials and processes in any music that is heard or read in score.

The following should be considered for placement in this curse: Teacher recommendation

Note: College credit may be earned

BAND I-IV **1302300-1302330** **Credit: 1.0**

The content includes fundamental skills in characteristic tone production, band performance techniques, music literacy and music appreciation. As the student progresses, opportunities for interpretation of highly varied music, and development of musical leadership skills necessary to conduct an ensemble performance, and the formulation of music values will be provided. Evening rehearsals and performances are an integral part of this program.

BAND V HONORS **1302340** **Credit: 1.0**

The content includes advanced-level fundamental skills in characteristic tone production, band performance techniques, music literacy and music appreciation. As the student progresses, opportunities for interpretation of highly varied music, and development of musical leadership skills necessary to conduct an ensemble performance, and the formulation of music values will be provided. Evening rehearsals and performances are an integral part of this program.

Prerequisite: Band IV

Health & Physical Education	
Course Number	Course Title
3026010	HOPE
Health and Physical Education Electives	
1501340	WEIGHT TRAIN 1
1501350	WEIGHT TRAIN 2
1501360	WEIGHT TRAIN 3
1501390	COMPRE FIT
1501410	POWER WEIGHT TRAIN 1
1502410	INDIV/DUAL SPRTS 1
1502420	INDIV/DUAL SPRTS 2
1502470	REC
1502480	OUTDOOR ED
1502490	CARE/PREV OF ATH INJ
1503310	BASKETBALL
1503350	TEAM SPRTS 1
1503360	TEAM SPRTS 2
1503400	AEROBICS 1
1503410	AEROBICS 2
1503420	AEROBICS 3
1505500	VOLLEYBALL 1
1505510	VOLLEYBALL 2

HEALTH & PHYSICAL EDUCATION

The following courses meet graduation requirements for physical education.
All courses in Health and Physical Education are co-ed. All young men and women are encouraged to participate in physical education throughout their high school years.

HOPE – HEALTH OPPORTUNITIES THROUGH PHYSICAL EDUCATION
3026010 Credit: 1.0
(Required for students entering high school as of school year 2007-2008.) (Available as Virtual Blended Credit or Standard Class.)
The purpose of this course is to develop and enhance healthy behaviors that influence lifestyle choices and student health and fitness.

HEALTH AND PHYSICAL EDUCATION ELECTIVES

None of the following Physical Education elective courses are interscholastic extra-curricular activities.

CARE AND PREVENTION OF ATHLETIC INJURIES 1502490 Credit: 0.5
The purpose of this course is to acquire knowledge and skills relating to the nature, prevention, care and rehabilitation of athletic injuries for current and future recreational pursuits.

AEROBICS 1 1503400 Credit: 0.5
The purpose of this course is to develop an individual level of health-related fitness, acquire knowledge of fitness concepts, and recognize the significance of health-related fitness on one's health.

AEROBICS 2 1503410 Credit: 0.5
The purpose of this course is to extend the knowledge of aerobic activities and further develop an individual level of health-related fitness.
Prerequisite: Beginning Aerobics credit

AEROBICS 3 1503420 Credit: 0.5
The purpose of this course is to continue to develop an individual's optimal level of health-related fitness and acquire additional knowledge of fitness concepts.
Prerequisite: Intermediate Aerobics credit

WEIGHT TRAINING 1 1501340 Credit: 0.5
The purpose of this course is to acquire basic knowledge and skills in weight training, improve muscular strength and endurance, and begin to enhance body image.

WEIGHT TRAINING 2 1501350 Credit: 0.5
The purpose of this course is to extend the knowledge and development of skills in weight training, further improve muscular strength and endurance, and further enhance body image.
Prerequisite: Beginning Weight Training credit

WEIGHT TRAINING 3 1501360 Credit: 0.5
The purpose of this course is to further extend the knowledge and development of skills in weight training, continue to improve muscular strength and endurance, and continue to enhance body image.
Prerequisite: Intermediate Weight Training credit

POWER WEIGHT TRAINING 1 1501410 Credit: 0.5
The purpose of this course is to acquire knowledge and skills in power weight training (Olympic and power lifting) and improve or maintain health related physical fitness.

OUTDOOR EDUCATION 1502480 Credit: 0.5
The purpose of this course is to acquire knowledge and skills in a variety of outdoor education activities and maintain and/or improve health-related fitness.

BASKETBALL **1503310** **Credit: 0.5**
The purpose of this course is to acquire knowledge and skills in basketball and maintain and/or improve health-related fitness.

VOLLEYBALL 1 **1505500** **Credit: 0.5**
The purpose of this course is to acquire knowledge and skills in volleyball, and maintain and/or improve health-related fitness.

VOLLEYBALL 2 **1505510** **Credit: 0.5**
The purpose of this course is to extend knowledge and skills in volleyball, and maintain and/or improve health-related fitness.
Prerequisite: Beginning Volleyball credit or evidence of volleyball skills

INDIVIDUAL AND DUAL SPORTS I – II **1502410-502420** **Credit: 0.5**
This is a survey course whose purpose is to acquire knowledge of individual and dual sports play, develop basic skills in selected individual and dual sports, and maintain and/or improve health-related fitness.
NOTE: Activities selected in Individual and Dual Sports I (1502410) may not be repeated in Ind./Dual Sports II (1502420) or III (1502430).

TEAM SPORTS I – II **1503350-1503360** **Credit: 0.5**
This is a survey course whose purpose is to acquire knowledge of team sports play, develop skills in selected team sports, and maintain and/or improve health-related fitness.

General Electives	
Course Number	Course Title
1400300	PEER COUN 1
1400310	PEER COUN 2
1400320	PEER COUN 3
1400330	PEER COUN 4
1700370	CRIT THINK ST SKLS

GENERAL ELECTIVES

The following courses are electives.

PEER COUNSELING I **1400300** **Credit: 0.5**

The purpose of this course is to provide students with an understanding of the elements of communications and group processes

PEER COUNSELING II **1400310** **Credit: 0.5**

The content should include knowledge of self and others, decision-making, problem-solving techniques, family relationships, peer pressure, individual responsibility, goal setting (long and short range) and development of a positive attitude toward self, school and community. Prerequisite: Peer Counseling I

CRITICAL THINKING AND STUDY SKILLS

(Available as Virtual Credit or Standard Class) 1700370 Credit: 0.5

This course is designed to develop skills related to critical thinking, learning and problem solving, enabling students to enhance their performance in both academic and non-academic areas. Strategies for acquiring, storing and retrieving information, time management and organizational skills, critical thinking operations and processes, strategies for oral and written communication, and problem solving skills including test taking skills are an integral part of this course.

ESOL	
Course Number	Course Title
1002380	DEV LANG ARTS ESOL

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES – ESOL

Developmental Language Arts Through ESOL **1002380** **Credit: Multiple**

The purpose of this course is to enable students, who are native speakers of languages other than English, to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of activities and content areas.

ROTC

AIR FORCE -

Note: All Aerospace Science courses require the student to wear the uniform once a week to all classes. In addition, the student is requires to meet USAF grooming standard as they relate to hair, jewelry, earrings, facial hair, etc. Prospective students should make certain they know these requirements prior to enrollment. Failure to wear the uniform or meet grooming standards will result in failure of the course.

AEROSPACE SCIENCE **1800300** **Credit: 1.0**
9, 10, 11, 12
Aerospace Science:
The purpose of this course is to enable students to develop knowledge of the historical development of flight and the role of the military in history. Students also develop knowledge of the AFJROTC, individual self-control, citizenship, wellness, health, and fitness. Students practice basic drill techniques and conduct military ceremonies.

Leadership Education:
This course stresses "followership" fundamentals, customs and courtesies of the armed forces, drill and ceremonies, organizational and management instruction, communication and problem-solving techniques. Practical activities in these subject areas promote individual self- reliance, discipline, responsibility, and citizenship.
Prerequisite: Instructor Approval

AEROSPACE SCIENCE II **1800310** **Credit: 1.0**
10, 11, 12
Aerospace Science:
The purpose of this course is to enable students to develop knowledge of the aerospace environment, human requirements of flight, principles of aircraft flight, and principles of navigation. Students also develop effective communication skills, understanding of human and group behavior, and basic leadership concepts. Students practice drill movements and observe military customs and ceremonies.

Leadership Education:
This course builds on the areas learned in Aerospace Science I. It further covers communication skills, introduces leadership theory and individual/group behavior, and allows the student to apply these skills during drill. Students will hold positions of greater responsibility in the planning and execution of cadet corps projects.
Prerequisite: Aerospace Science I and Instructor Approval

AEROSPACE SCIENCE III **1800320** **Credit: 1.0**

11, 12

Aerospace Science:

The purpose of this course is to enable students to develop knowledge of the space environment, space programs and technology, and manned space flight. Students develop knowledge and skills related to planning for postsecondary education or employment, financial planning, and career opportunities. Students polish skills in marching and conducting military ceremonies.

Leadership Education: This course is helpful to students deciding which path to take after high school. Information on how to apply for admission to college, vocational or technical school is included. Information on how to begin the job search is available to students who decide not to go to college or vocational school. Information about financial planning and how to save, invest, and spend money wisely, as well as how not to get caught in the credit trap is discussed. Students are informed about real life issues such as understanding contracts, leases, wills, warranties, legal notices, personal bills, registering to vote, jury duty, and draft registration. If there are students who are interested in a career in the military, with the federal government, or an aerospace career, information is also provided for them.

Prerequisite: Aerospace Science II and Instructor Approval

AEROSPACE SCIENCE IV – GEOGRAPHY **1800330** **Credit: 1.0**

12

Aerospace Science:

The purpose of this course is to enable students to develop knowledge of physical and human geography in the major regions of the world. Students develop fundamental management concepts and skills and apply them in corps activities. Drill and ceremony functions are carried out with ease and professionalism.

Leadership Education:

This course will guide students to understanding the fundamentals of management, managing yourself, and others. Emphasis is placed on allowing the student to see himself/herself as a manager. There are four building blocks of leadership considered in this course from the military and civilian perspective. Attention to these four areas will form a strong foundation for a capability to lead. The four areas are: Management Techniques, Management Decisions, Management Functions, and Managing Self and Others.

Prerequisite: Aerospace Science III and Instructor Approval

AEROSPACE SCIENCE IV– POLICY AND ORG. **1800350** **Credit: 1.0**

12

Aerospace Science:

This course establishes the foundation for understanding the United States Air Force. It discusses and describes the United States' National Security Strategy and gives a brief history of the military. The Nixon, Ford, Carter, Reagan, Bush, Clinton, and the current George W. Bush, Jr., administrations are discussed. It discusses the defense structure of the United States to include descriptions of the objectives, mission, and organization of the Army, Navy, Marines, and the Coast Guard. Also covered are the organization, mission, and operations of the United States Air Force. Lastly, the course focuses on Air Force current operational and personnel issues.

Leadership Education:

This course will guide students to understanding the fundamentals of management, managing yourself, and others. Emphasis is placed on allowing the student to see himself/herself as a manager. There are four building blocks of leadership considered in this course from the military and civilian perspective. Attention to these four areas will form a strong foundation for a capability to lead. The four areas are: Management Techniques, Management Decisions, Management Functions, and Managing Self and Others.

Prerequisite: Aerospace Science III and Instructor Approval

AEROSPACE SCIENCE IV – HONORS GROUND **1800360** **Credit: 1.0**

11, 12

Aerospace Science:

The purpose of this course is to enable students to develop advanced, in-depth knowledge of aerospace topics. Students develop the foundation for receiving a private pilot license. Students develop fundamental management concepts and skills and apply them in corps activities. Drill and ceremony functions are carried out with ease and professionalism.

There will be no actual in-flight activities.

Leadership Education:

This course will guide students to understanding the fundamentals of management, managing yourself, and others. Emphasis is placed on allowing the student to see himself/herself as a manager. There are four building blocks of leadership considered in this course from the military and civilian perspective. Attention to these four areas will form a strong foundation for a capability to lead. The four areas are: Management Techniques, Management Decisions, Management Functions, and Managing Self and Others.

Prerequisite: Instructor Approval, Aerospace Science II, (B avg.), 2.5 cumulative GPA

LEADERSHIP DEVELOPMENT SKILLS- (AEROSPACE SCIENCE SUMMER OPTION)

2400300 Credit: 0.5

9, 10, 11, 12

Students participate in a leadership/drill camp at the school and a subsequent field trip to Washington, D.C. Tours include all the National Monuments while living and messing in the Washington D.C. area (Ft. Belvoir/Bolling AFBs). Students are expected to attend leadership classes, keep a journal, and provide presentations and to write a paper.

Prerequisite: Aerospace Science Enrollment Instructor Approval & Funds for trip

OUTDOOR ACTIVITIES- (AEROSPACE SCIENCE SUMMER OPTION) **1502480 Credit: 0 .5**
9, 10, 11, 12
Students will train under the supervision of active duty or National Guard instructors at various locations throughout Florida (Camp Blanding/ Tyndall AFB/ Hurlburt Field). Instruction includes orientation to military equipment, group leadership and confidence courses, land navigation and first-aid skills. Students get hands-on leadership training on an outdoor field environment.
Prerequisite: Aerospace Science enrollment; instructor approval; physical fitness test completion

ARMY

LEADERSHIP EDUCATION AND TRAINING I **1801300 Credit 1.0**
The purpose of this course is to enable students to develop knowledge of the history, customs, traditions, and purpose of the Army JROTC. The course includes development of basic leadership skills including leadership principles, values, and attributes. Students should master appreciation for diversity. Active learning strategies are integrated throughout the course with an emphasis on writing skills and oral communication techniques. Financial planning as well as physical fitness, diet, nutrition, healthy lifestyles, awareness of substance abuse and prevention, and basic first aid measures are included. An overview of the globe and geography and basic map reading skills are incorporated. A study of the United States Constitution, Bill of Rights, responsibilities of United States citizens, and the federal justice system is also provided.
Prerequisite: None

LEADERSHIP EDUCATION AND TRAINING II **1801310 Credit 1.0**
The purpose of this course is to enable students to expand on skills taught in Leadership Education and Training I. This course introduces the concepts of equal opportunity, fair treatment of minorities, and prevention of sexual harassment. It provides instruction on leadership skills, leadership theories, as well as the basic principles of management. It provides self-assessments that help students determine their skill sets and opportunities to teach using accepted principles and methods of instruction. It emphasizes community projects to assist in drug prevention efforts. It also includes dietary guidelines, fitness, and map-reading and orienteering skills. It discusses the significant events that helped shape and develop the Constitution and government and teaches the role of political parties in the election process.
Prerequisite: Leadership Education and Training I

LEADERSHIP EDUCATION AND TRAINING III **1801320 Credit 1.0**
The purpose of this course is to enable students to expand on the skills taught in Leadership Education and Training II. This course allows cadets to investigate the interrelationships of the services while they continue to build their leadership development and decision-making skills. It includes negotiation skills and management principles. It emphasizes staff procedures and opportunities to handle various leadership situations as well as prevent violence and manage anger. The research, identification, planning, and execution of service learning activities are included. This course gives cadets the opportunity to apply basic concepts of strategies for career exploration and planning. It teaches how to create a career portfolio and plan for college or work. Financial management principles are studied. Skills for orienteering and/or land navigation are developed. The course also includes studies in the federal judicial system and how historical events have shaped social systems.
Prerequisite: Leadership Education and Training II

LEADERSHIP EDUCATION AND TRAINING IV 1801330 Credit 1.0

The purpose of this course is to enable students to expand on the skills taught in Leadership Education and Training III. This course focuses on creating a positive leadership situation, negotiating, decision making, problem solving, team development, project management, and mentoring. Students will demonstrate leadership potential in an assigned command or staff position within the cadet battalion organizational structure. The course teaches cadets how to use emotional intelligence in leadership situations as well as how to maintain a positive attitude. It provides instruction on etiquette, daily planning, financial planning, and careers. It includes requirements for the practical application of leadership duties. It emphasizes physical fitness through healthy individual and group competition. The interactions between groups of people and how they affect the area's cultural, economic, and political characteristics are discussed. Concepts of democracy and freedom and their influence on local governments are also included.

Prerequisite: Leadership Education and Training III

NAVY

NAVAL SCIENCE I 1802300 Credit: 1.0

The purpose of this course is to introduce students to the precepts of citizenship, the elements of leadership, and the value of scholarship in attaining life goals. This course is also designed to engender a sound appreciation for the heritage and traditions of America, with recognition that the historically significant role of sea power will be important in America's future, develop in each cadet a growing sense of pride in his/her organization, associates, and self. These elements are pursued at a fundamental level.

Prerequisite: None

NAVAL SCIENCE II 1802310 Credit: 1.0

The purpose of this course is further developing the traits of citizenship and leadership in students. Cadets will be introduced to technical areas of naval science study and engender a deeper awareness of the vital importance of the world oceans to the continued well-being of the United States.

Prerequisite: Naval Science I

NAVAL SCIENCE III 1802320 Credit: 1.0

The purpose of this course is to broaden the understanding of students in the operative principles of military leadership, the concept and significance of teamwork, the intrinsic value of good order and discipline in the accomplishment of assigned objectives, and naval academic subjects.

Prerequisite: Naval Science II

NAVAL SCIENCE IV 1802330 Credit: 1.0

The purpose of this course is to provide students with a comprehensive advanced-level study of naval historical and technical topics and the opportunity to exercise leadership in positions of authority and responsibility. In addition, this course will prepare the student to readily accept the responsibility and importance of citizenship as it is related to the democratic principles upon which our country is founded. Students will also be provided with an understanding of the nature, rigors, and benefits of a military career.

Prerequisite: Naval Science III

LEADERSHIP I 2400300 Credit: 1.0

The purpose of this course is to teach leadership skills, parliamentary procedure, problem solving, decision making, communication skills, group dynamics, time and stress management, public speaking, human relations, public relations, team building, and other group processes.

General Electives	
Course Number	Course Title
1400300	PEER COUN 1
1400310	PEER COUN 2
1400320	PEER COUN 3
1400330	PEER COUN 4
1700370	CRIT THINK ST SKLS

GENERAL ELECTIVES

The following courses are electives.

PEER COUNSELING I **1400300** **Credit: 0.5**

The purpose of this course is to provide students with an understanding of the elements of communications and group processes

PEER COUNSELING II **1400310** **Credit: 0.5**

The content should include knowledge of self and others, decision-making, problem-solving techniques, family relationships, peer pressure, individual responsibility, goal setting (long and short range) and development of a positive attitude toward self, school and community. Prerequisite: Peer Counseling I

CRITICAL THINKING AND STUDY SKILLS

(Available as Virtual Credit or Standard Class) 1700370 Credit: 0.5

This course is designed to develop skills related to critical thinking, learning and problem solving, enabling students to enhance their performance in both academic and non-academic areas. Strategies for acquiring, storing and retrieving information, time management and organizational skills, critical thinking operations and processes, strategies for oral and written communication, and problem solving skills including test taking skills are an integral part of this course.

ESOL	
Course Number	Course Title
1002380	DEV LANG ARTS ESOL

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES – ESOL

Developmental Language Arts Through ESOL **1002380** **Credit: Multiple**

The purpose of this course is to enable students, who are native speakers of languages other than English, to develop proficient listening, speaking, reading, and writing skills in the English language. Emphasis will be on acquisition of integrated English communication skills in a wide range of activities and content areas.

Algebra I (1200310) Scope and Sequence

This course has 21 standard groupings. The standards that are bolded and green are the critical areas of focus.
Standards that are not bolded and blue are supporting standards.

Unit	Standards	Length of Time
Unit 1: Solving Expressions, Equations and Inequalities	**MAFS.912.A-CED.1.1**, MAFS.912.A-CED.1.4, MAFS.912.A-SSE.1.1(a), **MAFS.912.A-REI.1.1**, MAFS.912.A-REI.2.3	4 weeks
Unit 2: Introduction to Functions	MAFS.912.F-IF.1.1, **MAFS.912.F-IF.1.2**, MAFS.912.F-IF.2.5	4 weeks
Unit 3: Linear Functions with Graphing	MAFS.912.F-IF.1.3 (arithmetic), **MAFS.912.F-IF.2.6**, **MAFS.912.F-LE.1.2** (linear), MAFS.912.F-LE.2.5 (linear),MAFS.912.S-ID.3.7	4 weeks
Unit 4: Systems of Equations and Inequalities with Graphing*	**MAFS.912.A-CED.1.2**, **MAFS.912.A-CED.1.3**, MAFS.912.A-REI.3.5, MAFS.912.A-REI.3.6, MAFS.912.A-REI.4.12	3 weeks
Unit 5: Exponential Functions with Graphing*	**MAFS.912.A-SSE.2.3**(c), MAFS.912.F-BF.1.1, **MAFS.912.F-IF.3.8**(b), **MAFS.912.F-LE.1.1**, **MAFS.912.F-LE.1.2** (exponential), **MAFS.912.F-LE.1.3** (geometric), MAFS.912.F-LE.2.5 (exponential)	3 weeks
Unit 6: Polynomial Operations with Graphing*	**MAFS.912.A-APR.1.1**, MAFS.912.A-APR.2.3	3 weeks
Unit 7: Quadratic Functions with Graphing*	MAFS.912.A-APR.2.3, **MAFS.912.A-REI.2.4**, MAFS.912.A-SSE.1.1, MAFS.912.A-SSE.1.2, **MAFS.912.A-SSE.2.3**(a)(b), **MAFS.912.F-IF.3.8**(a), MAFS.912.F-BF.1.1	3 weeks
Unit 8: Radical Expressions with Graphing*	MAFS.912.N-RN.1.1, **MAFS.912.N-RN.1.2**, MAFS.912.N-RN.2.3	2 weeks
Unit 9: Statistics and Probability	**MAFS.912.S-ID.1.1**, **MAFS.912.S-ID.1.2**, MAFS.912.S-ID.1.3, **MAFS.912.S-ID.2.5**, **MAFS.912.S-ID.2.6**, MAFS.912.S-ID.3.7, MAFS.912.S-ID.3.8, MAFS.912.S-ID.3.9	4 weeks
Unit 10: Point, Lines, Angles, and Shapes	MAFS.912.G-CO.1.1, MAFS.912.G-CO.3.9, MAFS.912.G-CO.3.10, MAFS.912.G-CO.4.12, MAFS.912.G-CO.4.13	4 weeks
Unit 11: Coordinate Geometry	MAFS.912.G-CO.1.1, MAFS.912.G-GPE.2.4, MAFS.912.G-GPE.2.5, MAFS.912.G-GPE.2.6	2 weeks

Graphing: MAFS.912.F-IF.3.7(a,b,c and e) and MAFS.912.F-BF.2.3 MAFS.912.A-REI.4.10, MAFS.912.F-IF-3.9, **MAFS.912.F-IF.2.4** are embedded within units marked "**with Graphing**", and the associated graphing skills from these standards should be incorporated within that unit and continue to build understanding of graphing from earlier units.

***MAFS.912.A-REI.4.11** is embedded within the asterisked units, and the relationship between the x-coordinate and solution sets should be visited as new types of functions are introduced for the intersections of f(x)=g(x) within the graphing of linear, polynomial (includes quadratics), rational, absolute value, exponential and logarithmic functions.

Math for College Readiness (1200700) Scope and Sequence

Unit	Standards	Length of Time
Unit 1: Real Numbers and Algebraic Expressions	MAFS.7.NS.1.1, MAFS.7.NS.1.2, MAFS.8.EE.1.4, MAFS.912.A-SSE.1.1, MAFS.912.A-SSE.2.3, MAFS.912.N-RN.2.3	2 weeks
Unit 2: Equations and Inequalities	MAFS.7.EE.2.4, MAFS.912.A-CED.1.1, MAFS.912.A-CED.1.3, MAFS.912.A-CED.1.4, MAFS.912.A-REI.1.1, MAFS.912.A-REI.2.3, MAFS.912.N-Q.1.1, MAFS.912.F-BF.1.1	6 weeks
Unit 3: Linear Functions with Graphing	MAFS.8.F.2.4, MAFS.8.EE.2.5, MAFS.912.A-CED.1.2, MAFS.912.A-REI.4.10, MAFS.912.A-REI.4.11, MAFS.912.F-BF.1.1, MAFS.912.F-IF.1.1, MAFS.912.F-IF.2.4, MAFS.912.F-IF.2.5, MAFS.912.F-IF.2.6, MAFS.912.G-GPE.2.5, MAFS.912.S-ID.3.7	3 weeks
Unit 4: Systems of Equations & Inequalities with Graphing	MAFS.912.A-CED.1.3, MAFS.912.A-REI.3.5, MAFS.912.A-REI.3.6, MAFS.912.A-REI.4.11	3 weeks
Unit 5: Polynomials and Polynomial Functions with Graphing	MAFS.912.A-APR.1.1, MAFS.912.A-APR.2.3, MAFS.912.A-APR.3.4, MAFS.912.A-SSE.1.2, MAFS.912.A-SSE.2.3, MAFS.912.N-RN.2.3, MAFS.912.F-IF.2.4	4 weeks
Unit 6: Rational Equations and Functions with Graphing	MAFS.8.NS.1.1, MAFS.8.NS.1.2, MAFS.912.A-APR.4.6, MAFS.912.A-APR.4.7, MAFS.912.A-REI.1.2, MAFS.912.A-SSE.2.3, MAFS.912.F-IF.2.4	5 weeks
Unit 7: Quadratic Functions with Graphing	MAFS.912.A-REI.2.4, MAFS.912.A-SSE.1.2, MAFS.912.A-SSE.2.3, MAFS.912.F-IF.3.8, MAFS.912.S-ID.2.6	2 weeks
Unit 8: Powers, Roots, and Radicals with Graphing	MAFS.8.EE.1.1, MAFS.912.A-SSE.2.3, MAFS.912.F-IF.2.4, MAFS.912.F-IF.3.8, MAFS.912.N-RN.1.1, MAFS.912.N-RN.1.2, MAFS.912.N-RN.2.3	4 weeks
Unit 9: Exponential and Logarithmic Functions with Graphing	MAFS.912.A-SSE.1.1, MAFS.912.F-BF.1.1, MAFS.912.F-IF.2.4, MAFS.912.F-IF.3.8	2 weeks
Unit 10: Statistics, Geometry and Algebra	MAFS.912.G-GPE.2.6, MAFS.912.G-GPE.2.7, MAFS.912.N-Q.1.2, MAFS.912.N-Q.1.3, MAFS.912.S-ID.2.5, MAFS.912.S-ID.2.6	2 weeks

MAFS.912.F-IF.3.7(a,b,c and e) and MAFS.912.F-BF.2.3 are embedded within units marked "**with Graphing**", and the associated graphing skills from these standards should be incorporated within that unit and continue to build understanding of graphing from earlier units.

Math for College Success (0.5) (1200410) Scope and Sequence

Unit	Standards	Length of Time
Unit 1: Solving Expressions, Equations and Inequalities	MAFS.7.NS.1.1, MAFS.7.NS.1.2, MAFS.8.EE.1.4, MAFS.7.EE.2.4, MAFS.912.A-CED.1.1, MAFS.912.A-CED.1.3, MAFS.912.A-CED.1.4, MAFS.912.A-REI.1.1, MAFS.912.A-REI.2.3, MAFS.6.EE.1.2, MAFS.7.EE.2.3, MAFS.7.RP.1.3	3 weeks
Unit 2: Linear Functions with Graphing	MAFS.8.F.2.4, MAFS.8.EE.2.5, MAFS.912.A-CED.1.2, MAFS.912.F-BF.1.1, MAFS.912.F-IF.1.1, MAFS.912.F-IF.2.5, MAFS.912.F-IF.2.6, MAFS.912.G-GPE.2.5	3 weeks
Unit 3: Systems of Equations & Inequalities with Graphing	MAFS.912.A-CED.1.3, MAFS.912.A-REI.3.5, MAFS.912.A-REI.3.6, MAFS.912.A-REI.4.10, MAFS.912.A-REI.4.11	2 weeks
Unit 4: Polynomials with Graphing	MAFS.912.A-APR.1.1, MAFS.912.A-APR.2.3, MAFS.912.A-APR.3.4, MAFS.912.A-SSE.1.2	2 weeks
Unit 5: Rational Expressions with Graphing	MAFS.8.NS.1.1, MAFS.8.NS.1.2, MAFS.912.A-APR.4.6, MAFS.912.A-APR.4.7, MAFS.912.A-REI.1.2	2 weeks
Unit 6: Quadratic Functions with Graphing	MAFS.912.A-REI.2.4, MAFS.912.A-SSE.1.2, MAFS.912.A-SSE.2.3(a)(b), MAFS.912.F-IF.3.8	2 weeks
Unit 7: Exponential and Logarithmic Functions with Graphing	MAFS.8.EE.1.1, MAFS.912.A-SSE.1.1, MAFS.912.A-SSE.2.3(c), MAFS.912.F-IF.3.8, MAFS.912.N-RN.1.2	2 weeks
Unit 8: Statistical Analysis with Graphing	MAFS.912.S-ID.2.5, MAFS.912.S-ID.2.6, MAFS.912.S-ID.3.7	2 weeks

MAFS.912.F-IF.3.7, MAFS.912.F-IF.2.4, and MAFS.912.F-BF.2.3 are embedded within units marked "**with Graphing**", and the associated graphing skills from these standards should be incorporated within that unit and continue to build understanding of graphing from earlier units.

**MAFS.912.N-Q.1.1, MAFS.912.N-Q.1.2, and MAFS.912.N-Q.1.3 can be tied to all units of MFCS, and should be embedded accordingly.

Algebra I Honors (1200320) Scope and Sequence

This course has 21 standard groupings. The standards that are bolded and green are the critical areas of focus.
Standards that are not bolded and blue are supporting standards. This course has additional standards for Honors identify with the symbol ▲.

Unit	Standards	Length of Time
Unit 1: Solving Expressions, Equations and Inequalities	MAFS.912.A-CED.1.1, MAFS.912.A-CED.1.4, MAFS.912.A-SSE.1.1(a), MAFS.912.A-REI.1.1, MAFS.912.A-REI.2.3	4 weeks
Unit 2: Introduction to Functions	MAFS.912.F-IF.1.1, MAFS.912.F-IF.1.2, MAFS.912.F-IF.1.3, MAFS.912.F-IF.2.4, MAFS.912.F-IF.2.5	4 weeks
Unit 3: Linear Functions with Graphing*	MAFS.912.F-IF.2.6, MAFS.912.F-IF.3.9, MAFS.912.F-LE.1.1(a)(b), MAFS.912.F-LE.2.5	4 weeks
Unit 4: Systems of Equations and Inequalities with Graphing*	MAFS.912.A-CED.1.2, MAFS.912.A-CED.1.3, MAFS.912.A-REI.3.5, MAFS.912.A-REI.3.6, MAFS.912.A-REI.4.12	3 weeks
Unit 5: Exponential Functions with Graphing*	MAFS.912.A-SSE.2.3(c), MAFS.912.F-BF.1.1, MAFS.912.F-IF.3.8(b), MAFS.912.F-LE.1.1(c), MAFS.912.F-LE.1.2, MAFS.912.F-LE.1.3	3 weeks
Unit 6: Polynomial Operations with Graphing*	MAFS.912.A-APR.1.1, MAFS.912.A-APR.2.3	3 weeks
Unit 7: Quadratic Functions with Graphing*	MAFS.912.A-APR.2.3, MAFS.912.A-REI.2.4, MAFS.912.A-SSE.1.1, MAFS.912.A-SSE.1.2, MAFS.912.A-SSE.2.3(a)(b), MAFS.912.F-IF.2.4, MAFS.912.F-IF.3.8(a), MAFS.912.F-BF.1.1, ▲MAFS.912.A-REI.3.7	3 weeks
Unit 8: Radical Expressions with Graphing*	MAFS.912.N-RN.1.1, MAFS.912.N-RN.1.2, MAFS.912.N-RN.2.3, ▲MAFS.912.A-REI.1.2	2 weeks
Unit 9: Statistics and Probability	MAFS.912.S-ID.1.1, MAFS.912.S-ID.1.2, MAFS.912.S-ID.1.3, MAFS.912.S-ID.2.5, MAFS.912.S-ID.2.6, MAFS.912.S-ID.3.7, MAFS.912.S-ID.3.8, MAFS.912.S-ID.3.9 ▲MAFS.912.S-ID.1.4	4 weeks
Unit 10: Rational Expressions	▲MAFS.912.A-APR.2.2, ▲MAFS.912.A-APR.3.4, ▲MAFS.912.A-APR.4.6, ▲MAFS.912.A-REI.1.2	4 weeks
Unit 11: Series and Sequences	▲MAFS.912.A-SSE.2.4, ▲MAFS.912.F-BF.1.2	2 weeks

MAFS.912.F-IF.3.7(a,b,c and e) and MAFS.912.F-BF.2.3 are embedded within units marked "**with Graphing**", and the associated graphing skills from these standards should be incorporated within that unit and continue to build understanding of graphing from earlier units.

*MAFS.912.A-REI.4.10, MAFS.912.A-REI.4.11 and MAFS.912.F-BF.2.4 are embedded within the asterisked units. The inverses of functions and the relationship between the x-coordinate and solution sets should be visited as new types of functions are introduced for the intersections of f(x)=g(x) within the graphing of linear, polynomial (includes quadratics), rational, absolute value, exponential and logarithmic functions.

Geometry (1206310) Scope and Sequence

This course has 28 standard groupings. The standards that are bolded and green are the critical areas of focus.
Standards that are not bolded and blue are supporting standards.

Unit	Standards	Length of Time
Unit 1: Point, Lines, Angles, and Shapes	MAFS.912.G-CO.1.1, MAFS.912.G-CO.3.9, MAFS.912.G-CO.3.10, MAFS.912.G-CO.4.12, MAFS.912.G-CO.4.13	3 weeks
Unit 2: Coordinate Geometry	MAFS.912.G-CO.1.1, MAFS.912.G-GPE.2.4, MAFS.912.G-GPE.2.5, MAFS.912.G-GPE.2.6	3 weeks
Unit 3: Congruent and Similar Triangles with Transformations*	MAFS.912.G-CO.1.2, MAFS.912.G-CO.1.3, MAFS.912.G-CO.1.4, MAFS.912.G-CO.1.5, MAFS.912.G-CO.2.6, MAFS.912.G-CO.2.7, MAFS.912.G-CO.2.8, MAFS.912.G-CO.3.10, MAFS.912.G-SRT.1.1, MAFS.912.G-SRT.1.2, MAFS.912.G-SRT.1.3, MAFS.912.G-SRT.2.4, MAFS.912.G-SRT.2.5	6 weeks
Unit 4: Right Triangles and Trigonometric Ratios*	MAFS.912.G-SRT.3.6, MAFS.912.G-SRT.3.7, MAFS.912.G-SRT.3.8	4 weeks
Unit 5: Quadrilaterals*	MAFS.912.G-CO.3.11, MAFS.912.G-GPE.2.6	4 weeks
Unit 6: Circles	MAFS.912.G-C.1.1, MAFS.912.G-C.1.2, MAFS.912.G-C.1.3, MAFS.912.G-C.2.5, MAFS.912.G-CO.1.1, MAFS.912.G-GMD.1.1, MAFS.912.G-GPE.1.1	3 weeks
Unit 7: Area (Polygons), Surface Area, and Volume*	MAFS.912.G-GMD.1.1, MAFS.912.G-GMD.1.3, MAFS.912.G-GMD.2.4, MAFS.912.G-MG.1.1	4 weeks
Unit 8: Modeling with Geometry	MAFS.912.G-MG.1.1, MAFS.912.G-MG.1.2, MAFS.912.G-MG.1.3	3 weeks
EOC Assessment		
Unit 9: Equations and Inequalities	MAFS.912.A-REI.1.1, MAFS.912.A-CED.1.3, MAFS.912.A-CED.1.4	3 weeks
Unit 10: Linear Functions with Graphing	MAFS.912.F-LE.2.5, MAFS.912.F-IF.2.6	3 weeks

*MAFS.912.G-GPE.2.7 is embedded within the marked units, perimeter and area should be addressed within these units and continue to build understanding from previous units.

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Geometry Honors (1206320) Scope and Sequence

This course has 28 standard groupings. The standards that are bolded and green are the critical areas of focus.
Standards that are not bolded and blue are supporting standards.
This course has additional standards for Honors identify with the symbol ▲.

Unit	Standards	Length of Time
Unit 1: Point, Lines, Angles, and Shapes	MAFS.912.G-CO.1.1, MAFS.912.G-CO.3.9, MAFS.912.G-CO.3.10, MAFS.912.G-CO.4.12, MAFS.912.G-CO.4.13	3 weeks
Unit 2: Coordinate Geometry	MAFS.912.G-CO.1.1, MAFS.912.G-GPE.2.4, MAFS.912.G-GPE.2.5, MAFS.912.G-GPE.2.6	3 weeks
Unit 3: Congruent and Similar Triangles with Transformations*	MAFS.912.G-CO.1.2, MAFS.912.G-CO.1.3, MAFS.912.G-CO.1.4, MAFS.912.G-CO.1.5, MAFS.912.G-CO.2.6, MAFS.912.G-CO.2.7, MAFS.912.G-CO.2.8, MAFS.912.G-CO.3.10, MAFS.912.G-SRT.1.1, MAFS.912.G-SRT.1.2, MAFS.912.G-SRT.1.3, MAFS.912.G-SRT.2.4, MAFS.912.G-SRT.2.5	6 weeks
Unit 4: Right Triangles and Trigonometric Ratios*	MAFS.912.G-SRT.3.6, MAFS.912.G-SRT.3.7, MAFS.912.G-SRT.3.8, ▲MAFS.912.G-SRT.4.10, ▲MAFS.912.G-SRT.4.11	4 weeks
Unit 5: Quadrilaterals*	MAFS.912.G-CO.3.11, MAFS.912.G-GPE.2.6	4 weeks
Unit 6: Circles	MAFS.912.G-C.1.1, MAFS.912.G-C.1.2, MAFS.912.G-C.1.3, MAFS.912.G-C.2.5, MAFS.912.G-CO.1.1, MAFS.912.G-GMD.1.1, MAFS.912.G-GPE.1.1, ▲MAFS.912.G-C.1.4	3 weeks
Unit 7: Area (Polygons), Surface Area, and Volume*	MAFS.912.G-GMD.1.1, MAFS.912.G-GMD.1.3, MAFS.912.G-GMD.2.4, MAFS.912.G-MG.1.1, ▲MAFS.912.G-GMD.1.2	4 weeks
Unit 8: Modeling with Geometry	MAFS.912.G-MG.1.1, MAFS.912.G-MG.1.2, MAFS.912.G-MG.1.3	3 weeks
FS EOC Assessment window April 18th – May 13th		
Unit 9: Conics	▲MAFS.912.G-GPE.1.2, ▲MAFS.912.G-GPE.1.3	6 weeks

*MAFS.912.G-GPE.2.7 is embedded within the marked units, perimeter and area should be addressed within these units and continue to build understanding from previous units.

Algebra II Scope and Sequence

Unit	Standards	Length of Time
Unit 1: Equations and Inequalities	MAFS.912.A-REI.1.1, MAFS.912.A-CED.1.3, MAFS.912.A-CED.1.4	2 weeks
Unit 2: Linear Functions	MAFS.912.F-LE.2.5, MAFS.912.F-IF.2.6, MAFS.912.F-IF.3.7a **Recursive Standards for Functions***	3 weeks
Unit 3: Systems of Equations	MAFS.912.A-REI.3.6, MAFS.912.A-REI.3.7, **Recursive Standards for Functions***	2 weeks
Unit 4: Quadratic Functions	MAFS.912.N-CN.1.1, MAFS.912.N-CN.1.2, MAFS.912.N-CN.3.7 (added), MAFS.912.A-REI.2.4, MAFS.912.F-IF.3.7a, MAFS.912.F-IF.3.8, MAFS.912.A-REI.3.7, **Recursive Standards for Functions***	3 weeks
Unit 5: Polynomial Functions	MAFS.912.A-APR.1.1, MAFS.912.A-APR.2.2, MAFS.912.A-APR.2.3, MAFS.912.A-APR.3.4, MAFS.912.A-APR.4.6, MAFS.912.F-IF.3.7c **Recursive Standards for Functions***	3 weeks
Unit 6: Rational and Radical Functions	MAFS.912.N-RN.1.1, MAFS.912.N-RN.1.2, MAFS.912.A-REI.1.2, MAFS.912.A-APR.4.6, MAFS.912.F-IF.3.7b, **Recursive Standards for Functions***	3 weeks
Unit 7: Exponential/Logarithmic Functions	MAFS.912.F-LE.1.4, MAFS.912.IF.3.7e, MAFS.912.F-IF.3.8, MAFS.912.A-REI.1.2, MAFS.912.F-BF.2.a (new 14-15), **Recursive Standards for Functions***	3 weeks
Unit 8: Sequences and Series	MAFS.912.F-BF.1.2, MAFS.912.A-SSE.2.4 (added)	2 weeks
Unit 9: Conic Functions	MAFS.912.G-GPE.1.2	2 weeks
Unit 10: Probability	MAFS.912.S-CP.1.1, MAFS.912.S-CP.1.2, MAFS.912.S-CP.1.3, MAFS.912.S-CP.1.4, MAFS.912.S-CP.1.5, MAFS.912.S-CP.2.6, MAFS.912.S-CP.2.7	2 weeks
Unit 11: Data Analysis and Statistics	MAFS.912.S-IC.1.1, MAFS.912.S-IC.1.2, MAFS.912.S-IC.2.3, MAFS.912.S-IC.2.4, MAFS.912.S-IC.2.5, MAFS.912.S-IC.2.6, MAFS.912.S-ID.1.4	2 weeks
Unit 12: Trigonometric Functions	MAFS.912.F-TF.1.1 (updated), MAFS.912.F-TF.1.2, MAFS.912.F-TF.2.5, MAFS.912.F-TF.3.8, **Recursive Standards for Functions***	3 weeks
EOC Assessments		
Unit 13: Linear Functions	MAFS.912.F-LE.2.5, MAFS.912.F-IF.2.6	3 weeks
Unit 14: Quadratic Functions	MAFS.912.N-CN.1.1, MAFS.912.N-CN.1.2, MAFS.912.N-CN.3.7, MAFS.912.A-REI.2.4, MAFS.912.F-IF.3.8, MAFS.912.A-REI.3.7	3 weeks

***Recursive Standards for Functions** Use all listed standards in designated units.	MAFS.912.A-CED.1.1 (updated), MAFS.912.A-CED.1.2, MAFS.912.A-CED.1.4, MAFS.912.A-SSE.1.1, MAFS.912.A-SSE.1.2, MAFS.912.A-SSE.2.3, MAFS.912.A-REI.4.11, MAFS.912.F-BF.1.1, MAFS.912.F-BF.2.3, MAFS.912.F-BF.2.4a, MAFS.912.F-IF.2.4, MAFS.912.F-IF.2.5, MAFS.912.F-IF.3.9, MAFS.912.N-Q.1.2 (added)

Algebra II Honors Scope and Sequence
Subject: Mathematics

Unit	Standards	Length of Time
Unit 1: Equations and Inequalities	MACC.912.A-REI.1.1, MACC.912.A-CED.1.3, MACC.912.A-CED.1.4	2 weeks
Unit 2: Linear Functions	MACC.912.F-LE.2.5, MACC.912.F-IF.2.6, MACC.912.F-IF.3.7a, **Recursive Standards for Functions***	4 weeks
Unit 3: Systems of Equations	MACC.912.A-REI.3.6, MACC.912.A-REI.3.7, **Recursive Standards for Functions***	3 weeks
Unit 4: Quadratic Functions	MACC.912.N-CN.1.1, MACC.912.N-CN.1.2, MACC.912.N-CN.3.7, MACC.912.N-CN.3.8, MACC.912.A-REI.2.4, MACC.912.F-LE.2.5, MACC.912.F-IF.2.6, MACC.912.F-IF.3.7a, MACC.912.F-IF.3.8, MACC.912.A-REI.3.7, **Recursive Standards for Functions***	4 weeks
Unit 5: Polynomial Functions	MACC.912.A-APR.1.1, MACC.912.A-APR.2.2, MACC.912.A-APR.2.3, MACC.912.A-APR.3.4, MACC.912.A-APR.3.5, MACC.912.A-APR.4.6, MACC.912.F-IF.3.7c, **Recursive Standards for Functions***	4 weeks
Unit 6: Rational and Radical Functions	MACC.912.N-RN.1.1, MACC.912.N-RN.1.2, MACC.912.A-REI-1.2, MACC.912.A-APR.4.6, MACC.912.A-APR.4.7, MACC.912.F-IF.3.7b, **Recursive Standards for Functions***	4 weeks
Unit 7: Exponential/Logarithmic Functions	MACC.912.F-LE.1.4, MACC.912.IF.3.7e, MACC.912.F-IF.3.8, MACC.912.A-REI.1.2, **Recursive Standards for Functions***	4 weeks
Unit 8: Sequences and Series	MACC.912.F-BF.1.2, MACC.912.A-SSE.2.4	1 week
Unit 9: Conic Functions	MACC.912.G-GPE.1.2	3 weeks
Unit 10: Probability	MACC.912.S-CP.1.1, MACC.912.S-CP.1.2, MACC.912.S-CP.1.3, MACC.912.S-CP.1.4, MACC.912.S-CP.1.5, MACC.912.S-CP.2.6, MACC.912.S-CP.2.7, MACC.912.S-MD.2.6, MACC.912.S-MD.2.7	2 weeks
Unit 11: Data Analysis and Statistics	MACC.912.S-IC.1.1., MACC.912.S-IC.1.2, MACC.912.S-IC.2.3, MACC.912.S-IC.2.4, MACC.912.S-IC.2.5, MACC.912.S-IC.2.6, MACC.912.S-MD.2.6, MACC.912.S-MD.2.7	2 weeks
Unit 12: Trigonometric Functions	MACC.912.F-TF.1.1, MACC.912.F-TF.1.2, MACC.912.F-TF.2.5, MACC.912.F-TF.3.8, **Recursive Standards for Functions***	3 weeks

***Recursive Standards for Functions** Use all listed standards in designated units.	MACC.912.A-CED.1.1, MACC.912.A-CED.1.2, MACC.912.A-CED.1.4, MACC.912.A-SSE.1.1, MACC.912.A-SSE.1.2, MACC.912.A-SSE.2.3, MACC.912.A-REI.4.11, MACC.912.F-BF.1.1, MACC.912.F-BF.2.3, MACC.912.F-BF.2.4a, MACC.912.F-IF.2.4, MACC.912.F-IF.2.5, MACC.912.F-IF.3.9

Probability & Statistics with Applications Honors Scope and Sequence
Subject: Mathematics

Unit	Standards	Length of Time
Unit 1: Data Collection & Research Methodologies	MAFS.912.S-IC.2.3	2 weeks
Unit 2: Organizing Data	MAFS.912.S-ID.1.1	2 weeks
Unit 3: Summarizing Data	MAFS.912.S-ID.1.2, MAFS.912.S-ID.1.3, MAFS.912.S-ID.2.5, MAFS.912.S-IC.2.6	4 weeks
Unit 4: Normal Distribution	MAFS.912.S-ID.1.4	3 weeks
Unit 5: Confidence Intervals for Population Means & Proportions	MAFS.912.S-IC.1.1, MAFS.912.S-IC.2.4	4 weeks
Unit 6: Hypothesis Testing for Means	MAFS.912.S-IC.1.1, MAFS.912.S-IC.2.5	5 weeks
Unit 7: Two-Variable Statistics	MAFS.912.S-ID.2.6, MAFS.912.S-ID.3.7, MAFS.912.S-ID.3.8, MAFS.912.S-ID.3.9	4 weeks
Unit 8: Probability Rules	MAFS.912.S-CP.1.1, MAFS.912.S-CP.1.2, MAFS.912.S-CP.1.3, MAFS.912.S-CP.1.4, MAFS.912.S-CP.1.5, MAFS.912.S-CP.2.6, MAFS.912.S-CP.2.7, MAFS.912.S-CP.2.8, MAFS.912.S-CP.2.9	4 weeks
Unit 9: Discrete Probability Distributions	MAFS.912.S-IC.1.2, MAFS.912.S-MD.1.1, MAFS.912.S-MD.1.2, MAFS.912.S-MD.1.3, MAFS.912.S-MD.1.4, MAFS.912.S-MD.2.5, MAFS.912.S-MD.2.6, MAFS.912.S-MD.2.7	4 weeks

Trigonometry Honors Scope and Sequence
Subject: Mathematics

Unit	Standards	Length of Time
Unit 1: Unit Circle and Trigonometric Ratios	MAFS.912.F-TF.1.1, MAFS.912.F-TF.1.2, MAFS.912.F-TF.1.3, MAFS.912.F-TF.1.4, MAFS.912.G-SRT.3.7	4 weeks
Unit 2: Triangle Trigonometry	MAFS.912.F-TF.3.8, MAFS.912.G-SRT.3.7, MAFS.912.G-SRT.3.8, MAFS.912.G-SRT.4.9, MAFS.912.G-SRT.4.10	2 weeks
Unit 3: Graphing Trigonometric Functions	MAFS.912.F-TF.2.5, MAFS.912.F-TF.2.6	4 weeks
Unit 4: Trigonometric Identities	MAFS.912.F-TF.3.9 (updated), MAFS.912.F-TF.2.7	3 weeks
Unit 5: Polar Coordinates and Complex Numbers	MAFS.912.N-CN.1.3, MAFS.912.N-CN.2.4, MAFS.912.N-CN.2.5, MAFS.912.N-CN.2.6	2 weeks
Unit 6: Vectors	MAFS.912.N-VM.1.1, MAFS.912.N-VM.1.2, MAFS.912.N-VM.1.3, MAFS.912.N-VM.2.4, MAFS.912.N-VM.2.5	2 weeks

Pre-Calculus Scope and Sequence
Subject: Mathematics

Unit	Standards	Length of Time
Unit 1: Polynomial Functions	MAFS.912.C.1.12, MAFS.912.A-APR.3.4, MAFS.912.A-APR.3.5, MAFS.912.A-APR.4.6, MAFS.912.A-APR.4.7, MAFS.912.N-CN.3.9, MAFS.912.F-BF.1.1, MAFS.912.F-BF.2.4	4 weeks
Unit 2: Rational Functions and Continuity	MAFS.912.C.1.10, MAFS.912.C.1.11, MAFS.912.C.1.13	2 weeks
Unit 3: Unit Circle and Trigonometric Ratios	MAFS.912.F-TF.1.1, MAFS.912.F-TF.1.2, MAFS.912.F-TF.1.3, MAFS.912.F-TF.1.4, MAFS.912.F-BF.2.4	3 weeks
Unit 4: Graphing Trigonometric Functions	MAFS.912.F-BF.1.1, MAFS.912.F-TF.2.5, MAFS.912.F-TF.2.6	4 weeks
Unit 5: Triangle Trigonometry	MAFS.912.F-TF.3.8, MAFS.912.G-SRT.3.7, MAFS.912.G-SRT.3.8, MAFS.912.G-SRT.4.9, MAFS.912.G-SRT.4.10	4 weeks
Unit 6: Trigonometric Identities and Equations	MAFS.912.F-TF.3.9 (updated), MAFS.912.F-TF.2.7	3 weeks
Unit 7: Vectors	MAFS.912.N-VM.1.1, MAFS.912.N-VM.1.2, MAFS.912.N-VM.1.3, MAFS.912.N-VM.2.4, MAFS.912.N-VM.2.5	4 weeks
Unit 8: Polar Coordinates and Complex Numbers	MAFS.912.N-CN.1.3, MAFS.912.N-CN.2.4, MAFS.912.N-CN.2.5	4 weeks
Unit 9: Conics	MAFS.912.G-GPE.1.1, MAFS.912.G-GPE.1.2, MAFS.912.G-GPE.1.3	4 weeks
Unit 10: Limits and Continuity	MAFS.912.C.1.1, MAFS.912.C.1.2, MAFS.912.C.1.3, MAFS.912.C.1.4, MAFS.912.C.1.5, MAFS.912.C.1.9	4 weeks

Calculus Honors – 1202300 Scope and Sequence
Subject: Mathematics

Unit	Standards	Length of Time
Unit 1: Finding Limits	MAFS.912.C.1.6, MAFS.912.C.1.7, MAFS.912.C.1.8 ***Pre-Requisite Standards for Finding Limits from Pre-Calculus**	5 weeks
Unit 2: Differential Calculus	MAFS.912.C.2.1, MAFS.912.C.2.2, MAFS.912.C.2.3, MAFS.912.C.2.4, MAFS.912.C.2.5, MAFS.912.C.2.6, MAFS.912.C.2.7, MAFS.912.C.2.8, MAFS.912.C.2.10, MAFS.912.C.2.11	5 weeks
Unit 3: Applications of Derivatives	MAFS.912.C.3.1, MAFS.912.C.3.2, MAFS.912.C.3.3, MAFS.912.C.3.4, MAFS.912.C.3.5, MAFS.912.C.3.6, MAFS.912.C.3.7 (added), MAFS.912.C.3.8 (added), MAFS.912.C.3.9 (added), MAFS.912.C.3.10 (added), MAFS.912.C.3.11 (added)	10 weeks
Unit 4: Integral Calculus	MAFS.912.C.4.1, MAFS.912.C.4.2, MAFS.912.C.4.3, MAFS.912.C.4.4, MAFS.912.C.4.5, MAFS.912.C.4.6, MAFS.912.C.4.7, MAFS.912.C.4.8	8 weeks
Unit 5: Logarithmic, Exponential, and other Transcendental Functions	MAFS.912.C.2.1, MAFS.912.C.2.3, MAFS.912.C.2.4, MAFS.912.C.2.5, MAFS.912.C.2.7, MAFS.912.C.2.9, MAFS.912.C.2.10	4 weeks
Unit 6: Applications of Integration	MAFS.912.C.5.1, MAFS.912.C.5.5, MAFS.912.C.5.7, MAFS.912.C.5.8	3 weeks

***Pre-Requisite Standards for Finding Limits from Pre-Calculus** Use all listed standards in designated units.	**MAFS.912.C.1.1, MAFS.912.C.1.2, MAFS.912.C.1.3, MAFS.912.C.1.4, MAFS.912.C.1.5** **(Removed and no longer part of the course description for Calculus Honors but review may be necessary)**

Biology 1 (2000310) Scope and Sequence

Unit	Standards	Suggested Length of Time
Unit 1: Approaches to Biological Research	SC.912.N.1.1, SC.912.N.1.4, SC.912.N.1.6, SC.912.N.3.4, SC.912.N.2.2, SC.912.L.14.4, MAFS.K12.MP.1.1, MAFS.K12.MP.3.1, LAFS.910.RST.1.1	5 block or 10 traditional days
Unit 2: Biological Molecules	SC.912.L.18.12, SC.912.L.18.1, SC.912.L.18.11, SC.912.L.15.8	9 block or 18 traditional days
Unit 3: Cell Theory	SC.912.L.14.1, SC.912.L.14.3, SC.912.L.14.4, SC.912.N.3.1, SC.912.N.2.1, SC.912.N.3.4, SC.912.N.1.3, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.3.1	2 block or 4 traditional days
Unit 4: Cellular Structure and Function	SC.912.L.14.2, SC.912.L.14.3, SC.912.L.14.4	5 block or 10 traditional days
Unit 5: Cellular Respiration and Photosynthesis	SC.912.L.18.8, SC.912.L.18.10, SC.912.L.18.7, SC.912.L.18.9	6 block or 12 traditional days
Unit 6: Cellular Reproduction	SC.912.L.16.14, SC.912.L.16.3, SC.912.L.16.8, HE.912.C.1.7	7 block or 14 traditional days
Unit 7: Genetics	SC.912.L.16.1, SC.912.L.16.16, SC.912.L.16.17, SC.912.L.16.2	7 block or 14 traditional days
Unit 8: Nucleic Acids and Gene Expression	SC.912.L.16.3, SC.912.L.16.9, SC.912.L.16.5, SC.912.L.16.4	5 block or 10 traditional days
Unit 9: Biotechnology	SC.912.L.16.10	4 block or 8 traditional days
Unit 10: Classification	SC.912.L.15.6, SC.912.L.15.4, SC.912.L.15.5, SC.912.N.1.3, SC.912.N.1.6, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.3.1	2 block or 4 traditional days
Unit 11: Mechanisms of Evolution/ Mutations	SC.912.L.15.1, SC.912.L.15.8, SC.912.L.15.13, SC.912.L.15.14, SC.912.L.15.15, SC.912.N.1.3, SC.912.N.1.4, SC.912.N.1.6, SC.912.N.2.1, SC.912.N.3.1, SC.912.N.3.4, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.3.1, LAFS.910.RST.1.1	8 block or 16 traditional days
Unit 12: Hominid Evolution	SC.912.L.15.10, SC.912.N.1.4, LAFS.910.RST.1.1	3 block or 6 traditional days
Unit 13: Human Systems	SC.912.L.14.26, SC.912.L.14.36, SC.912.L.16.13, SC.912.L.14.52, SC.912.L.14.6, HE.912.C.1.5, HE.912.C.1.7, MAFS.K12.MP.4	4 block or 8 traditional days
Unit 14: Energy Flow through Ecosystems	SC.912.E.7.1, SC.912.L.17.9, SC.912.L.17.2	4 block or 8 traditional days
Unit 15: Population Dynamics	SC.912.L.17.5, SC.912.L.17.2, SC.912.L.17.4, SC.912.N.1.4, SC.912.N.1.3, MAFS.K12.MP.2.1, MAFS.K12.MP.3.1, LAFS.910.RST.1.1	3 block or 6 traditional days
Unit 16: Human Impact	SC.912.L.17.4, SC.912.L.17.11, SC.912.L.17.8, SC.912.L.17.20, SC.912.L.17.13, SC.912.N.1.3, SC.912.N.1.4, HE.912.C.1.3, MAFS.K12.MP.2.1, MAFS.K12.MP.3.1, LAFS.910.RST.1.1	3 block or 6 traditional days
Unit 17: Plant Structure and Function	SC.912.L.14.7	7 block or 14 traditional days

GENERAL NOTES

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 high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) 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 high 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 (National Research Council, 2006, p.77; NSTA, 2007).

Special Notes:

Instructional Practices

Teaching from a range of complex text is optimized when teachers in all subject areas implement the following strategies on a routine basis:

1. Ensuring wide reading from complex text that varies in length.
2. Making close reading and rereading of texts central to lessons.
3. Emphasizing text-specific complex questions, and cognitively complex tasks, reinforce focus on the text and cultivate independence.
4. Emphasizing students supporting answers based upon evidence from the text.
5. Providing extensive research and writing opportunities (claims and evidence).

Science and Engineering Practices (NRC Framework for K-12 Science Education, 2010)

- Asking questions (for science) and defining problems (for engineering).
- Developing and using models.
- Planning and carrying out investigations.
- Analyzing and interpreting data.
- Using mathematics, information and computer technology, and computational thinking.
- Constructing explanations (for science) and designing solutions (for engineering).
- Engaging in argument from evidence.
- Obtaining, evaluating, and communicating information.

Additional standards/ practices that are to be taught in this course:

- LAFS.910.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
    a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

- LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- LAFS.910.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- LAFS.910.SL.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- LAFS.910.SL.2.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- LAFS.910.RST.1.1: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- LAFS.910.RST.1.2: Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- LAFS.910.RST.1.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- LAFS.910.RST.2.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
- LAFS.910.RST.2.5: Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
- LAFS.910.RST.2.6: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
- LAFS.910.RST.3.7: Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- LAFS.910.RST.3.8: Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
- LAFS.910.RST.3.9: Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
- LAFS.910.RST.4.10: By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.

- LAFS.910.WHST.1.1: Write arguments focused on discipline-specific content.
    a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
    b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
    c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) an reasons, between reasons and evidence, and between claim(s) and counterclaims.
    d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
    e. Provide a concluding statement or section that follows from or supports the argument presented.
- LAFS.910.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
    a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
    b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
    c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
    d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
    e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
    f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- LAFS.910.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LAFS.910.WHST.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- LAFS.910.WHST.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- LAFS.910.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- LAFS.910.WHST.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- LAFS.910.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.
- LAFS.910.WHST.4.10: Write routinely over extended time frames (time for 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.
- MAFS.912.N-Q.1.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- MAFS.912.N-Q.1.3: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Florida Standards for Mathematical Practice:
Integrate Common Core Standards for Mathematical Practice (MP) as applicable:

- MAFS.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MAFS.K12.MP.2.1 Reason abstractly and quantitatively.
- MAFS.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MAFS.K12.MP.4.1 Model with mathematics.
- MAFS.K12.MP.5.1 Use appropriate tools strategically.
- MAFS.K12.MP.6.1 Attend to precision.
- MAFS.K12.MP.7.1 Look for and make use of structure.
- MAFS.K12.MP.8.1 Look for and express regularity in repeated reasoning.

English Language Development Standards:

- ELD.K12.ELL.SC.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
- ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Science. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: http://www.cpalms.org/uploads/docs/standards/eld/SC.pdf

CPALMS:
There are more than 927 related instructional/educational resources available for this on CPALMS. Click on the following link to access them:
http://www.cpalms.org/Public/PreviewCourse/Preview/13083

Earth/Space Science 1 (2001310) Scope and Sequence

Unit	Standards	Suggested Timeframe
Unit 0: Practice of Science	SC.912.N.1.1, SC.912.N.1.4, SC.912.N.1.5, SC.912.N.1.6, SC.912.N.2.4, SC.912.N.2.5, SC.912.N.3.1, SC.912.N.3.5, SC.912.N.4.1, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.3.1, MAFS.K12.MP.4.1, LAFS.1112.RST.1.1	1-2 weeks and embedded throughout the year
Unit 1: Formation of the Universe	SC.912.E.5.1, SC.912.E.5.2, SC.912.E.5.11, SC.912.P.10.10, SC.912.P.10.19, MAFS.K12.MP.5.1, MAFS.K12.MP.6.1 MAFS.K12.MP.7.1	3-4 weeks
Unit 2: Star Properties and Evolution	SC.912.E.5.3, SC.912.E.5.4, SC.912.P.10.11, SC.912.P.12.4, SC.912.P.10.16, SC.912.P.10.18	4-5 weeks
Unit 3: Planetary Systems	SC.912.E.5.5, SC.912.E.5.6, SC.912.P.10.10, SC.912.P.12.2, SC.912.P.12.4	3-4 weeks
Unit 4: Space Exploration	SC.912.E.5.9	3-4 weeks
Unit 5: Meteorology	SC.912.E.7.1, SC.912.E.7.2, SC.912.E.7.5, SC.912.E.7.6, SC.912.E.7.8, SC.912.P.10.4	2-3 weeks
Unit 6: Geologic Processes & Features	SC.912.E.6.1, SC.912.E.6.2, SC.912.E.6.3, SC.912.E.6.4, SC.912.E.6.5, SC.912.P.10.4, SC.912.P.10.20	4-5 weeks
Unit 7: Fossils and Evolution	SC.912.L.15.1, SC.912.L.15.8, SC.912.P.10.11	2-3 weeks
Unit 8: Climatology	SC.912.E.7.1, SC.912.E.7.2, SC.912.E.7.3, SC.912.E.7.4, SC.912.E.7.7, SC.912.E.7.8, SC.912.P.10.4	5-6 weeks

GENERAL NOTES

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

high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) 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 high 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 (National Research Council, 2006, p.77; NSTA, 2007).

Special Notes:

Instructional Practices

Teaching from a range of complex text is optimized when teachers in all subject areas implement the following strategies on a routine basis:

1. Ensuring wide reading from complex text that varies in length.
2. Making close reading and rereading of texts central to lessons.
3. Emphasizing text-specific complex questions, and cognitively complex tasks, reinforce focus on the text and cultivate independence.
4. Emphasizing students supporting answers based upon evidence from the text.
5. Providing extensive research and writing opportunities (claims and evidence).

Science and Engineering Practices (NRC Framework for K-12 Science Education, 2010)

- Asking questions (for science) and defining problems (for engineering).
- Developing and using models.
- Planning and carrying out investigations.
- Analyzing and interpreting data.
- Using mathematics, information and computer technology, and computational thinking.
- Constructing explanations (for science) and designing solutions (for engineering).
- Engaging in argument from evidence.
- Obtaining, evaluating, and communicating information.

Additional standards/ practices that are to be taught in this course:

- LAFS.1112.RST.1.1: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- LAFS.1112.RST.1.2: Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- LAFS.1112.RST.1.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- LAFS.1112.RST.2.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

- LAFS.1112.RST.2.5: Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- LAFS.1112.RST.2.6: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
- LAFS.1112.RST.3.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- LAFS.1112.RST.3.8: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- LAFS.1112.RST.3.9: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- LAFS.1112.RST.4.10: By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.
- LAFS.1112.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11– 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
    a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
    b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
    c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
    d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- LAFS.1112.SL.1.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- LAFS.1112.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- LAFS.1112.SL.2.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- LAFS.1112.SL.2.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- LAFS.1112.WHST.1.1: Write arguments focused on discipline-specific content.

a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

- LAFS.1112.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

  a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

  c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

  d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

  e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
- LAFS.1112.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LAFS.1112.WHST.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- LAFS.1112.WHST.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- LAFS.1112.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- LAFS.1112.WHST.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

- LAFS.1112.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.
- LAFS.1112.WHST.4.10: Write routinely over extended time frames (time for 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.
- MAFS.912.N-Q.1.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- MAFS.912.N-Q.1.3: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Florida Standards for Mathematical Practice:
Integrate Common Core Standards for Mathematical Practice (MP) as applicable:

- MAFS.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MAFS.K12.MP.2.1 Reason abstractly and quantitatively.
- MAFS.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MAFS.K12.MP.4.1 Model with mathematics.
- MAFS.K12.MP.5.1 Use appropriate tools strategically.
- MAFS.K12.MP.6.1 Attend to precision.
- MAFS.K12.MP.7.1 Look for and make use of structure.
- MAFS.K12.MP.8.1 Look for and express regularity in repeated reasoning.

English Language Development Standards:

- ELD.K12.ELL.SC.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
- ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Science. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: http://www.cpalms.org/uploads/docs/standards/eld/SC.pdf

CPALMS:
There are more than 636 related instructional/educational resources available for this on CPALMS. Click on the following link to access them:
http://www.cpalms.org/Public/PreviewCourse/Preview/13093

Chemistry 1 (2003340) Scope and Sequence

Unit	Standards	Suggested Timeframe
Unit 0: Approaches to Science	SC.912.N.1.1, SC.912.N.1.2, SC.912.N.1.4, SC.912.N.1.5, SC.912.N.1.6, SC.912.N.1.7, SC.912.N.2.2, SC.912.N.2.4, SC.912.N.2.5, SC.912.N.3.2, SC.912.N.3.3, SC.912.N.3.5, SC.912.N.4.1, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.3.1, MAFS.K12.MP.4.1	8 block or 16 traditional days and embedded throughout the year
Unit 1: Atomic Structure	SC.912.P.8.3, SC.912.P.8.4, SC.912.P.8.5, SC.912.P.10.18, SC.912.P.10.9, SC.912.N.2.4, SC.912.N.2.5, MAFS.K12.MP.1.1, MAFS.K12.MP.3.1, MAFS.K12.MP.4.1	9 block or 18 traditional days
Unit 2: Periodicity	SC.912.P.8.5, SC.912.P.8.6	6 block or 12 traditional days
Unit 3: Chemical Bonding	SC.912.P.8.5, SC.912.P.8.6, SC.912.P.8.7, SC.912.N.3.5, MAFS.K12.MP.4.1	10 block or 20 traditional days
Unit 4: Chemical Reactions	SC.912.P.8.2, SC.912.P.8.8, SC.912.P.10.1, SC.912.P.10.12, SC.912.P.10.6, SC.912.P.10.7, SC.912.P.12.12, SC.912.P.12.13	10 block or 20 traditional days
Unit 5: Quantitative Analysis (Moles and Stoichiometry)	SC.912.P.8.9, SC.912.N.1.1	10 block or 20 traditional days
Unit 6: Kinetic Molecular Theory (Energy Changes)	SC.912.P.8.1, SC.912.P.10.5, SC.912.P.12.10, SC.912.P.12.11	12 block or 24 traditional days
Unit 7: Solutions and Mixtures	SC.912.P.8.2, SC.912.P.8.6, SC.912.P.8.9, SC.912.L.18.12	7 block or 14 traditional days
Unit 8: Acids and Bases	SC.912.P.8.8, SC.912.P.8.11	8 block or 16 traditional days

GENERAL NOTES

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 high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) 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

high 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 (National Research Council, 2006, p.77; NSTA, 2007).

Special Notes:

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- Asking questions (for science) and defining problems (for engineering).
- Developing and using models.
- Planning and carrying out investigations.
- Analyzing and interpreting data.
- Using mathematics, information and computer technology, and computational thinking.
- Constructing explanations (for science) and designing solutions (for engineering).
- Engaging in argument from evidence.
- Obtaining, evaluating, and communicating information.

Additional standards/ practices that are to be taught in this course:

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- LAFS.1112.RST.1.2: Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- LAFS.1112.RST.1.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- LAFS.1112.RST.2.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
- LAFS.1112.RST.2.5: Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

- LAFS.1112.RST.2.6: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
- LAFS.1112.RST.3.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- LAFS.1112.RST.3.8: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- LAFS.1112.RST.3.9: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- LAFS.1112.RST.4.10: By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.
- LAFS.1112.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (oneonone, in groups, and teacherled) with diverse partners on grades 11– 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
    a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
    b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
    c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
    d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- LAFS.1112.SL.1.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- LAFS.1112.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- LAFS.1112.SL.2.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- LAFS.1112.SL.2.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

- LAFS.1112.WHST.1.1: Write arguments focused on discipline-specific content.
    a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
    b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
    c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
    d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
    e. Provide a concluding statement or section that follows from or supports the argument presented.
- LAFS.1112.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
    a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
    b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
    c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
    d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
    e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
- LAFS.1112.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LAFS.1112.WHST.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- LAFS.1112.WHST.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- LAFS.1112.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- LAFS.1112.WHST.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- LAFS.1112.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.
- LAFS.1112.WHST.4.10: Write routinely over extended time frames (time for 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.
- MAFS.912.N-Q.1.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- MAFS.912.N-Q.1.3: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
- MAFS.912.F-IF.2.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
- MAFS.912.F-IF.3.7: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
    a. Graph linear and quadratic functions and show intercepts, maxima, and minima.
    b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
    c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
    d. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
    e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude, and using phase shift.
- MAFS.912.S-ID.1.1: Represent data with plots on the real number line (dot plots, histograms, and box plots).
- MAFS.912.S-ID.1.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
- MAFS.912.S-ID.1.3: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
- MAFS.912.S-ID.1.4: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
- MAFS.912.S-ID.2.5: Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
- MAFS.912.S-ID.2.6: Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
    a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, and exponential models.
    b. Informally assess the fit of a function by plotting and analyzing residuals.
    c. Fit a linear function for a scatter plot that suggests a linear association.

Florida Standards for Mathematical Practice:
Integrate Common Core Standards for Mathematical Practice (MP) as applicable:

- MAFS.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MAFS.K12.MP.2.1 Reason abstractly and quantitatively.
- MAFS.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MAFS.K12.MP.4.1 Model with mathematics.
- MAFS.K12.MP.5.1 Use appropriate tools strategically.
- MAFS.K12.MP.6.1 Attend to precision.
- MAFS.K12.MP.7.1 Look for and make use of structure.
- MAFS.K12.MP.8.1 Look for and express regularity in repeated reasoning.

English Language Development Standards:

- ELD.K12.ELL.SC.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
- ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Science. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: http://www.cpalms.org/uploads/docs/standards/eld/SC.pdf

CPALMS:
There are more than 597 related instructional/educational resources available for this on CPALMS. Click on the following link to access them:
http://www.cpalms.org/Public/PreviewCourse/Preview/13090

Physics 1 (2003380) Scope and Sequence

Unit	Standards	Suggested Timeframe
Unit 0: Scientific Thought & Process	SC.912.N.1.1, SC.912.N.1.2, SC.912.N.1.5, SC.912.N.1.6, SC.912.N.1.7, SC.912.N.2.2, SC.912.N.2.4, SC.912.N.2.5, SC.912.N.3.2, SC.912.N.3.3, SC.912.N.3.4, SC.912.N.3.5, SC.912.N.4.1, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.3.1, MAFS.K12.MP.4.1	4 block or 8 traditional days and embedded throughout the year
Unit 1: Kinematics/Motion in One Direction	SC.912.P.12.1, SC.912.P.12.2, SC.912.P.12.9, MAFS.912.N-VM.1.3	8 block or 16 traditional days
Unit 2: Vector Resolution and Motion in Two-Dimensions	SC.912.P.12.1, SC.912.P.12.2, SC.912.P.12.9, MAFS.912.N-VM.1.3	8 block or 16 traditional days
Unit 3: Newton's Laws of Motion	SC.912.P.12.3, SC.912.P.12.7, SC.912.P.10.10	8 block or 16 traditional days
Unit 4: Circular Motion, Newton's Law of Gravity, and Rotational Motion	SC.912.P.12.2, SC.912.P.12.4, SC.912.E.5.6, MAFS.912.N-VM.1.3	10 block or 20 traditional days
Unit 5: Work and Energy	SC.912.P.10.3, SC.912.P.10.1, SC.912.P.10.2	6 block or 12 traditional days
Unit 6: Impulse and Momentum	SC.912.P.12.5	6 block or 12 traditional days
Unit 7: Thermal Energy	SC.912.P.10.4, SC.912.P.10.5, SC.912.P.8.1, SC.912.P.10.2	7 block or 14 traditional days
Unit 8: Wave Properties	SC.912.P.10.18, SC.912.P.10.20, SC.912.P.10.21, SC.912.E.5.2, MAFS.K12.MP.7.1	7 block or 14 traditional days
Unit 9: Light & Geometric Optics	SC.912.P.10.18, SC.912.P.10.21, SC.912.P.12.7, SC.912.P.10.20, SC.912.P.10.22	7 block or 14 traditional days
Unit 10: Electricity	SC.912.P.10.1, SC.912.P.10.13, SC.912.P.10.14, SC.912.P.10.15	6 block or 12 traditional days
Unit 11: Atomic Theory & Nuclear Physics	SC.912.P.8.1, SC.912.P.8.3, SC.912.P.10.10, MAFS.K12.MP.4.1	6 block or 12 traditional days

GENERAL NOTES

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 high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) 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 high 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 (National Research Council, 2006, p.77; NSTA, 2007).

Special Notes:

Instructional Practices

Teaching from a range of complex text is optimized when teachers in all subject areas implement the following strategies on a routine basis:

1. Ensuring wide reading from complex text that varies in length.
2. Making close reading and rereading of texts central to lessons.
3. Emphasizing text-specific complex questions, and cognitively complex tasks, reinforce focus on the text and cultivate independence.
4. Emphasizing students supporting answers based upon evidence from the text.
5. Providing extensive research and writing opportunities (claims and evidence).

Science and Engineering Practices (NRC Framework for K-12 Science Education, 2010)

- Asking questions (for science) and defining problems (for engineering).
- Developing and using models.
- Planning and carrying out investigations.
- Analyzing and interpreting data.
- Using mathematics, information and computer technology, and computational thinking.
- Constructing explanations (for science) and designing solutions (for engineering).
- Engaging in argument from evidence.
- Obtaining, evaluating, and communicating information.

Additional standards/ practices that are to be taught in this course:

- LAFS.1112.RST.1.1: Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- LAFS.1112.RST.1.2: Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

- LAFS.1112.RST.1.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
- LAFS.1112.RST.2.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
- LAFS.1112.RST.2.5: Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
- LAFS.1112.RST.2.6: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
- LAFS.1112.RST.3.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
- LAFS.1112.RST.3.8: Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
- LAFS.1112.RST.3.9: Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
- LAFS.1112.RST.4.10: By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.
- LAFS.1112.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (oneonone, in groups, and teacherled) with diverse partners on grades 11– 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
    a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
    b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
    c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
    d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- LAFS.1112.SL.1.2: Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- LAFS.1112.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

- LAFS.1112.SL.2.4: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- LAFS.1112.SL.2.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- LAFS.1112.WHST.1.1: Write arguments focused on discipline-specific content.

  a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

  b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

  c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationship between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

  e. Provide a concluding statement or section that follows from or supports the argument presented.
- LAFS.1112.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

  a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

  c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

  d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.

  e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
- LAFS.1112.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LAFS.1112.WHST.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

- LAFS.1112.WHST.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- LAFS.1112.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- LAFS.1112.WHST.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- LAFS.1112.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.
- LAFS.1112.WHST.4.10: Write routinely over extended time frames (time for 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.
- MAFS.912.N-Q.1.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
- MAFS.912.N-Q.1.3: Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
- MAFS.912.F-IF.2.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
- MAFS.912.F-IF.3.7: Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
    a. Graph linear and quadratic functions and show intercepts, maxima, and minima.
    b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
    c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
    d. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
    e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude, and using phase shift.
- MAFS.912.G-MG.1.2: Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).
- MAFS.912.N-VM.1.3: Solve problems involving velocity and other quantities that can be represented by vectors.
- MAFS.912.S-ID.1.1: Represent data with plots on the real number line (dot plots, histograms, and box plots).
- MAFS.912.S-ID.1.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
- MAFS.912.S-ID.1.3: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
- MAFS.912.S-ID.1.4: Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.

- MAFS.912.S-ID.2.5: Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

Florida Standards for Mathematical Practice:
Integrate Common Core Standards for Mathematical Practice (MP) as applicable:

- MAFS.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MAFS.K12.MP.2.1 Reason abstractly and quantitatively.
- MAFS.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MAFS.K12.MP.4.1 Model with mathematics.
- MAFS.K12.MP.5.1 Use appropriate tools strategically.
- MAFS.K12.MP.6.1 Attend to precision.
- MAFS.K12.MP.7.1 Look for and make use of structure.
- MAFS.K12.MP.8.1 Look for and express regularity in repeated reasoning.

English Language Development Standards:

- ELD.K12.ELL.SC.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
- ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Science. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: http://www.cpalms.org/uploads/docs/standards/eld/SC.pdf

CPALMS:
There are more than 616 related instructional/educational resources available for this on CPALMS. Click on the following link to access them:
http://www.cpalms.org/Public/PreviewCourse/Preview/13116

Environmental Science (2001340) Scope and Sequence

Unit	Standards	Suggested Length of Time
Unit 0: Approaches to Environmental Science	SC.912.N.1.1, SC.912.N.1.2, SC.912.N.1.3, SC.912.N.1.4, SC.912.N.1.5, SC.912.N.1.6, SC.912.N.2.1, SC.912.N.2.2, SC.912.N.2.4, SC.912.N.3.1, SC.912.N.3.5, SC.912.N.4.1, MAFS.K12.MP.1.1, MAFS.K12.MP.2.1, MAFS.K12.MP.3.1, MAFS.K12.MP.4.1, LAFS.910.RST.1.1	3-4 weeks and embedded throughout the year
Unit 1: General Ecology and Ecosystems	SC.912.L.17.6, SC.912.L.17.9, SC.912.L.17.10, SC.912.L.17.4, SC.912.L.17.7, SC.912.L.17.8	6-7 weeks
Unit 2: Population Ecology and Evolution	SC.912.L.15.3, SC.912.L.15.13, SC.912.L.17.1, SC.912.L.17.4, SC.912.L.17.5, SC.912.L.17.6, SC.912.L.17.8, SC.912.L.17.9, MAFS.K12.MP.7.1	4-5 weeks
Unit 3: Earth's Resources	SC.912.L.17.11, SC.912.L.17.12, HE.912.C.1.3, SC.912.L.17.13, SC.912.L.17.14, SC.912.L.17.15, SC.912.L.17.19, SC.912.L.17.20	4-5 weeks
Unit 4: Human Impact and the Environment	SC.912.L.14.6, SC.912.L.16.10, SC.912.L.17.1, SC.912.L.17.16, SC.912.L.17.18, SC.912.L.17.20, HE.912.C.1.3, HE.912.C.1.7, MAFS.K12.MP.7.1, HE.912.C.1.5	4-5 weeks
Unit 5: Sustainable Future	SC.912.E.6.6, SC.912.E.7.7, SC.912.E.7.8, SC.912.E.7.9, SC.912.L.17.4, SC.912.P.10.1, SC.912.P.10.2, SC.912.L.17.11, SC.912.L.17.12, SC.912.L.17.14, SC.912.L.17.19, SC.912.L.17.20	4-5 weeks
Unit 6: Economics and Environmental Policy	SC.912.E.6.6, SC.912.L.17.13, SC.912.L.17.15, SC.912.L.14.6, SC.912.L.16.10, SC.912.L.17.18	4-5 weeks

GENERAL NOTES

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 high school level, all students should be in the science lab or field, collecting data every week. School laboratory investigations (labs) 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 high 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 (National Research Council, 2006, p.77; NSTA, 2007).

Special Notes:

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Teaching from a range of complex text is optimized when teachers in all subject areas implement the following strategies on a routine basis:

1. Ensuring wide reading from complex text that varies in length.
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5. Providing extensive research and writing opportunities (claims and evidence).

Science and Engineering Practices (NRC Framework for K-12 Science Education, 2010)

- Asking questions (for science) and defining problems (for engineering).
- Developing and using models.
- Planning and carrying out investigations.
- Analyzing and interpreting data.
- Using mathematics, information and computer technology, and computational thinking.
- Constructing explanations (for science) and designing solutions (for engineering).
- Engaging in argument from evidence.
- Obtaining, evaluating, and communicating information.

Additional standards/ practices that are to be taught in this course:

- LAFS.910.SL.1.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
    a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
    b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
    c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
    d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- LAFS.910.SL.1.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- LAFS.910.SL.1.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

- LAFS.910.SL.2.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- LAFS.910.SL.2.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- LAFS.910.RST.1.1: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- LAFS.910.RST.1.2: Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- LAFS.910.RST.1.3: Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
- LAFS.910.RST.2.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
- LAFS.910.RST.2.5: Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
- LAFS.910.RST.2.6: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
- LAFS.910.RST.3.7: Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
- LAFS.910.RST.3.8: Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
- LAFS.910.RST.3.9: Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.
- LAFS.910.RST.4.10: By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.
- LAFS.910.WHST.1.1: Write arguments focused on discipline-specific content.
    a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
    b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
    c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) an reasons, between reasons and evidence, and between claim(s) and counterclaims.
    d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

e. Provide a concluding statement or section that follows from or supports the argument presented.

- LAFS.910.WHST.1.2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
  d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
  e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- LAFS.910.WHST.2.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- LAFS.910.WHST.2.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
- LAFS.910.WHST.2.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- LAFS.910.WHST.3.7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- LAFS.910.WHST.3.8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- LAFS.910.WHST.3.9: Draw evidence from informational texts to support analysis, reflection, and research.
- LAFS.910.WHST.4.10: Write routinely over extended time frames (time for 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.
- MAFS.912.F-IF.2.4: For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.
- MAFS.912.S-ID.1.1: Represent data with plots on the real number line (dot plots, histograms, and box plots).
- MAFS.912.S-ID.1.2: Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.

- MAFS.912.S-ID.1.3: Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).
- MAFS.912.S-ID.2.5: Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

Florida Standards for Mathematical Practice:
Integrate Common Core Standards for Mathematical Practice (MP) as applicable:

- MAFS.K12.MP.1.1 Make sense of problems and persevere in solving them.
- MAFS.K12.MP.2.1 Reason abstractly and quantitatively.
- MAFS.K12.MP.3.1 Construct viable arguments and critique the reasoning of others.
- MAFS.K12.MP.4.1 Model with mathematics.
- MAFS.K12.MP.5.1 Use appropriate tools strategically.
- MAFS.K12.MP.6.1 Attend to precision.
- MAFS.K12.MP.7.1 Look for and make use of structure.
- MAFS.K12.MP.8.1 Look for and express regularity in repeated reasoning.

English Language Development Standards:

- ELD.K12.ELL.SC.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science.
- ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.

English Language Development ELD Standards Special Notes Section:
Teachers are required to provide listening, speaking, reading and writing instruction that allows English language learners (ELL) to communicate information, ideas and concepts for academic success in the content area of Science. For the given level of English language proficiency and with visual, graphic, or interactive support, students will interact with grade level words, expressions, sentences and discourse to process or produce language necessary for academic success The ELD standard should specify a relevant content area concept or topic of study chosen by curriculum developers and teachers which maximizes an ELL's need for communication and social skills. To access an ELL supporting document which delineates performance definitions and descriptors, please click on the following link: http://www.cpalms.org/uploads/docs/standards/eld/SC.pdf

10th Grade World History Scope & Sequence (Course # 2109310/20)

UNIT	TIMEFRAME (Block Days)	STANDARDS
1. Historical Inquiry & Research	3	SS.912.W.1.1, SS.912.W.1.2, SS.912.W.1.3, SS.912.W.1.4, SS.912.W.1.5, SS.912.W.1.6
2. Review of Ancient Civilizations/Medieval Europe & Japan	6	SS.912.W.2.9, SS.912.W.2.10, SS.912.W.2.11, SS.912.W.2.12, SS.912.W.2.13, SS.912.W.2.14, SS.912.W.2.15, SS.912.W.2.16, SS.912.W.2.17, SS.912.W.2.18, SS.912.W.2.19, SS.912.W.2.20, SS.912.W.2.21, SS.912.W.2.22
3. Middle Ages – Byzantine Empire/DBQ – *What is the Primary Reason to Study the Byzantines?*	7	SS.912.W.2.1, SS.912.W.2.2, SS.912.W.2.3, SS.912.W.2.4, SS.912.W.2.5, SS.912.W.2.6, SS.912.W.2.7, SS.912.W.2.8
4. Middle Ages – Rise of Islam & African Kingdoms	5	SS.912.W.3.1, SS.912.W.3.2, SS.912.W.3.3, SS.912.W.3.4, SS.912.W.3.5, SS.912.W.3.6, SS.912.W.3.7, SS.912.W.3.8, SS.912.W.3.9, SS.912.W.3.10, SS.912.W.3.11, SS.912.W.3.12, SS.912.W.3.13, SS.912.W.3.14
5. Historical Inquiry & Research	2	SS.912.W.1.1, SS.912.W.1.2, SS.912.W.1.3, SS.912.W.1.4, SS.912.W.1.5, SS.912.W.1.6
6. Mesoamerica & South America	3	SS.912.W.3.15, SS.912.W.3.16, SS.912.W.3.17, SS.912.W.3.18, SS.912.W.3.19
7. Renaissance & Reformation/DBQ – *How Did the Renaissance Change Man's View of Man?*	9	SS.912.W.4.1, SS.912.W.4.2, SS.912.W.4.3, SS.912.W.4.4, SS.912.W.4.5, SS.912.W.4.6, SS.912.W.4.7, SS.912.W.4.8, SS.912.W.4.9, SS.912.W.4.10
8. Historical Inquiry & Research	2	SS.912.W.1.1, SS.912.W.1.2, SS.912.W.1.3, SS.912.W.1.4, SS.912.W.1.5, SS.912.W.1.6
9. Age of Exploration/DBQ – *Exploration or Reformation: Consequences of the Printing Press*	6	SS.912.W.4.11, SS.912.W.4.12, SS.912.W.4.13, SS.912.W.4.14, SS.912.W.4.15, SS.912.W.5.1
10. Enlightenment, American & French Revolutions	6	SS.912.W.5.2, SS.912.W.5.3, SS.912.W.5.4, SS.912.W.5.5, SS.912.W.5.6, SS.912.W.5.7
11. Industrial Revolution	6	SS.912.W.6.1, SS.912.W.6.2, SS.912.W.6.3, SS.912.W.6.4, SS.912.W.6.5, SS.912.W.6.6, SS.912.W.6.7
12. World War I; Great Depression/DBQ – *What Were the Underlying Causes of WWI?*	7	SS.912.W.7.1, SS.912.W.7.2 , SS.912.W.7.3, SS.912.W.7.4
13. World War II	7	SS.912.W.7.5, SS.912.W.7.6, SS.912.W.7.7, SS.912.W.7.8, SS.912.W.7.9, SS.912.W.7.10, SS.912.W.7.11, SS.912.W.9.2
14. Cold War	6	SS.912.W.8.1, SS.912.W.8.2, SS.912.W.8.3, SS.912.W.8.4, SS.912.W.8.5, SS.912.W.8.6, SS.912.W.8.7, SS.912.W.8.10, SS.912.W.9.4
15. 20th & 21st Century Developments	6	SS.912.W.8.8, SS.912.W.8.9, SS.912.W.8.10, SS.912.W.9.1, SS.912.W.9.3, SS.912.W.9.5, SS.912.W.9.6, SS.912.W.9.7

Geography Standards should be added to units where applicable:

SS.912.G.1.1: Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.2.2: Describe the factors and processes that contribute to the differences between developing and developed regions of the world.
SS.912.G.2.3: Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
SS.912.G.4.1: Interpret population growth and other demographic data for any given place.
SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.G.4.7: Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
SS.912.G.4.9: Use political maps to describe the change in boundaries and governments within continents over time.

All units must integrate the Language Arts Florida Standards in History/Social Studies with the NGSSS content standards.

LAFS.910.SL.1.1 LAFS.910.SL.1.2
LAFS.910.SL.1.3 LAFS.910.SL.2.4
LAFS.910.RH.1.1 LAFS.910.RH.1.2
LAFS.910.RH.1.3 LAFS.910.RH.2.4
LAFS.910.RH.2.5 LAFS.910.RH.2.6
LAFS.910.RH.3.7 LAFS.910.RH.3.8
LAFS.910.RH.3.9 LAFS.910.RH.4.10
LAFS.910.WHST.1.1 LAFS.910.WHST.1.2
LAFS.910.WHST.2.4 LAFS.910.WHST.2.5
LAFS.910.WHST.2.6 LAFS.910.WHST.3.7
LAFS.910.WHST.3.8 LAFS.910.WHST.3.9
LAFS.910.WHST.4.10

Instructional Practices

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

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

All units must integrate the Florida Standards for English Language Development.

ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Health Literacy Concepts should be integrated as applicable.

HE.912.C.2.4: Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Mathematics Benchmark Guidance:

Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Aligned Cluster: MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
MAFS.K12.MP.1.1 MAFS.K12.MP.3.1 MAFS.K12.MP.5.1 MAFS.K12.MP.6.1

11th Grade US History Scope & Sequence (2100310/20)

Unit	# of Block Days	Standards	Also Assessed	EOC Reporting Category	Percentage of EOC
1. Historical Inquiry/History Fair	3	SS.912.A.1.1	SS.912.A.1.2SS.912.A.1.3, SS.912.A.1.4, SS.912.A.1.5, SS.912.A.1.6, SS.912.A.1.7	1, 2, 3	*
2. Civil War & Reconstruction/ *DBQ - Reconstruction*	7	SS.912.A.2.1	SS.912.A.2.2, SS.912.A.2.3, SS.912.A.2.4, SS.912.A.2.5, SS.912.A.2.6, SS.912.A.2.7	1	32% Instructional Block Days: 21 (32%)
3. Gilded Age	8	SS.912.A.3.1; SS.912.A.3.2	SS.912.A.2.7, SS.912.A.3.3, SS.912.A.3.4, SS.912.A.3.5, SS.912.A.3.6, SS.912.A.3.7, SS.912.A.3.11, SS.912.A.3.12, SS.912.A.3.13	1	
4. Progressivism	6	SS.912.A.3.2	SS.912.A.3.8, SS.912.A.3.9, SS.912.A.3.10, SS.912.A.3.12, SS.912.A.3.13	1	
5. Imperialism/*DBQ - Philippines*	6	SS.912.A.4.1	SS.912.A.4.2, SS.912.A.4.3, SS.912.A.4.4, SS.912.A.4.11	2	34% Instructional Block Days: 23 (36%)
6. WWI	5	SS.912.A.4.5	SS.912.A.4.6, SS.912.A.4.7, SS.912.A.4.8, SS.912.A.4.9, SS.912.A.4.10, SS.912.A.4.11	2	
7. 1920s & US Foreign Policy	6	SS.912.A.5.3; SS.912.A.5.5; SS.912.A.5.10	SS.912.A.5.1, SS.912.A.5.12, SS.912.A.5.2, SS.912.A.5.4, SS.912.A.5.6, SS.912.A.5.7, SS.912.A.5.8, SS.912.A.5.9	2	
8. Great Depression & New Deal/*DBQ – Great Depression*	6	SS.912.A.5.11	SS.912.A.5.4, SS.912.A.5.12	2	
9. WWII	3	SS.912.A.6.1	SS.912.A.6.2, SS.912.A.6.3, SS.912.A.6.4, SS.912.A.6.5, SS.912.A.6.6, SS.912.A.6.7, SS.912.A.6.8, SS.912.A.6.9, SS.912.A.6.15	3	32% Instructional Block Days: 21 (32%)
10. Post-War Prosperity	4	SS.912.A.7.1	SS.912.A.7.2, SS.912.A.7.3, SS.912.A.7.4, SS.912.A.7.13, SS.912.A.7.17	3	
11. Cold War/*DBQ - Containment*	6	SS.912.A.6.10; SS.912.A.6.13; SS.912.A.7.4	SS.912.A.6.7, SS.912.A.6.8, SS.912.A.6.9, SS.912.A.6.13, SS.912.A.6.11, SS.912.A.6.12, SS.912.A.6.14, SS.912.A.7.10, SS.912.A.7.13, SS.912.A.7.17	3	
12. Civil Rights Movement	3	SS.912.A.7.4; SS.912.A.7.6; SS.912.A.7.8	SS.912.A.7.5, SS.912.A.7.10, SS.912.A.7.13, SS.912.A.7.17, SS.912.A.7.5,, SS.912.A.7.7	3	
13. US Since 1973	5	SS.912.A.7.11; SS.912.A.7.12	SS.912.A.7.9, SS.912.A.7.11, SS.912.A.7.12, SS.912.A.7.14, SS.912.A.7.15, SS.912.A.7.16, SS.912.A.7.17	3	
14. US Government	4	SS.912.C.1.1, SS.912.C.1.5, SS.912.C.2.6, SS.912.C.3.1, SS.912.C.3.2	N/A	N/A	N/A
15. Economics	5	SS.912.E.1.1, SS.912.E.1.3, SS.912.E.1.4	N/A	N/A	N/A

Geography/Humanities Standards should be added to units where applicable:

SS.912.G.1.2: Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
SS.912.G.1.3: Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
SS.912.G.2.1: Identify the physical characteristics and the human characteristics that define and differentiate regions.
SS.912.G.4.2: Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
SS.912.G.4.3: Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
SS.912.H.1.1: Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
SS.912.H.1.3: Relate works in the arts to various cultures.
SS.912.H.1.5: Examine artistic response to social issues and new ideas in various cultures.
SS.912.H.3.1: Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.

All units must integrate the Language Arts Florida Standards in History/Social Studies with the NGSSS contentstandards.

LAFS.1112.RH.1.1
LAFS.1112.RH.1.2
LAFS.1112.RH.1.3
LAFS.1112.RH.2.4
LAFS.1112.WHST.1.1
LAFS.1112.WHST.1.2,
LAFS.1112.WHST.2.4
LAFS.1112.WHST.2.5
LAFS.1112.WHST.2.6

Additional for Honors:

LAFS.1112.RH.2.5
LAFS.1112.RH.2.6
LAFS.1112.RH.3.7
LAFS.1112.RH.3.8
LAFS.1112.RH.3.9
LAFS.1112.RH.4.10
LAFS.1112.WHST.3.7
LAFS.1112.WHST.3.8,
LAFS.1112.WHST.3.9
LAFS.1112.WHST.4.10

Instructional Practices

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

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

All units must integrate the Florida Standards for English Language Development.

ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting.
ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Health Literacy Concepts should be integrated as applicable.

HE.912.C.2.4: Evaluate how public health policies and government regulations can influence health promotion and disease prevention.

Mathematics Benchmark Guidance:

Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.

Aligned Cluster: MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable.
MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies.
MAFS.912.N-Q.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
MAFS.K12.MP.1.1 MAFS.K12.MP.3.1
MAFS.K12.MP.5.1 MAFS.K12.MP.6.1

12th Grade United States Government Scope & Sequence (Course # 2106310/20)

UNIT	TIMEFRAME # of Block Days Semester 1	TIMEFRAME # of Block Days Semester 2	STANDARDS
1. Principles & Foundations of Government	6	6	SS.912.C.1.1, SS.912.C.1.2, SS.912.C.1.3, SS.912.C.1.4, SS.912.C.1.5, SS.912.C.2.4, SS.912.C.2.6, SS.912.C.3.1, SS.912.C.3.2, SS.912.C.3.11, SS.912.C.3.15
2. Political Behavior	7	6	SS.912.C.2.1, SS.912.C.2.2, SS.912.C.2.3, SS.912.C.2.4, SS.912.C.2.5, SS.912.C.2.6, SS.912.C.2.8, SS.912.C.2.11, SS.912.C.2.12, SS.912.C.2.13, SS.912.C.2.14, SS.912.C.2.15, SS.912.C.2.16, SS.912.C.3.13
3. Legislative Branch	5	5	SS.912.C.2.2, SS.912.C.2.3, SS.912.C.2.4, SS.912.C.2.8, SS.912.C.2.11, SS.912.C.2.15, SS.912.C.3.2, SS.912.C.3.3, SS.912.C.3.13, SS.912.C.3.14, SS.912.C.3.15
4. Executive Branch	5	4	SS.912.C.2.2, SS.912.C.2.14, SS.912.C.2.15, SS.912.C.2.16, SS.912.C.3.4, SS.912.C.3.5, SS.912.C.3.15, SS.912.C.4.2, SS.912.C.4.3, SS.912.G.5.5
5. Judicial Branch	4	4	SS.912.C.3.6, SS.912.C.3.7, SS.912.C.3.8, SS.912.C.3.9, SS.912.C.3.10, SS.912.C.3.12, SS.912.C.3.15
6. Civil Liberties	4	5	SS.912.C.2.4, SS.912.C.2.6, SS.912.C.2.7, SS.912.C.2.9
7. Comparative Government	3	4	SS.912.C.4.1, SS.912.C.4.2, SS.912.C.4.3, SS.912.C.4.4, SS.912.G.4.1, SS.912.G.5.5
8. State & Local Government	3	3	SS.912.C.2.1, SS.912.C.2.10, SS.912C.2.11, SS.912.C.3.2, SS.912.C.3.13

All units must integrate the Language Arts Florida Standards in History/Social Studies with the NGSSS content standards. LAFS.1112.RH.1.1 LAFS.1112.RH.1.2 LAFS.1112.RH.1.3 LAFS.1112.RH.2.4 LAFS.1112.RH.2.5 LAFS.1112.RH.2.6 LAFS.1112.RH.3.7 LAFS.1112.RH.3.8 LAFS.1112.RH.3.9 LAFS.1112.RH.4.10 LAFS.1112.WHST.1.1 LAFS.1112.WHST.1.2, LAFS.1112.WHST.2.4 LAFS.1112.WHST.2.5 LAFS.1112.WHST.2.6 LAFS.1112.WHST.3.7 LAFS.1112.WHST.3.8, LAFS.1112.WHST.3.9 LAFS.1112.WHST.4.10 LAFS.1112.SL.1.1: LAFS.1112.SL.1.2: LAFS.1112.SL.1.3: LAFS.1112.SL.2.4:	**Instructional Practices** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning: 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4 .Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).	**All units must integrate the Florida Standards for English Language Development.** ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. **Health Literacy Concepts should be integrated as applicable.** HE.912.C.2.4: Evaluate how public health policies and government regulations can influence health promotion and disease prevention. **Mathematics Benchmark Guidance:** **Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.** **Aligned Cluster:** MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable. MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies. MAFS.912.N-Q.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. MAFS.K12.MP.1.1 MAFS.K12.MP.3.1 MAFS.K12.MP.5.1 MAFS.K12.MP.6.1

12th Grade Economics with Financial Literacy Scope & Sequence (Course # 2102335/45)

UNIT	Aligned Everfi Modules	Sem. 1 # of Block Days	Sem. 2 # of Block Days	STANDARDS
1. Introduction to Economics		4	4	SS.912.E.1.1, SS.912.E.1.2, SS.912.E.2.11, SS.912.E.3.4, SS.912.G.2.2, SS.912.G.3.3,
2. Economic Systems		4	4	SS.912.E.1.3, SS.912.E.2.1, SS.912.E.2.3, SS.912.E.2.12, SS.912.E.3.2, SS.912.E.3.5, SS.912.E.3.6
3. Supply & Demand		5	5	SS.912.E.1.4, SS.912.E.1.7, SS.912.E.1.8, SS.912.E.2.4, SS.912.E.3.5, SS.912.G.4.4,
4. Saving & Banking	Savings Banking	4	5	SS.912.E.1.5, SS.912.E.1.6, SS.912.E.1.8, SS.912.E.2.3, SS.912.E.2.4, SS.912.E.2.6, SS.912.E.3.2, SS.912.E.3.3, SS.912.FL.3.1, SS.912.FL.3.6, SS.912.FL.3.7
5. Consumer Finance	Higher Education Renting Vs. Owning Consumer Protection Insurance & Taxes	7	7	SS.912.E.1.16, SS.912.FL.5.9, SS.912.FL.5.10, SS.912.FL.6.1, SS.912.FL.6.2, SS.912.FL.6.3, SS.912.FL.6.4, SS.912.FL.6.5, SS.912.FL.6.6, SS.912.FL.6.7, SS.912.FL.6.8, SS.912.FL.6.9, SS.912.FL.6.10, SS.912.FL.1.3, SS.912.FL.2.1, SS.912.FL.2.2, SS.912.FL.2.3, SS.912.FL.2.4, SS.912.FL.2.5, SS.912.FL.2.7, SS.912.FL.4.10
6. Money & Credit	Credit Scores Payment Types Investing	5	5	SS.912.E.1.13, SS.912.E.1.14, SS.912.E.1.15, SS.912.E.1.16, SS.912.E.2.5, SS.912.FL.5.2, SS.912.FL.5.3, SS.912.FL.5.4, SS.912.FL.5.5, SS.912.FL.5.6, SS.912.FL.1.5, SS.912.FL.2.6, SS.912.FL.3.2, SS.912.FL.3.3, SS.912.FL.3.4, SS.912.FL.4.1, SS.912.FL.4.2, SS.912.FL.4.3, SS.912.FL.4.4, SS.912.FL.4.5, SS.912.FL.4.6, SS.912.FL.4.7, SS.912.FL.4.8, SS.912.FL.4.9,
7. The Business Cycle	Venture Modules (3)	4	5	SS.912.E.1.12, SS.912.E.1.9, SS.912.E.2.1, SS.912.E.2.5, SS.912.E.2.7, SS.912.E.3.1, SS.912.FL.1.1, SS.912.FL.1.2, SS.912.FL.1.4, SS.912.FL.1.5
8. Government & the Economy		3	3	SS.912.E.1.10, SS.912.E.1.11, SS.912.E.2.2, SS.912.E.2.8, SS.912.E.2.9, SS.912.E.2.10, SS.912.E.2.11, SS.912.FL.5.11, SS.912.FL.5.12, SS912.FL.5.7, SS.912.FL.5.8, SS.912.G.2.2, SS.912.FL.1.6, SS.912.FL.3.5

*** Modules have been aligned to units based on the standards covered.**

All units must integrate the Language Arts Florida Standards in History/Social Studies with the NGSSS content standards. LAFS.1112.RH.1.1 LAFS.1112.RH.1.2 LAFS.1112.RH.1.3 LAFS.1112.RH.2.4 LAFS.1112.WHST.1.1 LAFS.1112.WHST.1.2, LAFS.1112.WHST.2.4 LAFS.1112.WHST.2.5 LAFS.1112.WHST.2.6 LAFS.1112.SL.1.1: LAFS.1112.SL.1.2: LAFS.1112.SL.1.3: LAFS.1112.SL.2.4: Additional for Honors: LAFS.1112.RH.2.5 LAFS.1112.RH.2.6 LAFS.1112.RH.3.7 LAFS.1112.RH.3.8 LAFS.1112.RH.3.9 LAFS.1112.RH.4.10 LAFS.1112.WHST.3.7 LAFS.1112.WHST.3.8, LAFS.1112.WHST.3.9 LAFS.1112.WHST.4.10	**Instructional Practices** Teaching from well-written, grade-level instructional materials enhances students' content area knowledge and also strengthens their ability to comprehend longer, complex reading passages on any topic for any reason. Using the following instructional practices also helps student learning: 1. Reading assignments from longer text passages as well as shorter ones when text is extremely complex. 2. Making close reading and rereading of texts central to lessons. 3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments. 4 .Requiring students to support answers with evidence from the text. 5. Providing extensive text-based research and writing opportunities (claims and evidence).	**All units must integrate the Florida Standards for English Language Development.** ELD.K12.ELL.SI.1 English language learners communicate for social and instructional purposes within the school setting. ELD.K12.ELL.SS.1 English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies. **Health Literacy Concepts should be integrated as applicable.** HE.912.C.2.4: Evaluate how public health policies and government regulations can influence health promotion and disease prevention. **Mathematics Benchmark Guidance:** **Social Studies instruction should include opportunities for students to interpret and create representations of historical events and concepts using mathematical tables, charts, and graphs.** **Aligned Cluster:** MAFS.912.S-ID.1: Summarize, represent and interpret data on a single count or measurement variable. MAFS.912.S-IC.2: Make inferences and justify conclusions from sample surveys, experiments, and observational studies. MAFS.912.N-Q.1: Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. MAFS.K12.MP.1.1 MAFS.K12.MP.3.1 MAFS.K12.MP.5.1 MAFS.K12.MP.6.1

Listing of *STL* Content Standards

The Nature of Technology

Standard 1. Students will develop an understanding of the characteristics and scope of technology.

Standard 2. Students will develop an understanding of the core concepts of technology.

Standard 3. Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.

Technology and Society

Standard 4. Students will develop an understanding of the cultural, social, economic, and political effects of technology.

Standard 5. Students will develop an understanding of the effects of technology on the environment.

Standard 6. Students will develop an understanding of the role of society in the development and use of technology.

Standard 7. Students will develop an understanding of the influence of technology on history.

Design

Standard 8. Students will develop an understanding of the attributes of design.

Standard 9. Students will develop an understanding of engineering design.

Standard 10. Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.

Abilities for a Technological World

Standard 11. Students will develop abilities to apply the design process.

Standard 12. Students will develop abilities to use and maintain technological products and systems.

Standard 13. Students will develop abilities to assess the impact of products and systems.

The Designed World

Standard 14. Students will develop an understanding of and be able to select and use medical technologies.

Standard 15. Students will develop an understanding of and be able to select and use agricultural and related biotechnologies.

Standard 16. Students will develop an understanding of and be able to select and use energy and power technologies.

Standard 17. Students will develop an understanding of and be able to select and use information and communication technologies.

Standard 18. Students will develop an understanding of and be able to select and use transportation technologies.

Standard 19. Students will develop an understanding of and be able to select and use manufacturing technologies.

Standard 20. Students will develop an understanding of and be able to select and use construction technologies.

Personal Education Plan
Intervention Plan

Strengths		**Areas Needing Improvement**		
Benchmark Goal 1st Grading Period	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
Parent Signature/Date		Teacher Signature/Date		Principal Signature/Date
Benchmark Goal 2nd Grading Period	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
Parent Signature/Date		Teacher Signature/Date		Principal Signature/Date
Benchmark Goal 3rd Grading Period	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
Parent Signature/Date		Teacher Signature/Date		Principal Signature/Date
Benchmark Goal 4th Grading Period	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
Parent Signature/Date		Teacher Signature/Date		Principal Signature/Date
Comments (Teacher/Parent)				

Personal Education Plan
Grades 9-12

Strengths		**Areas Needing Improvement**		
Benchmark Goal 1st Grading Period	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
Parent Signature/Date		Teacher Signature/Date		Principal Signature/Date
Benchmark Goal 2nd Grading Period	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
Parent Signature/Date		Teacher Signature/Date		Principal Signature/Date
Benchmark Goal 3rd Grading Period	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
Parent Signature/Date		Teacher Signature/Date		Principal Signature/Date
Benchmark Goal 4th Grading Period	Evidence-based Intervention Strategies	Resources Needed	Beginning	Ending
Parent Signature/Date		Teacher Signature/Date		Principal Signature/Date
Comments (Teacher/Parent)				

Progress Monitoring Plan

To the Parent/Guardian of : _____

Championship Academy of Distinction provides all students with a well-rounded academic program in the areas of reading, writing, math, and science. The Florida Department of Education requires that schools monitor student progress in these academic areas and that each student and his/her parents be informed when progress is not being made.

In response to the *No Child Left Behind Act*, the Florida Legislature passes Florida Statute 1008.25 regarding student progression, remedial instruction, and reporting requirements. As part of the legislation, students must participate in the statewide assessment program. Students who do not meet specific levels of performance in reading, writing, science and mathematics for each grade must be provided with additional diagnostic assessments to determine the nature of their difficulty and their areas of academic need.

Based on the results of these and many other instruments used by your child's teacher during this time period, your child has been identified as having difficulty in one or more of the following areas:

____ Reading ____ Math ____ Science ____ Writing

As a result, your child will be part of the school-wide Progress Monitoring Plan (PMP). The plan will provide appropriate interventions and continued progress monitoring for your child. If your child continues to have difficulty in the areas(s) listed above, you will be contacted by the school to schedule a parent conference.

Sincerely,

Principal

You may contact your child's teacher at

_____@

Championship Academy of Distinction

Weekly School Report 2015-2016

Principal:
Week Of:

Weekly Student Enrollment Report

Planning for Next Year (Budgeted Target)	Last Week	This week
9		
10th		
11th		
12th		
Seats left to Fill		

Championship Academy of Distinction

Critical Path Progress Report

Criteria*	**Progress**
Marketing	
Staffing	
Facility	
Operations	
Budget	
Governance	
Compliance	

Daily Attendance Chart

The Registrar should complete this chart daily with the aggregate information received from the Daily Attendance Verification Form for each grade level.

Please make sure your staffing model is up-to-date so that the numbers are accurate and a comparison may be made regarding anticipated enrollment and actual enrollment.

Once completed please scan a copy of the form to the designated staff by 10:00 a.m. each day.

Please send an up-to-date staffing model to the designated staff on the first day of school for comparisons. The staffing model should be updated daily with additions and deletions of students. A new staffing model should be sent to the designated staff as they are updated.

School Name :										
	24-Aug		25-Aug		26-Aug		27-Aug		28-Aug	
GRADE	Student Count	Registered No Show	Student Count	Registered No Show	Student Count	Registered No Show	Student Count	Registered No Show	Student Count	Registered No Show
9										
10										
11										
12										
Total	0	0	0	0	0	0	0	0	0	0

Student Sign-out Log

Date _____

Student Name (Please print)	Grade	Time Out	Time In	Reason for sign out	Parent/Guardian Signature

SECTION 8

STUDENT AND PARENT HANDBOOK

CAD CHARACTER EDUCATION PROGRAM

SAMPLE PARENT CONTRACT

INTERNET SAFETY AND ETHICAL USE

CAMPUS EXPECTATIONS

STUDENT/PARENT HANDBOOK

Attendance

Regular school and class attendance is necessary if high school students are to be successful in their classes. When classes are missed, students are unable to participate in the experiences, discussions, activities, and special projects that facilitate learning. To maximize educational benefits, Poinciana High School personnel believe a strong attendance policy is essential if our students are to work up to their potential and to achieve their goals.

Excused Absences

An absence may be excused provided a student's parent or legal guardian calls or sends a letter to the attendance office at Championship Academy of Distinction on the day of the student's absence to inform the school of the reason the student is not in attendance and the reason is one of the following:

- Illness or injury to the student.
- Illness, injury or death in the immediate family of the student. The immediate family shall be defined consistent with U.S. Internal Revenue Service guidelines, "…the term "family" means brother, sister (whole or half-blood relationship), husband or wife, ancestors (parents and grandparents), and lineal descendants (children and grandchildren) and full effect is given to legal adoptions.
- An in-law is not a "member of the family." (IRS code 965)
- Recognized religious holidays of the student's faith.
- Documented court appearances.
- College visitations, school field trips, and physical exams for the armed forces are also examples of excused absences; however, they do not count against a student's attendance.

If there is a reasonable doubt concerning the illness claimed, the Administration shall be authorized to require a statement from an accepted medical authority. Failure to comply with this requirement shall result in the absence being "unexcused".

In cases of excused absences, the student shall be allowed to make up the work, and teachers of the student shall give reasonable assistance. Make-up work shall be completed during a period of time not to exceed twice the time for which the absence is excused, unless more time is allowed by the teacher. **It is the responsibility of the student to ask for this work.**

Arrangements should be made to turn in long-term assignments on the date specified by the teacher. Failure to do so will result in grade of zero; late projects will/will not be accepted at teacher discretion for credit.

A student who becomes sick during the school day must obtain parental permission to leave campus from the clinic, and then sign out through the Attendance Office in order to be excused.

Medical Absences

To be medically excused the student must see a medical authority and produce a note from the medical authority attesting to the visit, or not attend school under the advise of a medical authority for a period of time specifically stated by the medical authority on a note. Medical absences are counted in a student's attendance record.

If a student contracts a contagious or infectious condition (pink eye, scabies, head lice, measles, etc.) it will be necessary to have a letter from a medical doctor authorizing the student's return to school.

Students with chronic medical conditions need to renew all medical notes on an annual basis. They will be forwarded to the county nurse for review through Student Services.
If the student is to be confined to the home or the hospital by a licensed physician for a minimum of fifteen (15) school days due to illness or injury, the student may be eligible for the
Hospital/Homebound school program. Hospital/Homebound teachers provide instruction in the home, the hospital, or through teleconference class via the telephone system. Classroom teachers may be called upon to provide course content information to the homebound teacher.

Prearranged Absences

A student wishing a prearranged absence shall be required to present to the Attendance Office a written request signed by the parent/legal guardian which fully details the reason for the request. For valid requests, the Dean shall issue to the student a prearranged absence form for the student to take to his/her teachers for the purpose of informing teachers of the impending absence and to establish the conditions for academic work makeup. Makeup work is to be completed in a time period not to exceed twice the number of days absent. It is the student's responsibility to return the prearranged absence form to the Attendance Office prior to his/her absence. Failure to do so voids the prearranged absence.

Unexcused Absences

Any absences other than excused, prearranged, or medical shall be considered an unexcused absence and a failing grade shall be recorded for work missed during the period of the unexcused absence. Appointments for driver license, work, etc. are considered unexcused. Students who are suspended from school during nine weeks exams or semester exams shall be allowed to make up these exams.
Note: Major tests given during an unexcused absence shall be made up.

Excessive absences (15) will result in a referral to Student Services.

Leaving School

No student may leave the school grounds during school hours without the approval of the principal or his designated representative. Parents are required to sign students out, in person, at the Attendance Office. School employees who take students off the school grounds must have the permission of the principal or designated representative. If a student must leave school other than at the regular dismissal time, he/she must bring a note from his/her parents to the Attendance Office before school. The note must contain the specific reason that the student must leave campus early and a phone number that can be called to verify the note. If the note cannot be verified, the student will be unable to leave early. At the appropriate time listed on the note, the student is to report to the Attendance Office to be signed out from school. If the student returns to school the same day, the student must sign back in at the Attendance Office

Students may not come onto campus and then leave before the start of the school day without obtaining parent permission as stated above. Once the student passes the gate they are on campus whether or not they check into any class.

Parents who need to pick up students for medical appointments or any other reason must do so before 2:00pm on regular days and before 1:00pm on Wednesday's.

Passing Period

The time between classes is to be used for the following purposes: (1) **to get to the next class on time**, (2) to use the restroom, and (3) to get a drink of water.

It is expected that students will be able to take care of any necessary physical needs between classes or during lunch. However, it is recognized that emergency situations may occasionally arise leading to the need for the student to be given permission to leave the classroom for a short period of time. **No student is to be out of class during class time, unless is an emergency and is communicated to the administration.**

Tardy to School

Prompt attendance at school is an important element in a student's success at Championship Academy of Distinction for the following reasons:

1. Teachers often present the most important information of the day in the first 5 minutes of class. Tardy students miss out on vital instructions.
2. Tardy students disrupt the learning of others when they enter the class late.
3. Tardy students are unsupervised in the hallways, causing a security risk for themselves, and for others.
4. Tardiness is a negative habit for future employment.

Consequence will be determine by the administration base on circumstances.

Attendance Discipline Policy

Consequences will begin with detention. Students who continuously and willfully violate the attendance policy may be suspended for insubordination.

NOTE: Parents or guardians who wish to excuse a tardy must call 407-279-3832. **Parents who wish to excuse more than one tardy per quarter will need to provide medical documentation.**

Tardy to Class

Students who are tardy during the course of the school day will need to report to the attendance office. Habitual offenders will receive administrative consequence and/or in-school-suspension for insubordination.

1st Tardy– Warning
2nd Tardy- Detention/Tardy Contract and Parental Contact-twice a month
3rd Tardy– ISS-half day
4th Tardy –ISS-full day

Dress Code

- **School shirt Color: White and/or Navy Blue polo or oxford shirt.**
- **School Pant Color: Khaki and/or Navy Blue.**
- All students are expected to dress and groom themselves neatly in clothes that are suitable for school activities and according to school and county policy.
- Wearing apparel shall not be of the type which would detract from the primary purpose of the school, which is academic instruction, nor shall accessories carried by children to school be disruptive to the conduct of the school or hazardous to student welfare.
- Violations of this Policy shall be treated as disruptive behavior in violation of the School Code of Conduct. This Policy shall apply to students at all times when they attend school or any school sponsored event.
- Shirts and Blouses: Sleeveless shirts or blouses are not allowed. Midriff, upper torso and undergarments may not be exposed. The size of shirts or blouses shall be appropriate to the student's body size and shall not be unduly oversized or undersized. Spaghetti straps, tube tops, halter tops, midriff tops, tank tops, or clothing that exposes the upper torso are not allowed.
- Pants: Pants shall be worn so that the waistband is worn at the waist and not below the waist. The size of the pants shall be appropriate to the student's body size and shall not be unduly "oversized."
- Skirts and Dresses: The hem of girls' skirts or dresses shall be no shorter than the tip of the fingertips when both arms are extended by the side.
- Shorts: Shorts shall extend to the tip of the fingertips when both arms are extended by the side.
- Students may not wear sandals provided they have a back strap and a strap over the toes. Platform shoes, high heel shoes, and backless shoes (i.e. clogs, flip flops) may not be worn.

Unacceptable Attire: Students are not allowed to wear clothing,
Jewelry, buttons, haircuts, tattoos, makeup, or other attire or markings which are offensive, suggestive, or indecent, including but not limited to:

1. Clothing associated with gangs:
2. Clothing encouraging the use of drugs, alcohol, or violence:
3. Clothing associated with discrimination on the basis on age, color, handicap, national origin, marital status, race, religion, or sex;
4. Clothing (or lack thereof) exposing any portion of the torso or upper thighs such as see-through garments, mini-skirts, or mini-dresses, halters, backless dresses, tube tops or tank tops or shirts, bare midriff outfits or shirts or blouses tied at the midriff;
5. Undergarments such as boxer shorts, bloomers, tights, or hosiery (except where tights or hosiery are worn appropriately);
6. Clothing or footwear that is construed by the Principal in such person's reasonable judgment to be hazardous or dangerous to health or safety;

7. **Hats, headgear, hoods, or any head covering**.
8. Athletic shorts including spandex-style "bicycle" shorts, cut-off jeans, frayed jeans or pants, discolored jeans or pants, cut-off sweat pants, short-shorts, running shorts, and see-through boxer-type shorts are not permitted.

Piercing: It will be violation of this Policy for a student to attend school or any school-sponsored event or function held during the school day with any visible body piercing, except for earrings on the ears.

Hair Coloring/Styles: It will also be a violation of this Policy for any student to have his or her hair cut or worn in such a manner, or colored in such a manner, in an extreme fashion. By way of illustration only, and not by way of limitation, examples of unacceptable hair color or style would be extremely garish neon colors, orange, purple, green, (or other unnatural colors), color patterns such as plaid or stripes, Mohawk style, extreme spiked hair and similarly unusual and distracting hairstyles.

Outer Garments: The dress code policy shall not prohibit students from wearing coats or jackets when necessary due to weather conditions or for other legitimate reasons, although coats or jackets shall be the appropriate size for the student, shall not be overly baggy, not violate any other provision of this Policy. Long overcoats that might serve to conceal contraband shall be removed immediately upon arrival at the school or function.

NOTE: The administration reserves the right to determine what appropriate dress is. Inappropriate items will be confiscated and only returned to a parent/guardian. Students who are inappropriately dressed for school must change into appropriate clothing. A parent/guardian will be called and asked to bring school appropriate clothing or take the student home to change. **Students who are unable to correct a dress code violation will not be send back to class until is corrected.**

Glass Containers

Glass containers whether containing soft drinks or water are potentially dangerous and are not to be brought on campus. **If a glass container is brought onto campus the student will be asked to dispose of it.**

Grading Scale

Championship Academy of Distinction utilizes the following state adopted grade scale for determining and reporting pupil progress:

GRADE	PERCENTAGE	GRADE POINT VALUE
A	90 – 100	4 Outstanding Progress
B	80 – 89	3 Above Average Progress
C	70 – 79	2 Average Progress
D	60 – 69	1 Lowest Acceptable Progress
F	0 – 59	0 Failure
I	0	0 Incomplete

If an I (Incomplete) is recorded on the report card, the requirements for which the incomplete was assigned must be satisfied within two weeks of the issuance of report cards or the I becomes an F. If there are extenuating circumstances, at the teacher's discretion, a longer period of time may be allowed for makeup work.

Guidance and Counseling

Guidance services include assistance with educational and occupational planning, career information and interpretation of test scores. Guidance services also are available for help with home, school, and social concerns. Guidance services are available from 7:45a.m. to 3:15 p.m. Parents may request a parent/teacher conference by calling 407-279-3832. Conferences are held at 3:00 p.m.

Medication Policy

1. **Students are not** allowed to bring any medicine of any kind, whether it be prescribed by a doctor or over the counter, to school, on the bus, in their back pack, or in a lunch box.
2. **Any medicine** for the student must be brought in by a responsible adult, parent or guardian to the LPN where a legal document will be filled out giving permission for the Health Aid to give the medicine to the student.
3. **Notes** from the parent/guardian **will not** be accepted.

Students will not be allowed to possess, use, or distribute medication on campus. Unauthorized medication possession, use, or distribution will be treated as a drug offense.

Any questions, please call the Championship Academy of Distinction Health Aid at 407-279-3832**.**

Health Services

If a student becomes sick in school, he/she should request a first aid form to the first aid room. The LPN or other School Personnel may not give any internal medicine (including aspirin) to students. Students needing to take medication at school must be taken to the Health Aide by the parent or guardian. Medicine must be in the original container issued to the student and must show directions given by the doctor. The container and any unconsumed medication may be returned to the parent or guardian at the end of the school day.

Photo ID Cards

All students should have their student ID on them at all times. The ID is required in the cafeteria, and during the school day. ID cards are made in the Administration Office. Each student receives their first ID for free. If the ID is lost or broken, a replacement will be made for a fee of $5.00. All students will be brought to the Administration Office by their English teachers at the beginning of school to have their ID cards made. New students will have their ID made when they enroll in school. The ID cards can be made before or after school, during lunch, or during the day when the students come to the Administration Office with a pass from their teacher. ID's cannot be made between classes as time will not allow.

Lunch Policy

The school cafeteria is maintained as a vital part of the health program of the school. To encourage good nutrition, a variety of well-balanced lunches will be offered at the reasonable price of $2.40. **All** purchases in the cafeteria will require a student ID card for the 2013-2014 school year. The lunchroom management and your fellow students will appreciate your cooperation in:

- ✓ Depositing all lunch litter in wastebaskets.
- ✓ Leaving the table and floor around you in a clean condition for others.
- ✓ Consuming food and drinks in the lunch area only.

Free and Reduced lunch applications are on line or may be picked up at the front desk. **Students will be able to choose from any of the meal plans offered with a valid school district I.D.**

Computer Use

- ❖ Computers are to be used for school work only. This means no games, no "chat rooms", and no Internet "surfing," unless is authorized by the teacher. Assigned school emails maybe utilized in connection with a school project.
- ❖ All students are required to abide by the County School District Network Acceptable Use Policy which are posted in the classrooms.

Money, Cell Phones, I-Pods, PSP's, Property, Etc.

EACH STUDENT IS RESPONSIBLE FOR PERSONAL BELONGINGS. LARGE AMOUNTS OF MONEY OR EXPENSIVE OR IRREPLACEABLE ARTICLES SHOULD NOT BE BROUGHT TO SCHOOL. If it is necessary to bring an expensive item or a large sum of money to school, please contact an Administrator for assistance in safely securing the item. With reasonable cause, the school administration may search a student of his/her property. The school has and will use metal detectors if the need arises. Contraband will be removed from the student's possession. Drug searches may be made periodically using trained police dogs.

Parental Rights

Parents/Guardians have the right to:

- ❖ Access their child's records
- ❖ Receive a copy of the records
- ❖ Grant a waiver of access to the child's records
- ❖ Challenge information contained in their child's records
- ❖ Participate in a hearing related to their child's records

All student records will be maintained in a private and confidential manner.

PARENTAL CONFLICT RESOLUTION

- ❖ Address any concern with the School's administration. If after giving the parent an opportunity to communicate their concern, the Principal is unable to resolve the parent's problem within his authority and boundaries of Florida School Law, then the Parent may make an appeal to the School's Governing Board.

School Grounds

Unsupervised students should not be on school grounds prior to **7:30 a.m.** or after **3:00 p.m.** (2:00 p.m. on Wednesdays). Parents or guardians picking up students should arrange to pick up students in the assigned area. Students should remain in the assigned area and may not wander the campus at the end of the school day. Students involved in after or before school activities or classes should be with the teacher, sponsor or coach at all times.

School Advisory Council

Parents of Championship Academy of Distinction students, the students, and other interested citizens are invited to become a member of the School Advisory Council. Meetings are held every 2nd Tuesday of the month at 3:30pm.

Sports by Season

All students are welcome to try out for a sport as long as they meet all Championship Academy of Distinction and school district requirements as well having a sports physical and a notarized parental permission form turned in before the try outs begin. Students must have and maintain a 2.0 grade point average during the sports season.

FALL	WINTER	SPRING
Cross Country	Cheerleading	Track and Field
Soccer	Basketball	Softball
	Volleyball	
	Wrestling	
	Flag Football	

Textbooks

Textbooks are furnished by the state and are issued at the beginning of the year. Students are responsible for any book issued to them until it is returned to the teacher. Any book not returned, for whatever reason, or any book damaged, must be paid for by the student. Payments may be made with the Administrator. Money orders, certified check, or cash are the only form of payment.

Visitors

All visitors are required to obtain a visitor's pass immediately upon arrival onto campus. No visitors are allowed on school property without the permission of the Principal. All persons must have legitimate business, authorization, license or invitation to legally enter or remain on property. Violators will be subject to arrest and prosecution under Florida Statute 228.091. Permission during school hours will only be granted in the case of an emergency.

Discipline Guidelines

One of the most important lessons education should teach is self-discipline. While is does not appear as a subject, it underlies the whole educational structure. It is the training that develops self-control, character, orderliness and efficiency. It is the key to

good conduct and proper consideration for other people. It is also a vital aspect of academic success and of future success in the workplace.

1. Students may be assigned detention from 3:15pm-4:15pm by an administrator for certain offenses, such as: class disturbance, unauthorized area, skipping, and other minor first time administrative offenses. Students who fail to serve detention will be issued a Administrative Consequence.
2. Students may be assigned **In-School Suspension** by an administrator to be served on the designated day for dress code violation, class disruption, skipping class, and other infractions. Student will not be considered absent while in ISS. Student will be assigned work by either the classroom teacher or the ISS teacher and credit will be awarded for work completed.
3. Students have the right to due process. When disciplinary sanctions reach the level of Out-of-School Suspension, specifically, the student shall have the right to:
    1. Be advised of misconduct for which he/she may be suspended.
    2. Refute the charges.
    3. Present witnesses on his/her behalf.

Suspension Procedures

1) Out-of-school suspension is reserved for serious discipline infractions, or for a student's failure to respond to other courses of corrective action. Students on suspension are not permitted on any public school campus during the time of the suspension, and the student's absence is unexcused. Students on long-term suspension may make arrangements with the administrator to obtain a list of assignments missed during the suspension. It is the student's responsibility to make arrangements to pick up the assignments and to complete the work in order to keep up with the class.
2) Semester and grade period tests missed during any period of suspension may be made up. Principals may contract with a suspended student to make up work assigned during a period of suspension.

10 Day Rule

Attendance for Credit

1) Students who would otherwise receive a passing grade, but who have accumulated absences of more than ten (10) single periods of instruction per semester will not receive credit for the course except as follows:
2) Attain a passing score (60% or better) on a comprehensive subject level examination to be given within ten (10) teacher workdays of the end of the semester in which the student was enrolled in the class.
3) Students who have accumulated more than 2 days of absences per semester during summer school will not receive credit.
4) Students with excessive absences who fail the comprehensive examination but would receive a passing grade for the semester, may appeal the loss of credit. A letter of appeal should be submitted to the Principal for review.
5) School activities shall not be counted as absences. Assigned work shall be turned in on the date indicated by the teacher.
6) Long-term assignments are due on the original date specified by the teacher; students who must be absent are expected to make arrangements to turn the assignment in on time or contact the teacher by calling 407-279-3832 to make alternative plans.

Positive Behavior Support

The goal of **Positive Behavior Support** is to minimize lost instructional time, and to minimize behavioral incidents on an individual and campus-wide scale. As such, the administrative and PBS teams have developed the following discipline guidelines for implementation during the 2013-2014 school year.

Classroom infractions are characterized as infractions that can be dealt with in the classroom, without the need for administrative intervention. This list includes, but is not limited to:

RESPECT COURAGE LOYALTY TOLERANCE RESPONSIBILITY

Class disturbance	Failure to serve detention	Correctable dress code violation	Class rules violation	Insolent Attitude
Cheating	Horseplay	Unauthorized Area	Gum	Possession of a disruptive item
Lack of supplies	Lying/Dishonesty	Failure to follow directions	Throwing objects (non-injurious)	Defiance or Willful Disobedience
Inappropriate or Obscene Act		Public Display of Affection		Profanity (not insubordinate)

Discipline Hierarchy:

Infraction 1: Classroom Infraction Report to the administrator, documented parent contact, and student conference by the teacher.

Infraction 2: Classroom Infraction Report to the administrator, documented parent contact, and teacher consequence.

Infraction 3: Classroom Infraction Report treated as "major" to the administrator, documented parent contact, and Administrative Consequence.

Any classroom infraction can become an administrative infraction if repetitive, which is defined as three or more occurrences! A Third occurrence can and should result in a disciplinary office referral.

Certain offenses can result automatically in a major office referral. The offenses listed below are intended as a guide, but not as a complete list. Many of the following offenses may result in significant consequences, including: Detention, Suspension, administrative consequence, withdrawal and sent to zone school, Law enforcement involvement, and possible recommendation for expulsion.

1. **Failure to Complete Administrative Assigned Task as a Consequence (FSA)**
   Example include, but not limited to: school services, written assignments and letters of apology, and administratively assigned Wednesday Detention.

   Min: Warning
   Max: Admin. Conference and Consequence

2. **Failure to Serve a Detention (FSA)**
   Detention dates are specified on the detention form. There is a 5 minute time frame form the end of school day until detention begins which provides the student enough time to be in their room at or before 3:20pm. Any student late to detention will not be allowed to stay:

   All offenses: Admin. Conference and Consequence

3. **Leaving Class Without Permission (HAL)**

   Min: Warning
   Max: Admin. Conference and Consequence

4. **Leaving Campus Without Permission (LEA)**
   Students must report to attendance office and have parent/guardian consent before signing out. Any deviation from this procedure will be deemed "leaving campus without permission."

   1st referral: Administrative Consequence and Loss of driving privilege for one week if vehicle is used
   2nd referral: Administrative Consequence and Loss of driving privilege for one semester if vehicle is used.
   Insubordination

5. **Unauthorized Area (UNA)**
   Parking lots; areas designated as off-limits during lunch; any area other than the lunch area; including, but not limited to: bus loading zone, and any room where the student is not directly supervised by a teacher, in addition to other areas not specifically designated for students. When out of class student must have a pass from a teacher and must go directly to or from the area designated on the pass.

   Min: Warning
   Max: Admin. Conference and Consequence

6. **Skipping/ Failure to Report to Assigned Area (SKP)**
   (i.e. scheduled class, administration, etc.)

   Min: Warning
   Max: Admin. Conference and Consequences
   ***Students who habitually refuse to attend class may be subject to stronger consequence**

7. **Classroom Disruption (CLT)**
   Any action or lack of action, that takes ways from the teacher's lesson and affects one or more students. Examples: Listening to radios, CD players, MP3, IPOD, wearing hats, bandanas, etc., communicating out of turn with one or more students; speaking out, shouting, whistling, humming , or any other noisy or bodily action that is not a part of the lesson and disturbs one or more students, sleeping, and throwing items while class is in progress.

   Min: Warning
   Max: Admin. Conference and Consequences

8. **Cheating (CHT)**
   Using, or allowing to be used, without teacher approval, test information or answers while a test is in progress, or prior to a test being administered. Using, or allowing to be used, without teacher approval, computer assignments or work. Using, or allowing to be used, without teacher approval, completed homework or assignments for which a grade will be given.

1st referral:		Loss of credit (Zero) and notification of parents by teacher.
2nd referral:	Detention	Loss of credit(Zero) and notification of parents by Administrator
3rd referral:	Admin. Conf. Detention	1 day, loss of credit(Zero), and notification of parents by Administrator

9. **Dress Code Violation (DCV)**

   1st Referral– Warning and correction of violation
   2nd Referral- Detention, Dress Code Contract and Parental Contact-twice a month
   3rd Referral– ISS-half day
   4th Referral –ISS-full day

******Student would not attend class if the violation is not corrected and send to ISS.**

10. **Gambling (GAM)**
Any activity in which the intent is to exchange money or other valuables through a game of chance.

1st referral: Administrative Conference, Parent Contact and confiscation of any gambling materials

2nd referral: Detention, Administrative Conference, Parent Contact and confiscation of any gambling materials

3rd referral: Detention, Administrative Conference, Parent Contact and confiscation of any gambling materials

11. **Sexual Harassment (SXH)**
This will include touching or grabbing another student in a sexual manner, brushing against another student in a sexual manner, jokes, gestures, "leering", "catcalls"; spreading sexual rumors; pulling at other student's clothing.

Minimum consequence: Administrative Conference, Parent Contact, and Counseling
Maximum consequence: OSS 10 days, recommendation for expulsion, and referral to law enforcement

12. **Profane, Obscene, /Materials/Gestures(PRO) (Student to Student)**

Min: Warning
Max: Admin. Conference and Consequences

13. **Use of Profanity Directed At A School Employee (PRO/INU)**

(Secretaries, aides, custodian, bus drivers, and cafeteria personnel are all school employees)

Minimum consequence: Short Term Suspension (1-5 days)
Maximum consequence: Long Term Suspension (6-10 days),

14. **Gross Insubordination to School Employee (INU)**

Refusal to identify oneself, ridiculing a school employee;

Minimum consequence: Short Term Suspension (1-5 days)
Maximum consequence: Long Term Suspension (6-10 days), Counseling and recommendation for expulsion.

15. **Insubordination (INU)**
The act of deliberately refusing, or failing to follow a direction or an order from a school board employee,.

Minimum consequence: Short Term Suspension (1-5 days)
Maximum consequence: Long Term Suspension (6-10 days), Counseling and recommendation for expulsion.

16. **Fraud-False/Lying/Misrepresentation (FOR)(LMR)**
Example include but are not limited to: forgery of documents brought from home, misuse of school passes, misuse of school ID. The act of intentionally providing false or misleading information to, or withholding valid information from, a school or staff member.

Minimum consequence: Detention 1 day
Maximum consequence: OSS 10 days

17. **Threat To Student (TRL)**
An intentional threat by word or act to do physical harm to another student. Statements will be taken from witnesses and parents notified.

Minimum consequence: Short Term Suspension (1-5 days)
Maximum consequence: Long Term Suspension (6-10 days)

18. **Threat/Intimidation To Student (TRE)***
An intentional threat by word or act to do physical harm to another student. Statements will be taken from witnesses and parents notified.

Minimum consequence: Short Term Suspension (1-5 days)
Maximum consequence: Long Term Suspension (6-10 days), Counseling, notification of law enforcement, and recommendation for expulsion.

19. **Threat To School Employee (TRL)**
An intentional threat by word or act to do physical harm to a school employee. Statements will be taken from witnesses and parents notified.

Minimum consequence: Long Term Suspension
A maximum of 10 days Out of School Suspension, notification of law enforcement, and recommendation for expulsion.

20. **Creating a Hostile Environment (OTH)**
Conduct that has the potential of creating an unsafe environment for students and staff shall receive the following consequence depending upon the severity of the situation:

Minimum consequence: Detention
Maximum Consequence: OSS 10 days

21. **Horseplay (HRP)**
Rough play which has the potential of physically harming someone, or the potential of resulting in a serious physical altercation. This would include, but not be limited to , picking student up, pushing, tripping, slapping, pinching, playfully hitting, squeezing, throwing water, or grabbing.

Min: Warning
Max: Admin. Conference and Consequences

22. **Throwing Objects (THR)**
Throwing, spraying, sprinkling, etc. of any substance or object(e.g. shaving cream, eggs, water, toothpaste, books)

Min: Warning
Max: Admin. Conference and Consequences

23. **Fighting (FIT)(FIL)**
Students must use all available means to avoid a fight including leaving the area in pursuit of an administrator, teacher, or other staff member. Students are encouraged to seek help when potential disagreements or conflicts with other students arise in order to avoid an act of violence and the following consequence:

Minimum consequence: Short Term Suspension (1-5 days)
Maximum consequence: Long Term Suspension (6-10 days), Counseling, notification of law enforcement, and recommendation for expulsion.

24. **Assault (AST)**
The act of making an intentional, unlawful threat, by word or act, to do violence to another person coupled with an apparent ability to do so, and then doing some act that creates a well founded fear in that person that violence is imminent.

Minimum consequence: Long Term Suspension
A maximum of 10 days Out of School Suspension, notification of law enforcement, and recommendation for expulsion.

25. **Battery (BAT)**
The act of physical force or use of violence by an individual against a school system employee, volunteer, or student with or without provocation. The actual reckless or intentional
touching, striking, or hitting and/or attempt to recklessly or intentionally touch, strike, or hit a school system employee, volunteer, or student with any portion of the actor's person or with any object against the will or without the permission of the victim. A finding of battery may be determined
whether or not the actor intended to cause or does cause bodily harm or injury.

Minimum consequence: Long Term Suspension
A maximum of 10 days Out of School Suspension, notification of law enforcement, and recommendation for expulsion.

26. **Possession/Use/Transfer of Deadly Weapon (PDW)**
The act of possessing, carrying, and or transporting on or about his person or in any vehicle or other conveyance or discharging any firearm
or other weapon as defined in Section 790.001, Florida Statutes.

Minimum consequence: Long Term Suspension
A maximum of 10 days Out of School Suspension, notification of law enforcement, and recommendation for expulsion.

27. **Weapons (WPL)**
The act of possessing, storing, distributing, selling, or purchasing any instrument or object that can inflict serious harm on another person, or that can place another person in
reasonable fear or apprehension of serious harm or be used to intimidate another person including, but not limited to fixed blade knives (household), folding knives, switch blade knives, common pocket knives, razor blades, box cutters, sharp cutting instruments, ice picks, chains, pipes, nunchakus, brass knuckles, Chinese stars, BB or pellet guns, propellants, paintball guns, "look-alike" weapons, or any
object or substance directly represented to be or falsely represented to be a weapon of mass destruction (i.e. an anthrax hoax).

Minimum consequence: Short Term Suspension (1-5 days)
Maximum consequence: Long Term Suspension (6-10 days), notification of law enforcement, and recommendation for expulsion.

28. **Weapons (WPO)**
The act of possessing, storing, distributing, selling, or purchasing any instrument or object that can inflict serious harm on another person, or that can place another person in

reasonable fear or apprehension of serious harm or be used to intimidate another person as defined in F.S. 790.001 including, but not limited to antique firearm, firearm (including a starter pistol), electric weapon or stun gun, dirk, metallic knuckles, sling/slung shot, billie club, tear gas gun, chemical weapon, explosive, bomb, grenade, mine, rocket, missile, pipe bomb, or similar device containing an
explosive, incendiary, or poison gas and includes any frangible container filled with an explosive, incendiary, explosive gas, or expanding gas which is designed or so constructed as to explode by such filler and is capable of causing bodily harm or property damage.

Minimum consequence: Long Term Suspension
A maximum of 10 days Out of School Suspension, notification of law enforcement, and recommendation for expulsion.

29. **Vandalism** (**VAL**)
Less than $1000- The act of intentional destruction, damage, or defacement of public or private property without consent of the owner or the person having custody or control of it.

Minimum consequence: Detention and restitution of damage
Maximum consequence: Long Term Suspension
A maximum of 10 days Out of School Suspension, and restitution of damage

30. **Vandalism(VAN)**
$1000 or more-The act of intentional destruction, damage, or defacement of public or private property without consent of the owner or the person having custody or control of it.

Minimum consequence: Long Term Suspension
A maximum of 10 days Out of School Suspension, notification of law enforcement, restitution of damage,
and recommendation for expulsion.

31. **Stealing/Larceny/Theft (SLT)**
less than $300 - The act of unauthorized taking, carrying, riding away, or concealing the property of another person, without threat, violence or bodily harm.
Minimum consequence: Detention and restitution of damage
Maximum consequence: Long Term Suspension
A maximum of 10 days Out of School Suspension, and restitution of damage

32. **Stealing/Larceny/Theft (STL)**
$300 or more - The act of unauthorized taking, carrying, riding away, or concealing the property of another person, without threat, violence or bodily harm.

Minimum consequence: Long Term Suspension
A maximum of 10 days Out of School Suspension, notification of law enforcement, restitution of damage,
and recommendation for expulsion.

33. **Cellular/Communication Device (CPP)**
The act of utilizing any personal communication/electronic
device such as, but not limited to alarm devices, pagers/beepers, cellular phones/camera phones, or
other one-way/two-way communication devices without proper authorization on school grounds or in any building owned or operated by the School Board during school hours, or used causing disruption/interference with the orderly educational process, or disrupts or interferes with the safety to-life issue for students being transported on a district school bus. Misuse of a wireless communications device includes the possibility of the imposition of disciplinary action by the school or criminal penalties if the device is used in a criminal act.
The following lists general conduct
• The device may only be used by a student before (providing the conversation is terminated before the commencement of school) and after regular school hours.
• Lunch time is considered as school hours.
• The principal may require the device to be registered with the school prior to allowing students to use them in the manner described above.
• **The school shall not be responsible for lost or stolen communication devices.**

Minimum consequence: Confiscation of inappropriate item
Maximum consequence: Long Term Suspension (6-10 days)
A maximum of 10 days Out of School Suspension, and recommendation for expulsion.

34. **Fireworks (FIW)**
The act of possessing or igniting of firecrackers, bottle rockets, smoke bombs, or other similar devices.

Minimum consequence: Short Term Suspension (1-5 days)
Maximum consequence: Long Term Suspension (6-10 days)
A maximum of 10 days Out of School Suspension, and recommendation for expulsion.

35. **Tobacco 17 yrs. or under (TBC)**
The act of possessing, using, distributing, or selling tobacco products on school grounds, at school-sponsored events, or on school transportation.

Consequence: Confiscation of inappropriate item, Tobacco Citation Written, Detention

36. **Tobacco 18 yrs. or older (TBL)**

The act of possessing, using, distributing, or selling tobacco products on school grounds, at school-sponsored events, or on school transportation.

Consequence: Confiscation of inappropriate item and Detention

37. **Alcohol (ALC)**
The act of possessing, selling, purchasing, or using alcoholic beverages.

Minimum consequence: Long Term Suspension (6-10 days)
A minimum of 6 days Out of School Suspension, confiscation of inappropriate item, and refer to law enforcement

Maximum consequence: Long Term Suspension (6-10 days)
A maximum of 10 days Out of School Suspension, confiscation of inappropriate item, refer to law enforcement, and recommendation for expulsion.

38. **Drugs (DRD)(DRU)**
(Excluding Alcohol) - The act of using, cultivating, manufacturing, distributing, selling, purchasing, or possessing any drug, narcotic, controlled substance, or substance represented to be a drug, narcotic, or controlled substance as defined under Chapter 893 of the Florida Statutes, including, but not limited to, marijuana, hallucinogens, inhalants, or any substance represented to be
an illegal substance, such as "designer drugs," or caffeine pills, tablets, or caplets, or any substance
which is represented to be any such substances.

Minimum consequence: Long Term Suspension
A maximum of 10 days Out of School Suspension, confiscation of inappropriate item, refer to law enforcement, and recommendation for expulsion.

39. **Firearms (FIR)**
The act of possessing, using, selling, storing, distributing, or detonating any weapon which will, is designed to, or may be readily converted to expel a projectile by the action of an
explosive; the frame and receiver of any such weapon, any firearm muffler or firearm silencer, or any destructive device, including firearms of any kind (operable or inoperable; loaded or unloaded), including, but not limited to, hand guns, zip guns, pistols, rifles, shot guns, starter guns, flare guns, BB or pellet guns, paintball guns, or cap guns.

Minimum consequence: Long Term Suspension
A maximum of 10 days Out of School Suspension, confiscation of inappropriate item, refer to law enforcement, and recommendation for expulsion.

40. **False Fire Alarm (FFA)**
The act of activating a fire alarm system or equipment (i.e. fire extinguisher, hoses, or sprinklers) or the willful and/or malicious reporting of a false fire.

Minimum consequence: Long Term Suspension (6-10 days)
A minimum of 6 days Out of School Suspension, financial restitution, counseling.

41. **Bomb Threat (BOM)**
The act of intentionally making a report to any person, including school personnel, concerning the placement of, creation of, or discussion of any bomb, dynamite, explosive or arson causing devices.

Minimum consequence: Long Term Suspension
A maximum of 10 days Out of School Suspension and recommendation for expulsion.

42. **False Summoning of Emergency Services (FSE)**
The act of intentionally or willfully notifying or reporting a false emergency in which any community agency or provider of emergency services responds to the scene.

Minimum consequence: Long Term Suspension
A maximum of 10 days Out of School Suspension and recommendation for expulsion.

43. **Gang-Related Activity/Apparel/Appearance (GRA)**
The act of engaging in any verbal, written, or physical act which is associated with becoming a member of a gang, being a member of a gang, or participating in gang identified rituals or behaviors. Wearing or displaying any clothing, jewelry, accessories, makeup, tattoo, or any other appearance or apparel which may be considered gang-related
in any manner which is associated with being a member of or participating in a gang or gang-related activity.

Minimum consequence: Administrative Detention, Short Term Suspension, and counseling
Maximum consequence: Long-Term Suspension, counseling, and Recommendation for expulsion

SAMPLE CHARTER SCHOOL, INC. Parent/Guardian Contract

I, the undersigned parent/guardian of _____, hereby agree to abide by the following policies and procedures of _____.

- **Absences:** In accordance with School and DISTRICT Daily Attendance Policies, students must be physically present in school for a minimum of 2 hours in order to be counted as present for attendance purposes each day. For each day a student is absent, Parents/guardians must submit supporting documentation explaining the reason for the absence. Documentation submitted more than 3 days (72 hours) after the student's return to school will not be accepted, and the absence(s) will be deemed unexcused. Students with excessive absences will be referred to the administration/Attendance Review Committee. Referrals will be issued after reaching the school's maximum allowance, and may result in the student's report card reflecting insufficient attendance for receiving a grade. Please be advised: for students in grades 9-12, five (5) or more unexcused absences in a semester course or ten (10) or more in an annual course, may result in the withholding of a student's grade.
- **Arrival:** Arrival time is from _____ am to _____ am. Students must be in their seats at the commencement of homeroom in the morning. Any student arriving after the commencement of homeroom will receive a tardy pass. Students arriving outside of the School's designated times may be enrolled in a before-care program, where available, including all applicable fees. Please be advised: SAMPLE CHARTER SCHOOL is not responsible for students who arrive more than thirty (30) minutes prior to the start of school, except for those who are enrolled in and pay fees to the before-care program.
- **Tardies:** All tardies are unexcused. If students arrive after the commencement of school, please do not send the student to class. Students arriving after the commencement of school must report directly to the School's designated office or area. Students with excessive tardies will be referred to the administration/Attendance Review Committee.
- **Dismissal:** Dismissal time is _____pm. Students departing outside of the School's designated times may be enrolled in an after-care program, where available, including all applicable fees. Please be aware that all charges must be resolved in full by the last day of school. Please be advised that SAMPLE CHARTER SCHOOL is not responsible for students remaining on campus after the School's dismissal times, except for those who are enrolled in and pay fees to the after-care program.
- **Early Dismissal:** For a student to be dismissed early, parents must report to the designated office/area. Students who wish to be dismissed early (on a regular school day) are required to provide documentation. Documentation submitted more than 72 hours after an early dismissal will not be accepted, and the early dismissal will be deemed unexcused. Students with excessive unexcused early dismissals, will be referred to the administration/Attendance Review Committee. Students will not be dismissed 30 minutes prior to dismissal time without previous written notice. There are NO EXCEPTIONS!
- **Unauthorized Items Policy:** Please note that students are not allowed to bring any illegal or unauthorized items to school, including but not limited to: toys, unauthorized/unapproved electronic devices, pets, animals, or any other object otherwise inappropriate for the educational environment. The School will confiscate any unauthorized items a student may bring to school. Confiscated items will only be returned to parents at which time a parent/student conference may be required. The school may keep any such unauthorized items until the end of the school year. Violations of this policy will be addressed through the student code of conduct, may result in further penalties, and may subject the student to disciplinary action and/or referral to the School's administration/discipline review committee. While the School will take every measure to protect such items, the School shall not be responsible for loss or damage to any unauthorized items which have been confiscated. Any items not claimed by the last day of school shall be disposed of without further liability to the School.
- **Uniform Policy:** Official School uniforms must be worn every day. Students who arrive to school without proper uniform may be referred to the administration and may not return to class until in proper uniform. Students with repeated violations of this policy will be referred to the administration/Discipline Review Committee.

SAMPLE

- **Volunteer Hours**: Parental/Guardian involvement is a critical component of your child's educational success. SAMPLE CHARTER SCHOOL prides itself on the success of our students and therefore requires that parents/guardians become active stakeholders in their child's future. All SAMPLE CHARTER SCHOOL parents/guardians are asked to complete thirty (30) volunteer hours, or the equivalent, per academic year. All parent/guardian volunteer hours must be completed prior to the last day of school.
- **Academic Recovery:** If the School identifies your student as requiring additional instruction and/or remediation including but not limited to: mandatory tutoring, summer school, etc., attendance at and successful completion of same shall be required. Alternative and/or make-up sessions may be scheduled at the discretion of the administration.
- **Outstanding Fees:** Failure to pay all outstanding fees may result in the loss and/or suspension of extra-curricular activity privileges. Fees may include but shall not be limited to: lost books, late library fees, lunch accounts, before/after care fees, and any and all fees which may accrue in the normal course of the school year.
- **Internet and Media Use Policy:** No recording, either photographic or audio/visual in nature may be made on school property without the express authorization of the administration. No document or media existing now or in the future and which impacts the School and/or disrupts the learning environment, relating to the School, its staff or students, including but not limited to photographs, letters, yearbooks, and other material may be published in any public forum or media without the express authorization of the administration. Furthermore, the unauthorized use of the SAMPLE CHARTER SCHOOL name and/or any of its logos is expressly prohibited. For purposes of this section, the term "public forum or media includes but shall not be limited to publicly accessible websites and web forums, newspapers, print and other media sources.
- **DISTRICT County Public Schools:** Please note: all charter schools in Florida are public schools, and students enrolled in SAMPLE CHARTER SCHOOL are public school students, subject to those applicable policies of DISTRICT County Public Schools.

We understand the policies set forth in this SAMPLE CHARTER SCHOOL Parent/Guardian Contract and agree to abide by them. Failure to adhere to any of the policies as stated in the Parent/Guardian Contract will be considered a violation of this contract.

Student's Name: _____
Grade: _____ **Date:** _____
Parent Name: _____

X _____
Parent Signature

SAMPLE

Character Traits

August- Leadership

September- Kindness

October- Respect

November- Integrity

December- Citizenship

January- Determination

February- Love

March- Perseverance

April- Knowledge

May- Responsibility

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Championship Academy
of Distinction

Character Education



Reputation is for time; character is for eternity.

J. B. Gough

Ms. Cristina Rivera

Character Education
Director

What is Character Education?

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 started a long time ago because leaders realized that having people who respected others and were honest and fair was essential to our society continuing to grow successfully. Character education is still important today, and teaching core character values is one of the 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. Upon such core values, we form the attitudes and actions that are the hallmark of safe, healthy and informed communities that serve as the foundation of our society."–US Dept. of Education, Character Education…Our Shared Responsibility

What Types of Programs are offered?

The CE Program is designed to focus on improving school climate and enhancing academic performance. School wide programs focus on Bullying Prevention and Kindness Promotion, Tolerance and Respect. Grade level programs focus on Career and College Awareness, Study Skills, Goal Setting, Time Management and Propriety.

Programs Include:

- Character Camp- Mental Toughness
- Monthly Assemblies with Guest Speakers
- Lunch Bunch
- Champions Serve
- Bully Free
- Career and College Day



What Services are Offered?

Students can see the CE Director for whole class, small group or individual talks to help with a variety of concerns or issues such as:

- Problem solving
- Friendship
- Anger
- Academic improvement
- Grief and loss

How Does a Student See the CE Director?

- Class lessons
- Self- referral
- Request of the CE Director
- Parent referral
- Administrative referral
- Teacher or Staff referral
- Referral by friend(s)

Internet Acceptable Use Policy

The School provides students with Internet access to support education and research. Access to the Internet is a privilege subject to restrictions set by the Board of Directors. Violation of any provisions in the Acceptable Use Policy (AUP) may result in disciplinary action and/or cancellation of student access to the The School network. This policy applies to all Internet access on The School property, including Internet access using mobile devices.

Access to Information

The Internet gives students access to sites all over the world. The School cannot completely control the information available to students. However, The School will monitor the online activities of students and use content filtering software to provide Internet monitoring and content filtering for all students, staff, and visitors on the The School network. The filtering software is intended to allow valuable Internet content, while prohibiting access to obscene material, including pornographic and other content that is harmful to minors. Although it may be possible for a student to find inappropriate material, The School feels the educational benefit provided by the Internet outweighs any possible disadvantages. We encourage parents to talk with their students about sites and material which the parents believe are inappropriate. The School cannot accept responsibility for enforcing specific parental restrictions that go beyond those imposed by the school. Furthermore, students who bring their own devices to campus are encouraged to take reasonable precautions to ensure the security of those devices. This includes operating system updates and virus scanning.

Acceptable Uses

All Internet use by students at The School must have an educational purpose and comply with student behavior guidelines. Acceptable uses for students include:

- Visiting websites or databases that pertain to classroom activities or lessons.
- Creating or maintaining school or individual web pages or conducting email communications, all under the direction of staff
- Using search engines to access information, websites, or pictures that pertain to classroom material or projects

Unacceptable Uses

The transmission of materials that violate state/federal law or The School policy is strictly prohibited. Unacceptable uses include, but are not limited to:

- Taking any actions that may disrupt the The School network; this includes knowingly introducing a virus and “hacking”
- Disclosing, using, or disseminating personal information about any minor on the The School network
- Accessing threatening or obscene materials
- Using language that threatens another individual
- Violating copyright laws and/or clickable licensing agreements
- Accessing personal email accounts or other forms of direct electronic communication including chat rooms for non-educational purposes
- Using the name and password of another user

Additionally, students may not use personal cellular connections to access the internet while on The School campus. All student access to the internet must be via The School's network.

Internet Safety and Ethical Use Policy

Policy Number: *700017*

The Schoolprovides Internet access to support education and research. Access to the Internet is a privilege subject to restrictions set by the Board of Directors. For students and staff, violation of any provisions in the Acceptable Use Policy (AUP) may result in disciplinary action and/or cancellation of access to the The Schoolnetwork. This policy applies to all Internet access on The School property, including Internet access using mobile devices, and including access by staff, students, and visitors to the The School campus.

Access to Information

The Internet allows access to sites all over the world. The Schoolcannot completely control the information available. However, to the extent practical, The Schoolwill monitor and filter all online activities that utilize the school's network resources. Online activity that utilizes a cellular connection, such as 3G or 4G, and takes place on campus cannot be electronically monitored or filtered, however it is still subject to this policy, as well as the AUP. The filtering software is intended to allow valuable Internet content, while prohibiting access to obscene material, including pornographic and other content that is harmful to minors. Although it may still be possible to access inappropriate material, The School feels the educational benefit provided by the Internet outweighs any possible disadvantages. We encourage parents to talk with their students about sites and material which the parents believe are inappropriate. The School cannot accept responsibility for enforcing specific parental restrictions that go beyond those imposed by the school. The filtering parameters may be changed on a case-by-case basis at the discretion of the Principals, Managing Director, and IT personnel for bona fide educational or other lawful purposes. Bypassing or attempting to bypass the filter without permission is strictly forbidden. Furthermore, students who bring their own devices to campus are encouraged to take reasonable precautions to ensure the security of those devices. This includes operating system updates and virus scanning.

Staff Responsibilities

It is the responsibility of The School staff members who have direct contact with students to educate students on online safety and cyberbullying prevention. Education related to online safety and cyberbullying prevention may include in-class discusses and assignments, webinars, parent meetings, or online courses. The School staff members are also responsible for supervising students during class time internet use.

Student Responsibilities

It is the responsibility of The School students to abide by the school AUP and participate in online safety education offered by the school.

Safety and Ethical Use

Any internet user must take reasonable precautions to protect him or herself online. Students, staff, and visitors should use the following guidelines:

- Email, forums, instant messaging, and other online messaging

Never share personal information online. This includes, but is not limited to: real full name, postal address, social security number, and passwords. Sharing the information of another individual, especially minors, is unethical, strictly forbidden by the AUP, and may be unlawful. In the case of students, the privacy of student educational data is protected by the Family Educational Rights and Privacy Act (FERPA). When in doubt, do not release student data and consult a school administrator for further advice.
Special care must be taken when sending mass emails. Email addresses themselves are private information, and improper mass emailing can result in inadvertent sharing of addresses. Improper mass emailing can also allow recipients to reply to the mass message and send their own messages to the entire group. This is preventable by using a blind carbon copy (Bcc) feature or a mass emailing service. It is the responsibility of all The School staff and students to use Bcc or a mass emailing service and to protect private information and data when sending mass emails.

- Unauthorized access / hacking and general unlawful activity

  Gaining or attempting to gain unauthorized access to The School resources, or using The School resources to gain or attempt to gain unauthorized access to outside systems is unethical, unlawful, and forbidden by the AUP. This includes bypassing the internet filter without permission or purposefully gaining access to material that is harmful to minors. Assuming the online identity of another individual for any purpose is unethical and forbidden. Use of The School resources for any unlawful purpose, including, but not limited to, copyright infringement, is unethical and forbidden by the AUP.

- Academic integrity

  Students are expected to follow all Board and school handbook policies regarding academic integrity when using technology.

- Harassment and Cyberbullying

  Cyberbullying may involve any of these behaviors:
  1. Accessing, producing, posting, sending, or displaying material that is offensive in nature on the internet
  2. Harassing, insulting, or attacking others on the internet
  3. Posting personal or private information about other individuals on the internet
  4. Posting information on the internet that could disrupt the school environment, cause damage, or endanger students or staff.
  5. Concealing one's identity in any way, including the use of anonymization tools or another individual's credentials/online identity, to participate in any of the behaviors listed above.

  The principals will determine whether or not specific incidents of cyberbullying have impacted the school's climate or the welfare of its students and appropriate consequences will be issued. Schools are not responsible for electronic communication that originates off-campus.

Campus Expectations Policy

[insert school name]

At [insert school name] we are very fortunate to have a supportive and friendly parent body. Our parents recognize that educating children is a process that involves partnership between parents, class teachers and the school community. We understand and value the importance of sustaining a good working relationship between our parents and our educators to equip children with the necessary skills for adulthood. We greatly appreciate the commitment that our parents have made in choosing to entrust the education of their children to [insert school name], and thank them for their support of our unique school programming through which we engage our students daily. As we welcome and encourage parents/guardians to participate fully in the life of our school, and so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding, the purpose of this policy is to provide a reminder to all parents, guardians and visitors to our school about their expected conduct.

Parents, guardians and visitors are expected to:

- Respect the caring spirit of our school.
- Understand that both teachers and parents need to work together for the benefit of their children.
- Demonstrate that all members of the school community should be treated with respect and therefore set a good example in their own speech and actions.
- Use effective communication with school staff, administration, and board members that cultivate open dialogue while seeking peaceful solutions to issues.
- Engage the school with an open mind to help resolve any issues of concern.

In order to support a peaceful and safe school environment, the school cannot tolerate parents, guardians and visitors exhibiting the following:

- Disruptive actions which interfere or threaten to interfere with the operation of a classroom, an employee's office, board meeting, school event, field trip, car line or parking lot, office area or any other area of the school grounds (including social media postings or discussions with community members regarding the school or a staff member).
- Using loud/or offensive language, swearing, cursing, using profane language or displaying temper on or in the sight of campus.
- Threatening to do actual bodily harm to school staff, board member, visitor, fellow parent/guardian or student regardless of whether or not the action constitutes a criminal offence.
- Damaging or destroying school property.
- Abusive or threatening e-mails, texts, voicemails, phone messages or other written communication.
- Defamatory, offensive or derogatory comments regarding the school or any of the pupils, parents, staff, or board on Facebook or other social sites. Any concerns you may have about the school must be made through the appropriate channels by speaking to the class teacher, or the administration team, so they can be dealt with fairly, appropriately and effectively for all concerned.

- The use of physical aggression towards another adult or child. This includes physical punishment against your own child on school premises.
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences).
- Carrying weapons, smoking, and consuming alcohol or other drugs whilst on school property.
- Animals/pets brought onto school premises without permission. Service dogs are permitted at all times.

Media (Utilizing the [insert school name] **name or brand)**

All media utilizing the [insert school name] **name or brand (e.g. logo, mascot, etc.) must have approval by the** [insert school name] **Board of Directors and shall be linked to the school's official websites.**

Misuse of the Brand (Defined):
The Board of Directors encourages parents and students to voice their concerns. Its important that any concerns you may have be made through appropriate channels as set forth in the student/parent handbook which includes speaking to the class teacher, the principal or the Board of Directors, so they can be dealt with fairly, appropriately and effectively for all concerned. We considers the use of social media websites used to fuel campaigns and complaints against the school, board, staff, students, and in some cases other parents not in the best interests of the children or the whole school community.

In the event that any pupil or parent/guardian of a child/ren being educated at [insert school name] is found to be posting libelous or defamatory comments on Facebook or other social network sites, they will be reported to the appropriate 'report abuse' section of the network site and may be disinvited or otherwise prohibited from the School's official social media pages, including facebook.

All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this. The school will also expect that any parent/guardian or pupil removes such comments immediately.

In serious cases, the school will also consider it's legal options to deal with any such misuse of social networking and other sites. Additionally, and perhaps more importantly, is the issue of cyber bullying and the use by one child or a parent to publicly humiliate another by inappropriate social network entry. We will take and deal with this as a serious incident of school bullying in accordance with the student/parent employee handbook and any other School policies.

We may take any of following steps if a parent/guardian or visitor does not follow the policy:

1. Request a parent meeting on campus
2. Ban the parent from campus for a period of time.
3. Contact the appropriate authorities.

Parents or visitors that receive consequences based on their behavior shall follow the school's grievance process as set out in the student/parent handbook or any other policy established by the School. Students engaged in such activity will be addressed in accordance with the School's student handbook.

We trust that parents/guardians and visitors will assist our school with the implementation of this policy, and we thank you for your continuing support of the school.

Nothing in this policy is intended or should be construed to interfere with or infringe upon any rights, obligations, or responsibility under state or federal law, including but not limited to free speech rights. Furthermore, nothing in this policy is intended or should be construed to discourage or interfere with any individual's right or decision to participate in a proceeding with any appropriate federal, state or local government agency, or to prohibit any individual from cooperating with any such agency in its investigation.

SECTION 9

BOARD MEMBER RESOURCES

ARTICLES OF INCORPORATION
OF
CHAMPIONSHIP ACADEMY OF DISTINCTION AT DAVIE HIGH SCHOOL, INC.

We, the undersigned, for the purpose of forming a not-for-profit corporation in accordance with the laws of the State of Florida, acknowledge and file these Articles of Incorporation in the Office of the Secretary of the State of Florida.

I.
NAME

The name of this corporation shall be: CHAMPIONSHIP ACADEMY OF DISTINCTION AT DAVIE HIGH SCHOOL, INC.

II.
LOCATION

The principal place of business address of the corporation is:

1830 S. Ocean Drive
Unit 4411
Hollywood, Florida 33009

The mailing address of the corporation is:

1830 S. Ocean Drive
Unit 4411
Hollywood, Florida 33009

III.
PURPOSE

The specific purpose for which this corporation is organized is:

TO OPERATE A NON-PROFIT CHARTER HIGH SCHOOL IN DAVIE, FLORIDA FOR THE PURPOSE OF EDUCATING CHILDREN.

IV.
DIRECTORS

A. The Corporation shall be managed by a Board of Directors in accordance with the By-Laws of the Corporation.

B. The number of Directors to be elected, the manner of their election and their respective terms shall be as set forth in the Corporation's By-Laws.

V.
REGISTERED AGENT

The name and Florida street address of the registered agent is:

Bruce J. Smoler
2611 Hollywood Boulevard
Hollywood, Florida 33020

I certify that I am familiar with and accept the responsibilities of registered agent.

Bruce J. Smoler

VI.
INCORPORATOR

The name and address of the incorporator is:

Cynthia Dotson
1830 S. Ocean Drive
Unit 4411
Hollywood, Florida 33009

I am the incorporator submitting these Articles of Incorporation and affirm that the facts stated herein are true. I am aware that false information submitted in a document to the Department of State constitutes a third degree felony as provided in Florida Statute 817.155. I understand the requirement to file an annual report between January 1 and May 1 in the calendar year following formation of this Corporation and every year thereafter to maintain "active" status.

Cynthia Dotson

BY-LAWS
Of
Championship Academy of Distinction at
Davie High School, INC. (CAD)
A Not-for-Profit Florida corporation

Date of Incorporation: July 28, 2015

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 form 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 Eligibilty

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 fir st 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 fol lows: 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 avai lable 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 l ike 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 theses 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 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

evidencing such withdrawals are signed by such officers or employees of the corporation as may be designated by resolution of the board of directors duly adopted.

7.2 Contracts. The board of directors may authorize any officer or officers, agent or agents of the corporation, in addition to the officers so authorized by these by-laws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances.

In the absence of such determination by the board of directors, contracts must be signed by the president and secretary of the corporation and initialed by an attorney licensed in the state where the contract is executed.

7.3 Checks, Drafts, Etc. All checks, drafts, orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the corporation shall be signed by such officer or officers, agent or agents of the corporation and in such manner as shall from time to time be determined by resolution of the board of directors. In the absence of such determination by the board of directors, such instruments shall be signed by the treasurer or an assistant treasurer and countersigned by the president or a vice president of the corporation.

7.4 Deposits. All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies, or other depositories as the board of directors may select.

7.5 Gifts. The board of directors may accept on behalf of the corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the corporation.

7.6 Loans to Corporation. Should any of the board members be asked to lend money to the corporation in the form of either promissory notes or bonds, these loan shall be executed in writing in the usual form for promissory notes or bonds, and shall bear the maximum rate of interest which the law permits an individual to pay for money that the corporation may borrow. This provision applies to all tenders of money or assets that a member may transfer to the corporation with the intent that it be treated as a loan.

Part Eight

CORPORATE MINUTE BOOKS, RECORDS AND FINANCIAL MATTERS.

8.1 Corporate Minute Book and Records. The Corporation shall keep as permanent records minutes of all meetings and a record of all actions taken by the Board of Directors or a committee of the Board of Directors in place of the Board of Directors on behalf of the Corporation. The Corporation shall maintain accurate accounting records. The Corporation or its agent shall maintain a record of all of its board of directors in a form that permits preparation of a list of the names and addresses of all members of the board in alphabetical order by class. The Corporation shall maintain its records in written form or in another form capable of conversion into written form within a reasonable time. The Corporation shall keep a *copy of the following records:*

a. its Articles or Restated Articles of Incorporation and all amendments to them currently in effect;
b. its Bylaws or Restated Bylaws and all amendments to them currently in effect;
c. resolutions adopted by its Board of Directors creating one or more classes or series of shares and fixing their relative rights, preferences, and limitations, if shares issued pursuant to those resolutions are outstanding;
d. the minutes of all meetings and records of all action taken by board members without a meeting for the past three (3) years;
e. written communications to all board members within the past three (3) years, including the financial statements furnished for the past three years;
f. a list of the names and business street addresses of its current Board of Directors and Officers; and
e. its most recent annual report delivered to the Florida Department of State.

8.2 The president shall at all times maintain a file which shall contain originals or copies of all legal documents which do not readily fit in the corporate minute book and which have any effect upon the legal rights and duties of the corporation.

8.3 Financial Matters:

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 Sate 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 o 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.

CERTIFICATION

We, the undersigned, the duly elected and acting Directors of Championship Academy of Distinction at Davie High School a not-for-profit Florida corporation, do hereby certify that the within and foregoing by-laws were adopted as the by-laws of that corporation on July ____, 2015, and that the same do now constitute the by-laws of that corporation.

IN WITNESS WHEREOF, we have hereunto subscribed our names this date: _____, 2015.

Maxine Meson 954-422- 2246
2601 NW 46 Avenue, Lauderhill, FL 33313 *srnaflm2us @yahoo.com*

Professional Profile

- Possess excellent background in university administration.
- Proficient in school administration, policies and procedures, team building, personnel development.
- Computer proficient in basic and specialized software: MS Office: Word, PowerPolnt, Excel and database management.
- Demonstrate strong ability for identifying and resolving problem areas quickly and efficiently.
- Excellent interpersonal and organizational skills.
- Excellent verbal and written communication skills.
- Interact well with people of all backgrounds and professional levels.
- Resourceful, detail-oriented and professional.
- Possess high level of professional standards.

Professional Experience

Nova Southeastern University, Fort Lauderdale, FL
January 1996 - Present
Coordinator of Operations:
Primary Contact FFMT Scholarship Program; Membership Chair, Kappa Delta Pi National Education Chapter.

Responsibilities

- Coordinate the day-to-day operations of the undergraduate teacher education program.
- Prepare academic scheduling of courses, classrooms and teaching assignments.
- Coordinate and assign daily tasks to support staff personnel.
- Serve as the liaison for the Florida Fund for Minority Teachers Scholarship Program.
- Coordinate student membership for the National Honors Chapter 01 Kappa Delta
- Adjunct instructor for the Masters of Arts in Teaching and Learning.
- Serve on the Employee incentive Committee, NSU Commencement Committee, and other committees as requested
- Provide mentoring to students.
- Supervise, monitor and train professional and clerical staff teams.

JD's Restaurant, Fort Lauderdale, FL
May, 1993 -- December, 1996
Owner/Manager

Responsibilities

- Hired and supervised staff
- Managed the day-to-day operations of restaurant.
- Prepared payroll. Ordered supplies
- Served as chef as needed.

University of Massachusetts at Boston, Boston
September, 1991 - May, 1993
Secretary of Student Life

Responsibilities:

- Provided secretarial assistance to the Vice Chancellor of the Student Life Office, Student Senate and staff.
- Prepared student identification badges.

Massachusetts Water Resources Authority, Boston, MA
November, 1986 - September, 1990
Executive Secretary

Responsibilities:

- Provided administrative and secretarial assistance to the Director of internal Audit and professional staff
- Coordinated the preparation of reports and special projects, using database manaqement tools

Harvard University Development Office, Cambridge, MA
October, 1983 - November, 1986
Staff Assistant

Responsibilities:

- Provided administrative and secretarial assistance to Major Class
- Gifts Officers
- Maintained liaison with the Office of the Dean of Faculty of Arts and Sciences

Education

Nova Southeastern University, Fort Lauderdale, FL
Currently completing doctorate degree in education

MBA. Nova Southeastern University

References

References are available upon request.

Keri Greenstein-Diaz

1695 NW 96th Avenue, Pembroke Pines, FL 33024
954.309.4152 - kerigdiaz@att.net

Experience

Dec. 2012- Present — Florida Intercultural Academy *K-8* — Hollywood, FL

Substitute Teacher

- Filling in when primary teachers call out. (Elementary- Middle school grades)

Nov. 2002 - Dec. 2012 — American Research Khemicals — Dania, FL

Purchasing Manager

Managed the offices supplies by keeping inventory and stock of goods
Responsible for maintaining a positive relationships with vendors by sending appreciation gifts.

Dec 1998 Feb. 2002 — Alpine Ins. Agency of Broward, Inc. — Pembroke Pines, FL

Owner

Full Service Insurance Agency, Personal Auto, Commercial, General Liability, Homeowners, and Auto Tags

Aug. 1991- Sept. 1998 — Allstar Insurance Agency — Hollywood, FL

Office Manager- 220 Agent

- Licensed Since 1995 (220- License)
- Customer Service
- Sold Insurance

Education

Mar 1995 - Aug 1995 — Broward Community College — Fort Lauderdale, FL

Insurance Agent

220 -~ Insurance Course

December 1994 — Broward Community College — Pembroke Pines, FL

Liberal Arts — Associates Degree

MELISSA BUSTAMANTE

21203 NW 14 PLACE. 329· MIAMI, FLORIDA 33169
PHONE 954·274·3986. F.·MAIL MEI.I0707@MSN.COM

OBJECTIVE

I am a self-motivated, professional person. I always keep a positive attitude and embrace challenges. I Am courteous yet firm and honest. I communicate well with others with the utmost respect. I am a great leader and tend to set a good example for others to follow.

SUMMAR Y OF QUALIFICATIONS

Proficient in Excel, Word, Publisher, Power Point, EZ Claim, Acrobat Reader, CSI. I am familiar with HCF A-J 500 forms, Explanation of benefits. I have created brochures for business advertising methods. I am experienced with outbound telemarketing, and I have excellent customer service skills.

LANGUAGES

English & Spanish

WORK EXPERIENCE

Oct. 2005 - Present Nipro Diabetes Systems — Miramar, FL

Accounts Receivables Supervisor / Pump Specialist

- Reviewed and verified the approval and accuracy of all patient invoices, respond to customer inquiries regarding billing discrepancies
- Billed and collected from Insurance companies on CMS-1500 forms Posted cash receipts, credit card and check payments
- Paid all company bills on a weekly basis.
- Met and surpassed monthly goals
- Reconciled and Audited bank statements and (ash receipts. Answering inbound calls regarding supply calls
- Special case negotiations
- Insurance verification and eligibility

May 2008 - Nov. 2008 Concorde Career Institute

Billing and Coding Instructor — Miramar, FL

- Set lesson plans for the term
- Applied new techniques to teach the students games and PowerPoint, evaluated the students for graduation

Dec. 2003- Oct. 2005 Access Diabetic Supply, Inc.

Team Lead — Pompano Beach, FL

- Distributed and delegated tasks to be completed by month end Audits to ensure the work lists for all collectors were accurate
- In charge of employee of the month and special recognition
- Created agenda for meeting
- Wrote manual for Patient Account Collection
- In charge of credit card payments

SECTION 10

JOB DESCRIPTIONS

JOB DESCRIPTIONS

PRINCIPAL – KEY ROLES, RESPONSIBILITIES & ACCOUNTABILITY

QUALIFICATIONS:

Education: An earned Master's Degree from an accredited college or university.

Certification: A valid Florida Certification in School Principal, or Professional School Principal.

Experience: A total of five (5) years of school experience is required; which includes a minimum of three (3) years of required experience as a Principal, Assistant School Principal, or District Administrator.

REPORTS TO: The School's Board

SUPERVISES: All Administrative, Instructional, and Service/Support Personnel assigned to the School.

POSITION GOAL: To provide the leadership and management necessary to administer and supervise all programs, policies and activities of the School to ensure high quality educational experiences and services for the students in a safe and enriching environment.

KNOWLEDGE, SKILLS AND ABILITIES: The School Principal will effectively perform the performance responsibilities using the following knowledge, skills and abilities: Ability to: prepare and manage the school's budget and allocated resources; to read, interpret, follow and enforce the State Board Rules, Code of Ethics, Sponsor's School Board policies, and other state and federal laws; use effective interview techniques, coaching procedures, and evaluation procedures; use effective public speaking skills, group dynamics, and interaction and problem solving skills; maintain a sensitivity to multicultural issues; perceive the impact of a decision on other components of the organization; communicate effectively both orally and in writing; and analyze and use data. The School Principal will need knowledge of current educational trends and research. Knowledge and understanding of the unique needs and characteristics of all of the School's stakeholders.

LEADERSHIP:

The School Principal shall:

- Establish and monitor a school mission and goals that are aligned with the Board's mission and goals.
- Model and maintain high standards of professional conduct.
- Set high standards and expectations for self, others, and school.
- Demonstrate satisfactory or above performance on the Florida Principal Competencies while performing all duties required by the School's job description.
- Provide leadership in the implementation of the Sunshine State Standards, Florida Write, Florida Comprehensive Assessment Test (FCAT) and other tests measuring student achievement.
- Maintain active involvement in the school improvement planning process with the School's Parent & Community Advisory Group by providing resources for decision making and priority setting.
- Use quality improvement principles and processes in daily school administration.
- Implement procedures and policies that ensure a safe and orderly learning environment.
- Anticipate difficult situations and develop plans to handle them.
- Manage and administer the development, implementation and assessment of the school's instructional program to ensure continuous, appropriate student growth and achievement.
- Use collaborative leadership style and quality processes to involve stakeholders in establishing and achieving the school's mission and goals.
- Provide leadership and direction for all aspects of the School's operation.
- Build teams to accomplish plans, goals and priorities.
- Conduct staff meetings to discuss policy changes, instructional programs, potential problems and resolution for existing problems.
- Use appropriate interpersonal styles and methods to guide individuals or groups to task accomplishment.
- Develop and maintain a school atmosphere conducive to learning and student achievement.
- Maintain visibility and accessibility on the school campus and at school-related activities and events.
- Establish procedures used in the event of school crisis and/or civil disobedience and provide leadership in the event of such incidents.

- Act quickly to stop possible breaches of safety, ineffective procedures, or interference with operations.
- Provide leadership to involve the school in quality initiatives.
- Communicate school information, goals, student learning and behavior expectations to all customer groups.
- Use effective communication techniques with students, teachers, parents
- and stake holders.
- Provide for the articulation of the school's instructional program among school
- personnel.
- Communicate, through proper channels, to keep the Board informed of impending problems or events of an unusual nature.
- Communicate effectively, both orally and in writing, with parents, students, teachers and the community.

INFORMATION & ANALYSIS:

The School Principal shall:

- Provide leadership and direction for the implementation and evaluation of curriculum and instruction.
- Address the diverse needs of the school population consistent with the School's mission.
- Analyze and use data for decision-making to improve actions, plans, and processes.
- Use current research, performance data, and feedback from students, teachers, parents and community to make decisions related to improving instruction.
- Access, analyze, interpret and use data in decision-making.
- Use key information, such as benchmarks and comparison data, in analyzing results to effectively measure performance.
- Make data accessible to all stakeholders.

STRATEGIC QUALITY PLANNING:
The School Principal shall:

- Develop long- and short-term plans and goals within the School Improvement Plan, aligned with the School's strategic plan.
- Collaborate and provide resources to ensure the development of the School's Improvement Plan.
- Set high goals and standards for self, others and the organization.
- Establish and actively pursue the School's vision and mission in collaboration with staff, parents, students, and other stakeholders.

- Communicate overall School Improvement Plan requirements to all staff so they can describe how goals and plans relate to their work.
- Oversee the selection and acquisition of instructional materials and equipment.
- Collect input and analyze data to develop goals.
- Manage the school's student accounting as it relates to Florida Education Finance Program (FEFP) funding and future planning.
- Direct the development of the master schedule and assign teachers according to
- identified needs.
- Allocate resources consistent with implementation of the School Improvement Plan.
- Utilize a systematic process for collecting input from stakeholders and incorporate customer requirements in developing the School Improvement Plan.
- Establish procedures to monitor processes, activities and responsibilities and respond to feedback.
- Establish and coordinate procedures for student, teacher, parent and community
- evaluation of curriculum.
- Facilitate the horizontal and vertical articulation of curriculum within the school as well as between the school and its feeder system.
- Provide recognition and celebration for student, staff, and school accomplishments.

CUSTOMER FOCUS:
The School Principal shall:

- Develop positive relationships with customers (students, parents, teachers, and community).
- Facilitate a program of family and community involvement.
- Serve as final arbitrator for serious discipline problems in accordance with the School's policy and state statues.
- Develop and maintain positive school/community relations and act as liaison between the two.
- Promote/market the school and its priorities to the community.
- Establish processes and methods to respond to valid customer requirements.
- Facilitate, coordinate, and monitor the implementation of Student Education programs and services.
- Implement procedures to ensure that rights of children with disabilities and parents of such children are protected.
- Work with parents to resolve complaints or concerns.
- Interact with government and service agencies relative to student welfare.
- Establish processes to determine customer needs and level of satisfaction.
- Establish guidelines for desirable student conduct and follow suspension and expulsion policies and procedures.

- Supervise the implementation of the school's student services plan, including guidance, drop-out prevention, health services, attendance and related areas.
- Take appropriate reporting and/or referral action whenever abuse situations are recognized.
- Provide leadership support for community involvement programs and business partnerships at the school level.
- Direct and develop the recruitment of Business Partners to benefit the school and community.
- Develop activities with business partners that promote student achievement.

HUMAN RESOURCES:
The School Principal shall:

- Analyze data and information to plan staff development to accomplish school goals.
- Complete annual Needs Assessment to determine staff development needs.
- Lead and manage personnel development through staff development, in-service and other developmental activities linked to student achievement gains and the school improvement plan.
- Build a school community and environment supporting learning and growth for all toward achieving the school's mission.
- Facilitate the development and implementation of an effective staff development program.
- Participate in the Board's management meetings and other activities to enhance professional development.
- Successfully participate in the staff development programs offered to increase the individual's skill and proficiency related to the assignment.
- Serve as a coach/mentor to assistant principals or others aspiring to leadership roles.
- Review current developments, literature and technical sources of information related to job responsibility.
- Use team approaches in solving problems and improving processes and provide frequent feedback to those involved in improvement efforts.
- Delegate responsibilities to appropriate staff members.
- Consider data and results from action research when solving problems and improving processes.
- Contribute to positive staff morale through support and recognition of groups and individuals working toward school improvement.

- Assign tasks and supervise personnel in task accomplishment, including special projects.
- Provide recognition and celebration for student, staff, and school accomplishments.
- Appropriately and professionally manage personnel issues, including hiring, evaluation, staff deficiencies and retention; provide feedback on professional performance and offer assistance to strengthen weaknesses in performance.
- Interview and select qualified personnel to be recommended for appointment.
- Establish job assignments, supervise all assigned personnel, and conduct performance assessments according to Board's policies and procedures
- Establish and maintain individual professional development plans for each instructional employee linked to student achievement.
- Consider the aspirations of self and others in relation to the jobs and tasks assigned when assessing expertise and developmental needs.

MANAGEMENT OF PROCESSES:
The School Principal shall:

- Identify quality requirements of materials/services and communicate this information to parents, community and suppliers..
- Access community resources to meet school needs.
- Demonstrate readiness and confidence in making and/or sharing decisions in a timely fashion.
- Employ an improvement cycle for operational problems that analyzes results, identifies root causes and takes corrective action.
- Understand, support, and implement the procedures, negotiated agreements, policies and decisions of the School's Board, Sponsor, State, and Federal governmental entities.
- Implement the Board policy, state statutes, and federal regulations as they pertain to the School.

OPERATIONAL RESULTS:
The School Principal shall:

- Show positive trends in the achievement of improvement goal results in the areas of operation, business practices (efficiency) and customer satisfaction.
- Manage and supervise the school's financial resources including the preparation and disbursement of the School's budget and internal accounts.

- Establish and manage the School's student accounting and attendance procedures.
- Supervise and monitor the accurate completion of data collection and submit resulting reports according to timelines.
- Write and disseminate newsletters, memos, letters, press releases, agendas, and other materials using proper grammar and punctuation.
- Coordinate and manage the School's extra-curricular student activities and funds.
- Provide leadership in the effective use of technology in the classroom and in school administration.
- Coordinate plant safety and facility inspections at the School.
- Supervise transportation services at the School.
- Ensure adherence to good safety procedures.
- Comply with district procedures to manage equipment inventory, property leasing, and rental of School Board property.
- Perform other duties as assigned by the Board consistent with the goals and objectives of the position.

PHYSICAL REQUIREMENTS:

Medium work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be consistent with the policies established by the School's Board. Length of the work year and hours of employment shall be established by the School's Board.

- Keeps informed of trends and educational innovations as they relate to department concerns

POSITION DESCRIPTION

TITLE: Assistant Principal

REPORTS TO: Principal

POSITION GOAL: To serve as a liaison between and among the Principal, teachers, student body and members of the community and to assume responsibilities of the Principal in the absence of the Principal.

KEY RESPONSIBILITIES:

1. Assist the Principal in developing and administering a total school budget.
2. Assist the Principal in keeping adequate financial records of all internal account activities.
3. Assist the Principal in planning and administering the instructional program of the school.
4. Assist the Principal in the evaluation and recommendation of all personnel in the school.
5. Assist the Principal in administering the School's rules.
6. Assist the Principal in developing and supervising extra-curricular and athletic programs.
7. Assist the Principal in developing a public relations program for the school.
8. Assist the Principal in developing a comprehensive plan for the school, both annual and long range.
9. Assist the Principal providing necessary services that will give the optimal education for students.
10. Assist the Principal in providing leadership for training staff.
11. To perform other duties as assigned by Supervisor

KEY JOB REQUIREMENTS:

1. Master's degree with certification in Administration/Supervision/Educational Leadership.
2. Minimum of three years teaching experience and/or Educational Administration.
3. Makes decisions and final recommendations which routinely affect the activities of an entire facility or school. Position duties may include responsibility for developing strategic plans for one or more facilities or schools.
4. Work is non-standardized and widely varied requiring the interpretation and application of a substantial variety of procedures, policies, and/or precedents used in combination. Frequently, the application of multiple technical activities is employed; therefore, analytical ability and inductive thinking are required. Problem solving involves identification and analysis of diverse issues.
5. Supervision is present to establish broad objectives relative to basic position duties or departmental responsibilities. Independent judgment is required to set objectives, coordinate activities within a department or to complete a project. Actions taken may be based on similar situation encountered in the past.

6. Requires regular contacts to discuss issues of moderate importance and to respond to inquiries. Also requires continuing contacts with officials at higher levels on matters requiring cooperation, explanation and persuasion or with public involving the enforcement of regulations, policies and procedures.
7. Responsible for making recommendations within one department in the areas of compensation, staff selection, disciplinary action, complaints, employee performance, appraisal, and similar supervisory duties. Plans, assigns and evaluates the work of subordinates for effective operations and results of the units.
8. Plan events that will occur during the year, and have some effect on the department's annual expenditures, and or revenues.
9. Advanced Professional Skills: The professional theory and practice of the level above, but applied at the advanced level of the "seasoned" professional. Requires extensive knowledge of their professional discipline and a working knowledge of related fields. Understands information in several unrelated professional disciplines.
10. Work requires only minor physical exertion and/or physical strain.

TERMS OF EMPLOYMENT: Twelve (12) months

EVALUATION: Performance in the position will be evaluated by the Principal.

TITLE: Business Manager

REPRORTS TO: Principal for all operational tasks; Board Treasurer for preparation of monthly reporting to Board; Board Finance committee.

POSITION GOAL: The Business Manager is responsible for all financial aspects of the school. The Business Manager is responsible for managing the financial and budgetary processes of the school to ensure that the school realizes maximum benefit from its budget.

PERFORMANCE RESPONSIBILITIES:

Budget Management:

• Develop and monitor an annual budget cycle that is adequate for the school's needs including preparation of periodic budget forecasts.
• Prepare and maintain annual school budget.
• Prepare and maintain budget forecast on an ongoing basis.

Cash Management:

• Prepare and maintain cash flow analysis to ensure an adequate supply of cash on hand.

• Accounts Receivable:
    - Ensure revenue transfer is adequate and timely according to the school's charter contract.
    - Ensure receipt of fees for after-school programs, field trips and other activities from parents.
        - Accounts Payable:
    - Maintains and monitors method for ensuring purchases, receipts and invoices are matched appropriately.
    - Ensure vendors are paid according to established payment terms.
    - Manage credit cards that are held by employees, monitor monthly activity.

Accounting:

• Ensure accurate data entry of expenditures and deposits.
• Query journals, ledgers, and H.R. Accounts for tracking and reporting purposes; generate reports and reconcile actuals and budget ledger; prepare budget vs. actuals projections and analyses; review budgets and expenditures with appropriate individuals.
• Revise, maintain, implement, and monitor the school's accounting policies and procedures with special attention to separation of duties.
• Ensure school meetings requirements of our 501c(3) status on an ongoing basis.
• Prepare and accurately account for year-end accruals.
• Reconcile Bank Statement monthly.
• Reconcile classroom budgets bi-yearly.

• Make cash and check deposits.
• Process reimbursements for employees and Board members.

Financial Reporting:

• Prepare a monthly set of financial statement to include a balance sheet, statements of revenue and expenditures (compared to budget, Statement of Cash Flow.
• Prepare a monthly Cash Flow report for Treasurer and Principal.

Annual Audit:

• Prepare year-end books for audit.
• Assist with annual audit as needed.

Inventory Management:

• Ensure assets are inventoried once per year.

Risk Management:

• Ensure adequate insurance is maintained for the school and that it meets the requirements of GO's HUSD contract.

Payroll Processing:

• Process monthly payroll for all hourly and salaried employees.
• Prepare and submit all required payroll tax reports in a timely fashion.
• Ensure payroll entries in the accounting systems are accurate and up-to-date.

REQUIREMENTS:
Knowledge of SACS, Red Book, School Account Code Structure.

- Accounting/ Book keeping experience.
- Knowledge of Charter Schools and their issues with government and district.
- Knowledge of non-profit corporation legalities.
- Experience working in a school environment with principals, teachers, parents, students, trustees.
- A minimum of an Associate's Degree in Business or Accounting.
- A minimum of five years accounting, cash management and budgeting experience, preferably seven.
- Previous experience in a school setting preferred.
- Knowledge of Florida charter school law and knowledge of charter school operations is preferred.

TERMS OF EMPLOYMENT: Twelve (12) months

EVALUATION: Performance in the position will be evaluated by the Principal.

TITLE: Registrar/Data Entry Clerk

REPRORTS TO: Principal

POSITION GOAL: Perform specialized clerical work involving data entry and maintenance of data/record/files. May process data to provide reports and other requested information.

KEY RESPONSIBILITIES:

1. Set-up, enter and edit data from assigned area into computer database or system.
2. Create, run, verify and edit reports.

3. Update files and send and receive data files, as needed.
4. Maintain system operations for assigned area.
5. Respond to and process requests and add records, as needed.
6. Perform other duties assigned by supervisor.

TERMS OF EMPLOYMENT: Twelve (12) months/ 258 days

EVALUATION: Performance in the position will be evaluated by the Principal

TITLE: Media Specialist

REPRORTS TO: Principal

SUPERVISES: Library Aides, Clerks if assigned

POSITION GOAL: Committed to the improvement of the teacher-learning process through effective use of media; the educational media specialist takes the initiative in assisting teachers and students in translating objectives into meaningful learning experiences. The media specialist is a key person in the selection, creation, and use of materials and equipment which contribute substantially toward the improvement of learning for all students.

PERFORMANCE RESPONSIBILITIES:

1. To work cooperatively within the school community in planning media center services and activities.
2. To convert plans into written programs including policies, procedures, budgets, etc.
3. To maintain user-oriented environment, arrange and circulate resources, and manage personnel.
4. To conduct program assessment and analyze data for program modification.
5. To know how to select and evaluate all types of media, to know the sources for selection, the criteria for judging, and to have the ability to purchase media in terms of the needs of the students and teachers in their particular situations.
6. To provide for the weeding, inventory and repair of all materials and equipment.
7. To plan with the faculty for a systematic and integrated program of library instruction; instruction that covers fundamental library skills and is taught in a context of meaningful relationships for the pupil.

8. To serve as a resource consultant when working with the faculty on curriculum development, provide reference assistance, motivation and guidance in reading/viewing/listening, to orient and instruct students and educators.
9. To provide production resources and technical assistance and encourage teachers and pupils toward a multi-media approach to learning.
10. To serve as a spokesman for the media program and profession. To belong to professional organizations, know current trends, and make them known to the personnel with whom they work.
11. To perform other duties as assigned by the Principal.

TERMS OF EMPLOYMENT: Ten (10) months – Teacher Salary Schedule

EVALUATION: Performance in the position will be evaluated semi-annually by the Principal.

TITLE: Guidance Counselor

REPRORTS TO: Principal

POSITION GOAL: This position provides a professional student support service for students. It includes assisting students in making wise choice regarding their educational, vocational, and social needs and advising them of opportunities available to meet their goals.

PERFORMANCE RESPONSIBILITIES:

1. To assist students in obtaining their previous school records or other appropriate documents and/or forms.
2. To advise students of program offerings and requirements.
3. To coordinate student registration and orientation for students.
4. To maintain current student records and interpret information about each student.
5. To interpret interest or aptitude survey instruments or refer students to appropriate educational personnel and programs for service.
6. To assist students in developing a positive and realistic self-concept.
7. To advise students of higher education and/or career opportunities and requirements.
8. To provide students with information regarding financial aid or refer students to appropriate personnel or agencies.
9. To refer students to appropriate community agencies.
10. To confer with students and teachers regarding individual student progress.

11. To confer with teachers and administrators regarding improvements in curriculum and general school operation.

12. To maintain and promptly submit accurate complete records as required by law, district policy, and administrative regulations.
13. To participate in staff meetings and in-service training activities.
14. To participate in professional organizations and public relations activities.
15. To perform other duties as assigned by the Principal.

TERMS OF EMPLOYMENT: Ten (10) months – Teacher Salary Schedule

EVALUATION: Performance in the position will be evaluated by the Principal/Director in accordance with Collective Bargaining Agreement.

TITLE: Reading Coach

REPRORTS TO: Principal

POSITION GOAL: This position focuses on student achievement by working with teachers to ensure quality implementations of research-based reading programs(s) and scientifically-based reading strategies/practices at the middle school level.

EXAMPLES OF RESPONSIBILITIES INCLUDE:

1. Serve as a coach, mentor, and conduct on-going classroom observations of literacy instruction.
2. Facilitate implementation of appropriate curriculum by providing on-going support for middle school teachers as they identify and implement authentic learning activities and materials.
3. Support and assist classroom teachers in assessing specific literacy needs of students, develop appropriate, differentiated instruction, and refer students to the middle school remediation process if necessary.
4. Assist the District in implementing the middle school literacy curriculum at the school.
5. Provide opportunities for professional development in reading components, scientifically-based reading research, high quality reading instruction, and data interpretation and management; involving teachers, assistants, administrators, parents, and other stakeholders.
6. Coordinate and assist with literacy assessment, student progress monitor, and training teachers in student data analysis according to model specified in grant

7. Participate in the selection and/or adoption of textbooks and other instructional materials at the school and/or county level
8. Assist in the preparation and monitoring of the School Improvement Plan
9. Be responsible for the documentation of grant-specified activities, and assist with evaluation of effectiveness of grant implementation.
10. Perform other duties as directed by the Principal or the Director of Secondary Education.

QUALIFICATIONS:

1. Minimum of a Bachelor's degree in Middle Grades Education from an accredited college or university and be endorsed or certified in reading, working toward endorsement or certification.
2. A minimum of three years successful teaching experience in reading instruction.
3. Demonstrated competency in knowledge of the Sunshine State Standards, scientifically-based reading research, exemplary practices in reading instruction and data analysis.
4. Ability to plan, organize and direct activities for teachers.
5. Ability to establish and maintain effective working relationships with teachers, administration, district staff, and the public.
6. Experienced in facilitating adult training.

TERMS OF EMPLOYMENT: Ten (10) months – Teacher Salary Schedule

EVALUATION: Performance in the position will be evaluated by the Principal.

TITLE: Paraprofessional/Teacher Aide

REPRORTS TO: Principal

POSITION GOAL: Perform a variety of instructional tasks and clerical duties in classroom to assist teaching staff with education of school students.

KEY RESPONSIBILITIES:

1. Assist students with work. Read to children and work with students on small group activities.
2. Assist teachers with lessons. Perform teacher's duties in classroom when teacher is not present.
3. Monitor and grade student homework. Assist teacher with assigning homework.

4. Accompany students to and from bus, to classrooms, to nurse's office, and for parent pick-up. Direct children at crossing areas.
5. Make copies to assist teacher with lesson plans/daily projects. Prepare visual aids.
6. Provide clerical support including filing, recording grades, typing, sorting and distributing mail, running errands, etc.
7. Perform other duties assigned by supervisor

TERMS OF EMPLOYMENT: Nine (9) months/ 187 days

EVALUATION: Performance in the position will be evaluated by the Principal

TITLE: Teacher

REPRORTS TO: Principal

POSITION GOAL: Teach efficiently and faithful, using the books and material required, following the prescribed courses of study, and employing approved methods of instruction.

PERFORMANCE RESPONSIBILITIES:

1. To maintain a valid Florida Teaching Certificate.
2. To conform to all rules and regulations that may be prescribed by the State Board of Education and the Sponsor; and conform to the rules and regulation that may be prescribed by the School's Board.
3. To use prescribed materials and methods in the efficient execution of his/her teaching duties according to subject area or grade level to which assigned.
4. To prepare and maintain such records and reports as may be required by State and Federal law, regulations of the State Board, School, Board, or Sponsor.
5. To fulfill the term of any signed written contract by the School's Board.
6. To perform other duties as assigned by the Principal or designee.

TERMS OF EMPLOYMENT: Ten (10) months – Teacher Salary Schedule

EVALUATION: Performance in the position will be evaluated by the Principal

HIGHLY QUALIFIED TEACHERS

NCLB dictates that all students be taught by a "Highly Qualified Teacher" (HQT) who holds at

least a bachelor's degree, has obtained full State certification, and has demonstrated knowledge in the core academic subjects he or she teaches.

NCLB requires teachers in K-12 schools to meet the definition of Highly Qualified Teacher (HQT) through the following criteria:

1. minimum of a bachelor's degree
2. full state teacher certification
3. demonstrated subject matter knowledge in each core academic subject assigned to teach, including Bilingual, English as a Second Language, and Special Education.

The School recognizes that teacher quality is one of the most important factors in improving student achievement and eliminating achievement gaps. The School will follow the guidelines set by the Sponsor's Office of Professional Development (OPS). The School will direct its teaching staff to assist any developmental coursework offered by OPS or will pursue development opportunities outside those offered by OPS.

NCLB allows states to develop an additional way for current teachers to demonstrate subject-matter competency and meet highly qualified teacher requirements. Under the High, Objective, Uniform State Standard of Evaluation (HOUSSE), proof may consist of a combination of teaching experience, professional development, and knowledge in the subject obtained from previous years of teaching experience.

The duties and responsibilities of the instructional staff are as follows:

DEMONSTRATE PROFICIENCY

- Demonstrate mastery of all state competencies
- Demonstrate mastery of all twelve of the teacher practices benchmarks for the 21St century at the professional and eventually the accomplished level
- Foster students' achievement gains from baseline assessment levels to be evident in pre/post test comparison results, standardized test scores, and portfolios
- Maintain student portfolios

DEMONSTRATE INITIATIVE

- Demonstrate consistent attendance
- Demonstrate efficiency
- Demonstrate punctuality
- Initiate opportunities for professional development
- Initiate and present innovative ideas for special projects, school functions, field trips, extracurricular activities, and clubs

- Provide supplemental instruction

PARTICIPATE IN CONTINUED PROFESSIONAL DEVELOPMENT

- Attend workshops and conferences
- Demonstrate oral proficiency
- Demonstrate written proficiency
- Pursue further education and supplemental credentials

SERVE AS ROLE MODELS FOR STUDENTS

- Maintaining and promoting a safe environment and administer student surveys twice yearly
- Promote problem-solving skills and character education
- Promote and enforce Code of Excellence

ADVISE PARENTS

- Document parent phone calls, conversations, and conferences
- Work as partners to create behavior modification plans and create
- Pupil Progression Plans for students
- Keep parents updated through interim reports, report cards, phone calls, and notes home
- Maintain flexibility and frequent contact with parents about student progress and school events

DEMONSTRATE AWARENESS OF EACH STUDENT'S EDUCATIONAL NEEDS

- Continually assess students' development (psychological and academic) through clearly defined rubrics
- Establish, maintain, assess, and (if needed) modify individual student progression plans
- Identify those students who exhibit exceptional thinking styles and behaviors and implement and/or accommodate those exceptional needs

PARTICIPATE ACTIVELY IN SCHOOL FUNCTIONS

- Attend parent/teacher meetings and conferences
- Plan and participate in special events

WORK COOPERATIVELY AND PRODUCTIVELY WITH CO-WORKERS

- Take initiative to implement projects, programs, and/or compensate for

shortcomings within your classroom and/or the school environment
- Exhibit congeniality among co-workers, students, and parents
- Be flexible - always have a back-up plan

FOLLOW GUIDELINES REGARDING SAFETY AND EDUCATION

- Complete and maintain accident reports
- Consistently maintain portfolios
- Supervise student recreation
- Complete, distribute, and maintain files of all behavior and homework referrals as required
- Complete and maintain files of all report cards, interim reports, and county test records
- Maintain up-to-date lesson plans within the guidelines of the curriculum
- Follow safety requirements regarding aisles, doorways, fire alarms, and fire extinguishers at all times
- Participate in monthly fire and tornado drills
- Keep dangerous objects and toxic substances (ammonias, medicines, etc.) out of the reach of children at all times
- Follow appropriate medication guidelines for all students (never to give Tylenol, cough drops, or any prescription medications without the written consent of the parent and administrator and accompanied by the appropriate medical forms).

SERVE AS ROLE MODELS FOR STUDENTS

- Promote problem-solving skills and character education
- Promote and enforce school rules
- Maintain a pleasant and respectful demeanor among students and parents

SECTION 11

EDUCATIONAL SERVICE PROVIDER- SAMPLE CONTRACT

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 DAVIE HIGH SCHOOL, INC., a Florida non-profit corporation located at 3367 N. University Drive, DAVIE, Florida 33009 (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, 2016, or on the date upon which a Charter is granted to the SCHOOL, whichever is later, and shall continue for nine (9) 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)	Grades	Enrollment Expected
2016-17	9th	150 students
2017-18	9-10th	300 students
2018-19	9-11th	450 students
2019-20	9-12th	600 students
2020-21	9-12th	750 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 shall be an annual fixed fee equal to fourteen and one-half (14.5%) 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.

A monthly pro-rata share of the Fixed Fee shall be paid in accordance with the schedule of 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 in 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 forth in this Agreement until the effective date of termination.

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 (l), (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 ll.2 (a) (l), (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 11.1and 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 it 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, DAVIE HIGH
SCHOOL
3367 North University Drive
Davie, FL 33024
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 BRADENTON, INC.:

By Members of its Board of Directors

CHAMPIONSHIP ACADEMY OF DISINCTION. LLC:

By: _____
Cynthia Dotson, Operating Manager

APPENDICES AND EXHIBITS

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APPENDIX B	Insurance
APPENDIX C	Alternative Dispute Resolution

EXHIBIT 1	Charter
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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 I

[Charter – To be added upon issuance]

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

1. 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.

Ill. 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 tor 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 t1at 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 tiling 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 f1ow 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 workt1ow 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

- Trouble shoot 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 repots 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 tor 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:
  - 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;
  - Providing follow-up support when grants are awarded so the SCHOOL can maintain necessary records and fiscal compliance, and complete required reporting;
  - Providing assistance with renewal applications;
  - Advisory support for competitive grant applications for amounts under $50,000.

Entitlement Grants

- Provide assistance to SCHOOL with entitlement (Title 1-A, Titles ll-IV, IDEA and Reading First) grants by:
  - 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;
  - Assisting with the preparation and monitoring of 'Time and Effort" reporting requirements;
  - 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;
  - Providing support for grant financial reviews, programmatic site visits, and audit preparations.

SECTION 12

EMPLOYEE HANDBOOK – DRAFT

GRIEVANCES POLICY

EVALUATION FORM

SAMPLE PRINCIPAL CONTRACT

SAMPLE TEACHER CONTRACT

SAMPLE SALARY SCHEDULE

Faculty and Staff Handbook

Championship Academy of Distinction

2015-2016

FACULTY/STAFF HANDBOOK
2015-2016

Faculty/Staff Handbooks are made to provide you with important information so you can better understand your responsibilities during the school year. This handbook should be kept in your room and be used as a personal resource. All faculty and staff members are expected to read this document thoroughly and be knowledgeable as to the procedures and guidelines.

The information contained herein is revised yearly and you will be provided with periodic updates to keep you abreast of the latest developments. Please feel free to provide the administration with any feedback that would benefit our school so that we may consider your suggestions during the revision process. We would also be happy to address any questions or concerns about the content of this handbook.

In addition to this resource, a comprehensive policy manual is provided by Championship Academy of Distinction. and is available as a reference. Please be aware that the Student/Family Handbook also provides you with pertinent information.

All educators must strive to provide the best education possible for the children entrusted to our care. The above referenced resources will help you with this process and provide you with guidelines and/or directions to assist you in your daily routine. Please speak to an administrator should you require clarification for school procedures.

Championship Academy of Distinction will continue to pursue high standards in order to achieve academic goals that will translate into success for our children.

Together everyone accomplishes more!

Sincerely,

The CAD Administration

CAD SCHOOL PROCEDURES

ABSENCES FOR STAFF

A substitute list for obtaining emergency substitutes for the 2015-2016 school year will be provided to the faculty. All staff members are expected to report absences by calling the principal **no later than 5:30 a.m.** When you have been absent, you must call HR **no later than 2:00 p.m.** to let her know if you are returning to work the following day. If we do not hear from you by 2:00 p.m., **we will retain the substitute for the next day and you will be charged for a PTO day.**

ACCIDENTS AND INJURIES OF STAFF

Any staff member who is injured while on the job is required to report the incident to the office immediately. The injured staff member must also **complete** an accident report. Report all incidents for your protection and insurance purposes. If medical attention is required, check the list of authorized physicians since workmen's compensation will cover only the physicians authorized.

ACCIDENTS AND INJURIES OF STUDENTS

When a student is injured, an accident report must be filled out **by the supervising teacher** at the time of the accident. **The teacher should call the student's parent or guardian immediately** to report the injury.

All injuries must be reported, e.g. pencil stabs, scratches, etc.

The supervising teacher or staff member present at the time of the incident is responsible for:

Filling out the accident report at the time of the accident;
Notifying the parent or guardian immediately,
Requesting assistance for coverage if necessary;
Informing the administrator in charge of the accident or injury; and,
Ensuring that the injured child is made as comfortable as possible (medication may NOT be administered). The child must be sent to the school clinic so that any needed services may be provided.

ADMINISTRATIVE TEAM

Your Administrative Team is here to support and assist you at all times. It is extremely important to inform the principals and/or assistant principal of any situation or incident that may become a potential problem. Please be informed that it is not acceptable to leave a message with the secretary in lieu of speaking directly to an administrator.

ALARM

The entire school is on a monitored and sensitive alarm system to enhance security. Therefore, your cooperation is asked in closing all windows at the end of the day and not

hanging mobiles or fixtures from the ceiling of classrooms. Access to classrooms after school hours must be authorized by a member of the administration.

AMERICANS WITH DISABILITIES ACT

CAD adheres to a policy of nondiscrimination in employment and strives affirmatively to provide equal opportunity for all as required by state and federal law. The CAD Board attempts to identify and overcome real or potential artificial barriers to employment, training, or promotional opportunities for its staff and applicants.

In addition, the CAD Board has established procedures to assure nondiscrimination in employment, and the elimination of harassment. It is the policy of the school that all employees will be treated with respect. Hostile treatment or violence against an employee because of his/her gender, race, color, religion, ethnic or national origin, political beliefs, marital status, age, sexual orientation, gender identity, social and family background, linguistic preference, or disability, will not be tolerated.

STUDENT ATTENDANCE--SPECIFIC RESPONSIBILITIES

There are probably no factors more important to a student's progress in school than regular and punctual attendance. CAD has a vision whereby each student engages in a rigorous course of study which prepares him/her for a myriad of successful post- secondary options. Students are expected to:

- Be present at school each and every day;
- Attend class as scheduled;
- Arrive to school and class(es) on time; and
- Demonstrate appropriate behavior and a readiness to learn.

CAD has the affirmative obligation to increase student attendance through a monitoring process that will classify all absences as excused or unexcused, to inform parent/guardians of student absences, and to see that the compulsory attendance laws are enforced as mandated by Florida Statutes. This obligation will be satisfied through the implementation of an attendance review procedure, which monitors the type and number of student absences as well as the impact of these absences on learning.

I. Attendance Defined

School Attendance - Students are to be counted in attendance only if they are actually present or engaged in a school-approved educational activity which constitutes a part of the instructional program for the student.
Class Attendance - Students are to be counted in attendance if they are physically present in class or have been excused by the teacher on a class-related assignment, or have been requested by a member of the school support staff for an approved school activity.
Tardiness - It is a reasonable expectation that in order for a learning activity to exist, each student must arrive to class on time (punctually). Accumulated unexcused tardies will be counted towards the threshold for initiating attendance review.

Early Sign-outs – The early release of students causes disruption to the academic performance of all students and may create safety and security concerns. No students shall be released within the final **30 minutes** of the school day unless authorized by the principal or principal's designee (i.e., emergency, sickness).

II. Absences Defined

Excused School and Class Absences and Tardies

- Student illness: Students missing 3 or more consecutive days of school due to illness or injury are required to provide a written statement from a health care provider. The written statement must include all days the student has been absent from school. If a student is continually sick and repeatedly absent from school due to a specific medical condition, he or she must be under the supervision of a health care provider in order to receive excused absences from school.
- Medical appointment: If a student is absent from school due to a medical appointment a written statement from a health care provider indicating the date and time of the appointment must be submitted to the principal.
- Death in family
- Observance of a religious holiday or service when it is mandated for all members of a faith that such a holiday or service is observed.
- School-sponsored event or educational enrichment activity that is not a school-sponsored event, as determined and approved by the principal or principal's designee: The student must receive advance written permission from the principal or the principal's designee. Examples of special events include: public functions, conferences, and regional, state and national competitions.
- Subpoena by law enforcement agency or mandatory court appearance.
- Outdoor suspensions
- Other individual student absences beyond the control of the parent/guardian or student, as determined and approved by the principal or the principal's designee. The principal shall require documentation related to the condition.

B. Unexcused School Absence

Any absence that does not fall into one of the above excused absence categories is to be considered unexcused. Any student who has been absent from school will be marked unexcused absent until he/she submits required documentation as specified above. Failure to provide required documentation within three school days upon the return to school will result in an unexcused absence. Unexcused absences include:

- Absences due to vacations, personal services, local non-school event, program or sporting activity.
- Absences due to older students providing day care services for siblings.
- Absences due to illness of others.
- Absences due to non-compliance with immunization requirements (unless lawfully exempted).

A student accumulating ten (10) or more class unexcused absences in an annual course or five (5) or more class unexcused absences in a designated semester course will have quarterly,

Semester and final grade(s) withheld pending an administrative screening and completion of assigned interventions by the Attendance Review Committee. Unexcused absences do not require that the teacher provide make-up work for the student. However, the Attendance Review Committee may assign educationally-related activities to mitigate the loss of instructional time.

III. Responsibilities Defined

A. The principal is expected to ensure that:

- Attendance/tardiness is taken and recorded by duly authorized persons at a designated time(s) every official school day.
- A review of classes that have excessive absences is made in order to determine if the quality of instruction is a factor in the failure of students to attend class on a regular basis. Should this be the case, he/she will initiate appropriate action to upgrade the quality of instruction in the classroom(s) in question.
- A duly authorized person(s) determines the status of each absence/tardiness.

The steps outlined in Section 1003.26, Florida Statutes to ensure regular school attendance are implemented. An Attendance Review Committee is established and convened a minimum of six (6) times per year. Provide consideration to appeals made by students and/or parents regarding recommendations of the Attendance Review Committee.

B. The classroom teacher is expected to:

- Encourage good school and class attendance with challenging and rigorous instruction and curriculum and by demonstrating an interest in the welfare of students.
- Take and record attendance/tardiness for the students enrolled in each class. The record should reflect excused or unexcused absences/tardiness.
- Upon request of the student or the parent/guardian, provide make-up assignments for excused absences/tardiness.
- Make recommendations to the Attendance Review Committee regarding quarterly, semester and final grades when the student has accumulated ten (10) unexcused absences in an annual course or five (5) unexcused absences in a designated grading period or semester course.

C. The student is expected to:

- Attend classes one hundred and eighty (180) days each school year.
- Request the make-up assignments for all excused absences/tardiness from his/her teachers upon his/her return to school or class. It should be noted that all class work, due to the nature of instruction, is not readily subject to make-up work.
- Complete the make-up assignments for classes missed within three days of the return to school. Failure to make up all assignments will result in the lower assessment of the student's academic and/or effort grade.
- Be reported as present for the school day in order to participate in athletic and extracurricular activities.

D. The parent/guardian is expected to:

- Be responsible for his/her child's school attendance as required by law and stress the importance of regular and punctual school attendance with his/her child.
- Report and explain an absence or tardiness to the school.

- Ensure that the child has requested and completes makeup assignments for all excused absences/tardiness from his/her teachers upon his/her return to school or class.
- Appear before the Attendance Review Committee at the scheduled time to provide information relating to his/her child's absences and to support prescribed activities.

E. The Attendance Review Committee is comprised of a minimum of a student services representative and an administrator or administrative designee and will provide guidance and support to students with significant absences. They are expected to:
- Provide early intervention by convening when students reach an accumulation of five (5) Unexcused absences in a semester or ten (10) unexcused absences in an annual course.
- Convene a minimum of six (6) designated times per year.
- Give consideration to all extenuating circumstances surrounding student absences.

The Attendance Review Committee is charged with the responsibility of prescribing activities designed to mitigate the loss of instructional time and has the authority to recommend the following:

- Issuing of quarterly, semester or final grades.
- Temporary withholding of quarterly, semester or final grades. The following are among possible options:
    1. Make-up assignments
    2. Attendance probation for the following grading period(s)
    3. Completion of a school service project
    4. Permanent withholding of quarterly, semester or final grades and credit. The student is to be informed of his/her right of final appeal to the regional superintendent or designee.
- Review attendance history for student exhibiting patterns of excused and/or unexcused absences and provide appropriate referrals and counseling support.

IV. Appeal Process

The parent or guardian who does not concur with decisions made by the Attendance Review Committee may petition to the principal or principal's designee.

V. Truancy petition; prosecution; disposition

If a child does not comply with efforts to enforce school attendance, the school may file a truancy petition.

ATTENDANCE REPORTING PROCEDURES

Daily student attendance will be recorded using the electronic gradebook. Teachers will be responsible for the prompt and accurate input of attendance no later than 9:00.m each morning. The data submitted by teachers via the electronic grade book will be uploaded to the district's system. Once the attendance information has been entered in the electronic grade book, changes will not be possible. All changes will have to be done by the data processor/registrar.

Any student absent from class will be automatically unexcused until documentation has been submitted to the teacher indicating the absence was within the excused category. Teachers MUST submit an attendance correction form to data processor/registrar on a weekly basis.

Teachers are to maintain a daily attendance record for each individual student by printing a weekly roster (subject to change) and inserting it in the gradebook. The teacher's gradebook is the source document for attendance data.

ATTENDANCE BULLETIN

CAD maintains a log of Daily Attendance Bulletins as part of the audit trail for attendance and FTE reporting.

IMPORTANT: IT IS REQUIRED THAT THE ATTENDANCE BULLETIN BE VERIFIED BY ALL INSTRUCTIONAL PERSONNEL DAILY. THE BULLETIN WILL BE POSTED BY THE SIGN IN SHEET FOR TEACHERS TO VERIFY ABSENCES AND INITIAL THAT THE ATTENDANCE IS CORRECT. PLEASE NOTIFY THE DATA PROCESSOR/REGISTRAR IF YOU NOTE AN ERROR.

BELLS

Classes begin at _____ **am .** All students are dismissed at _____.
Teachers are expected monitor the dismissal of students.

BULLETIN BOARDS

The teacher and his/her students are responsible for maintaining the bulletin boards in their classrooms. Student work is to be displayed in a neat and attractive manner. Please use backing on all bulletin boards. You are encouraged to design original bulletin boards instead of using commercial (Drago, Get Smart, etc.) materials.

Please **DO NOT** use tacks and staples on the wooden areas in the room, doors, or areas other than bulletin boards. Sticky tack may be used on areas other than bulletin boards but must be completely removed by the year's end. As per fire code requirements, no more than 20% of an individual wall may be covered with non-flame retardant material.

Each Grade level will be assigned a particular bulletin board in which they are responsible for decorating. The Assistant Principal will assign these bulletin boards.

CAFETERIA PROCEDURES

All students must be given an index card with their number when coming to eat in the cafeteria until they memorize their meal identification number. Students should enter and leave the cafeteria quietly. Complete rules and regulations concerning cafeteria behavior should be reviewed and enforced with the students. These can be found in the student handbook. The support of the teacher is crucial to the establishment of a proper cafeteria environment.

We have scheduled a 30 minute lunch period with no lapse of time between classes. The schedule calls for punctuality. Adhere to the schedule and table locations. Review cafeteria rules carefully with your students. It is most important for each teacher to establish lines of communication with the cafeteria monitors.

Staff members are free to leave the work location during their duty-free lunch period upon signing out in the log located in the office by the fax machine. Please sign in upon your return.

CERTIFICATES

It is the professional responsibility of each educator to provide the school with a copy of a current, valid Florida Educator's Certificate or copies of other documentation such as Statement of Eligibility and or college transcripts, as may be applicable (Florida State Board of Education Rule 6A-1.0503). You may access http://pers.dadeschools.net/prodev/certification.htm or http://www.dade.k12.fl.us/pers/prodev/6317.pdf for information. Furthermore, you must send a copy to the district office for input into the computer system.

CHILD ABUSE

Pursuant to Chapter 415, Florida Statutes, all employees or agents of the school have an affirmative duty to report all actual or suspected cases of child abuse or neglect. Any teacher that contacts DCF should inform the administration to ensure appropriate follow-up. **There are no exceptions. Failure to report abuse can result in criminal or civil liability. When in doubt, report!**

1 800 -96-ABUSE

CHILDREN PLACED OUTSIDE OF THE CLASSROOM

Placing students in the hallway outside of the classroom unsupervised is **NOT PERMITTED UNDER ANY CIRCUMSTANCES.** If you feel a child needs to be separated from the class due to total disruptive behavior, please send the student to the office with a Student Case

Management Referral (SCM) Form. Do not place students outside your classroom for instructional purposes either.

CLASSROOM EMERGENCIES REQUIRING CUSTODIAL SERVICES

All classroom emergencies, e.g., toilet overflows, spills or leaks, student vomiting, electrical problems, etc., are to be reported to the main office.

COFFEE/EATING IN CLASSROOM

Staff members who want a cup of coffee, tea, or hot beverage should arrive early enough to finish it before their assigned time with students begins. Coffee, food, and soft drinks should never be consumed in the classroom or in front of the students. Only water can be consumed by the teacher in a classroom. **DO NOT EAT OR DRINK ANYTHING BUT WATER IN YOUR CLASSROOMS.** Eating is permitted only in the cafeteria and the teachers' lounge. The only exception to this is for classes that eat in their room.

CLASSROOM SUPERVISION

Under no circumstances should the classroom teacher leave his/her students unattended. Teachers should not use cell phones during instructional time.

The teacher is responsible for students enrolled in his/her class (es). An official pass must be used whenever a student leaves the classroom without a teacher. Teachers should initiate a "buddy system" when students leave the classroom for other locations.

CLINIC

When a child comes to the clinic because of an illness or an accident, a clinic pass or a note describing the problem should accompany him/her. Office personnel will contact parents or persons named in the emergency contact information. No medication or treatment may be administered by any school personnel. No child may bring or take any medication unless proper documentation is on file in the office, and then only under supervision of trained personnel.

COLLECTION OF MONIES

Money collected for school pictures, insurance, or special activities must be submitted to the office each day. No money should be kept by teachers overnight. Plans involving collection of funds must be cleared with the principal before they are implemented.

All monies collected must be submitted with a RECAP OF COLLECTION SHEET listing the students' names and the amount collected. **Please refer to the collection of money procedures located in the back of this handbook.**

The administration will be responsible for electing/selecting a chairperson. The chairperson will be responsible for scheduling meetings, setting up the agenda, and setting the pace of the meetings. They must also make sure that the outcomes of the meeting are disseminated to the staff. The chairperson must make certain that the goals of the committee are being met. The committee will appoint a secretary who will keep minutes and turn them into administration as a record of on-going activities.

COMMUNICATIONS OUTSIDE THE SCHOOL

No letters or notices bearing the school's **letterhead** are to be sent to parents, agencies, organizations, or individuals within the school without being approved by administration.

Teachers and other personnel who send communications to the parents via the student or U.S. Mail such as bulletins, flyers, homework assignments, letters, notices, notes, progress reports, etc. are directed to proofread the written or printed material for grammatical errors, incorrect spelling and punctuation, and legibility before forwarding it. Written assignments placed on the board should be scrutinized by the same aforementioned process in order to avoid criticism and embarrassment. Communications generated, displayed, forwarded and distributed to parents, agencies and the school/community should depict a positive image of our school.

CLASSROOM DISCIPLINE

Teachers should make every effort to handle routine classroom discipline problems by providing a Progressive Discipline Plan, conferring with the student, contacting parents, and referring the student to the administration when appropriate. The Plan consists of:

1. 1st incident, teacher will attempt to redirect student.
2. If incident continues, teacher will use disciplinary strategies, such as timeout.
3. If incident continues, teacher will contact parent/guardian.
4. If incident continues, teacher will refer student to the administration.
5. If incident continues, teacher will arrange parent/guardian conference in order to cohesively devise an intervention plan that will promote academic and behavioral achievement.

If a serious violation of school rules has occurred, a "Student Case Management Referral Form" should be completed and forwarded to the administration. A response will be forthcoming.

If a student presents an immediate and serious discipline problem, call the office or send a reliable student to the office to summon an administrator. Office referrals should be used as a final resort in order to make it a significant experience.

Good classroom management is essential for effective operation of the total school program and the teacher plays an important role in this area. The teacher must give careful attention to the emotional, social, physical, and civic development of students and incorporate into his/her program a plan of guidance that leads youngsters towards self-control. Discipline cannot be handled by proxy. It involves standards of conduct as well as consistent and reasonable consequences for inappropriate behavior.

The following student offenses should be handled by the classroom teacher.

1. Tardiness (unless it is excessive)
2. Profanity
3. Unauthorized removal of another's property (minor infraction, e.g., pencil, book)
4. Excessive talking
5. Getting out of seat without **permission**
6. Failure to complete assignments
7. Failure to turn in homework
8. Other minor infractions of classroom/school rule

The following student offenses will be referred to the administration.

1. Leaving the classroom and/or school without permission.
2. Bringing weapons and/or drugs to class/school
3. Serious fights which cause injury or disrupt the educational process
4. Excessive profanity
5. Destruction of school property
6. Flagrant disrespect or defiance of authority
7. Verbal or physical assault on teacher
8. Continued tardies or absences following teacher's warning
9. Unauthorized removal of another's property (major infraction)

The disciplinary policies of the school should be administered on a consistent basis throughout the school. The CODE OF STUDENT CONDUCT should be reviewed with students at the beginning of each school year.

NEVER

- Use corporal punishment of any kind (hitting, taping or tying students, having students stand for long periods of time, write lines etc.).
- Send a child to stand outside a classroom where he/she is unsupervised.
- Use humiliation or sarcasm.
- Impose total group punishment of any kind.
- Assign excessive, meaningless, repetitive assignments as punishments.

The administration will attempt to support teachers in discipline problems to the best of their ability. However, the following procedures are necessary to accomplish this goal:

- Maintain anecdotal records/Parent Logs.
- Contact parents to ensure cooperation at home.
- Do not send students to the office and expect them to explain the reason he/she is being sent to the office. The students always have their side of the story.
- Students must be accompanied by a SCM or written note from the teacher.

CLASSROOM ENVIRONMENT

Check your classroom for conditions that are unsafe and/or inoperable and report problems to the custodian/zone mechanic using the form located in the forms filing cabinet in the cum room. Room arrangements should be designed in such a way that **easy access to the door and the fire exit window is easily accessible**. A fire diagram showing two plans for evacuation must be displayed by the door. Rooms should be locked when you leave them. **Do not store spray cans in your room.**

CORPORAL PUNISHMENT

Under **NO** circumstances is corporal punishment to be administered. Allegations of corporal punishment will be referred to the Department of Children and Families Services and the Hollywood Police for investigation.

CUMMULATIVE FOLDERS

All cumulative folders are to be kept in the office. Please see the registrar to check out any folder. The folders are NOT to be left in the classrooms. Each teacher is responsible for accurate and complete cumulative records for his/her students. They must be kept up-to-date at all times. Records for students who transfer to another location must be completed within three (3) days after the registrar informs the teacher of the student's withdrawal.

Check cumulative folders carefully (particularly of transfer students) for pertinent information (i.e. psychological evaluations, referral forms, etc.). Do this throughout the year as students transfer in and out. Please be cautious and aware of the following:

1. The information in the cumulative record folder is confidential.
2. Volunteers and students are not to handle cumulative record folders.
3. Cumulative records must never be taken from the school grounds nor are they to be left in the classroom overnight.
4. The cumulative records are located in the main office under the supervision of the registrar.
5. Items in the cumulative folder should be organized according to the checklist provided by administration.

CUSTODIAL PROCEDURES

All requests for custodial services are to be given to the school admin. It is the responsibility of every staff member to assist in the cleanliness and maintenance of the school. Students and teachers deserve an environment that is clean and conducive to learning. Avocado has fulltime custodians that work evening shifts in order to maintain the school in an orderly fashion. They are in charge of cleaning the school facility and grounds. If you have any custodial concerns, please see either the principal or the assistant principal and complete the attached form.

DRUG FREE WORK PLACE

CAD recognizes that substance abuse in our community exacts staggering costs in both human and economic terms. Substance abuse can be reasonably expected to produce impaired job performance, low productivity, absenteeism, accidents, wasted materials, lowered morale, rising health care costs, and diminished interpersonal relationship skills. All CAD employees share a commitment to solve this problem and to create and maintain a drug-free work place.

DISMISSAL

BUS AREA PROCEDURES

A supervision schedule is provided to all teachers designating assigned responsibilities for dismissal duty. Assigned teachers will provide supervision at the bus or parent zone and assist in loading the students. These assignments are made to assure the safety of the students. This year the administration is asking for the assistance of all faculty members. Teachers are reminded to adhere to the following procedures:

- All assigned personnel should report to their post at the designated time and remain with the students until they have been picked up.
- Teachers responsible for a particular group of students at dismissal are accountable for walking their students out of the building.
- Do not allow students to walk to dismissal alone.
- Teachers are being asked to assist by actively supervising students.
- Please do not give your back to the traffic.
- Please direct cars as necessary and supervise the students.
- Do not allow parents to double park or walk their children across the traffic.
- Students should be directed to walk in an orderly manner at dismissal.

EMERGENCY PLAN IN CASE OF DISRUPTION

During times of emergency the primary responsibility of all school personnel is to provide for the personal safety of students, to isolate the problem area, and keep the school organized and under control.

To avoid alarming the student body and to offer a rationale for certain personnel leaving class areas, the public address system will be used to convey a prearranged signal notifying all personnel that an emergency exists and that they should assume assigned posts and/or actions. Our prearranged signal is either **"CODE RED**" or **"CODE YELLOW**."

EMERGENCY PROCEDURES FOR SERIOUSLY ILL OR INJURED STUDENTS

It is imperative that every student in every homeroom have a completed **EMERGENCY CONTACT CARD** on file in the office. All members of the school staff are expected to study the following procedures and fix clearly in their minds what is to be done in case of an emergency.

When a child is judged by the classroom teacher or person in charge of the activity to be seriously ill or injured, follow these procedures:

1. The teacher shall immediately dispatch two reliable students to the office or nearest communication device to notify the principal and/or an assistant principal.
2. In cases of serious illness, make the child as comfortable as possible under the circumstances. Do not attempt to move the child until assistance arrives.
3. In case of an accident, take First Aid measures depending on the nature of the accident. (Each staff member should have a basic working knowledge of First Aid).
4. Once administration as arrived, the child should be moved to the office as quickly and as carefully as possible. Ask for the help of other teachers or reliable students. This step would not apply where the teacher might suspect serious internal injury or conditions that may become more serious by moving the student.
5. The teacher will notify the parent and/or relative listed on the Emergency Contact Card.
6. In cases where the parent or others listed on the Emergency Contact Card cannot be reached and it is apparent that immediate professional help is needed, the administrator in charge shall contact the police for the purpose of summoning help.
7. All accidents are to be reported to the office staff by the teacher in charge of the group or activity in writing on the correct form. **However, an injured student is not to be sent to the teacher where the incident originally occurred. The teacher receiving the report must complete the report based on student account of the event.**
8. If in doubt about the seriousness of an injury or illness, take action that assumes the worst Don't assume all will be OK in time.

When a teacher must leave the room to bring a child to the office, notify the teacher closest to your room to monitor your students and later notify the main office.

An accident report must be completed by the supervising teacher and given to admin assistant in the main office.

EMERGENCY TEMPORARY INSTRUCTOR PLANS

Emergency plans should be developed with three days of work for students. These are not regular substitute plans that you would prepare if you knew you were going to be out. These will be used only in case of an emergency during your absence. Updated emergency substitute plans should be kept on file **in the main office with** the assistant principal. It should include: attendance roster, all subject area work, seating chart, daily schedule, school map, fire drill map, and a copy of the safety and security plan.

ENTRY INTO SCHOOL BUILDING AFTER THE SCHOOL DAY

Official permission must be obtained from the principal to enter the school building during hours that the school is not officially open for school business.

EQUIPMENT/REMOVAL OF SCHOOL EQUIPMENT

All school equipment leaving the building must be signed out on the official Use of Equipment form. Permission to sign out equipment must be obtained from the principal. Forms are available through the main office.

FACULTY/PROFESSIONAL DEVELOPMENT MEETINGS

The transmittal of information, exchange of ideas, and staff interaction are vital to the educational process. **Attendance at faculty meetings is required by all personnel.** Routine medical/dental appointments should not be scheduled on these days. Faculty meetings for the 2015-2016 school years will be distributed to the staff during preplanning. Any changes in that schedule will be announced. **To be excused from a faculty meeting, you must see the principal for approval.**

FACULTY PARKING

Please park in our designated area only. Parking in other areas is discouraged.

FIELD TRIPS

Trips for students are permitted which have value in meeting educational objectives, are directly related to the curriculum, or are necessary to the fulfillment of obligations to the interscholastic athletic and activity program.

The educational purpose and length of the field trip must be approved by the principal at **least 2 months in advance.** A signed parental permission form must be on file at the school prior to student's participation.

A roster is to be submitted along with the field trip application request that includes the names, addresses, and telephone numbers of all students who are eligible to participate in the field trip. Also, a form should be submitted to the cafeteria designating free or reduced lunch status of students a**tleast three weeks prior to the field trip**.

Important: **ALL CHAPERONES MUST BE CLEARED AS VOLUNTEERS**. Please remember that this takes a long time to process.

FIRE DRILLS

When the warning system is sounded throughout the school, teachers will lead the students quickly and silently out of the building according to the evacuation route/direction posted in each room. Teachers will close the doors upon leaving and take their gradebooks. After arriving at the designated safe area, role should be checked to ensure that all students are accounted for. At the all-clear sound, teachers and students will return to class. Fire drills will occur minimally once each month. When the fire alarm rings, teachers should:

- Signal the students to prepare to evacuate.
- Exit with the gradebook in hand.
- Check classroom restrooms and other contiguous rooms.
- Proceed to the room exit and initiate room evacuation. DO NOT waste time closing windows, drawing shades, etc.
- Check to see that everyone has departed the room.
- Close the classroom door. DO NOT lock it.
- Follow the assigned evacuation route to the assembly area.
- Evacuate quickly but do not permit running, shoving, tripping, or excessive talking.
- Take roll call and report missing persons to the principal or the Assistant Principal.

FISCAL PROCEDURES

The responsibility of school funds, expenditures and receipts, is that of the principal. Under no circumstances should any member of the staff order materials, equipment and supplies or collect money from students without the approval of the principal.

GIFTED REFERRALS

Students exhibiting enhanced academic success and superior thinking skills may meet criteria for the gifted program. Children demonstrating these superior qualities should be identified and referred to an administrator as early as possible.

GRADEBOOK CRITERIA (Subject to Change)

The teacher's gradebook is a legal document required by state law. It can be summoned in any court case as a legal record of grades and attendance. It must be accessible at the school site while school is in session. Emphasis must be placed on accuracy, consistency in recording, and neatness. Designated persons will monitor gradebooks periodically. In organizing and maintaining your gradebook, observe these guidelines:

Classroom teacher should arrange their gradebook by subject according to the order of the report card being used.

Student academic grades should be recorded each week per week per subject for each nine-week period. Each grade should be labeled according to the evaluation device administered to determine mastery of the concept assessed.

Final grades should be recorded in the gradebook each nine week period for each subject.

Record the name and student identification number for every student and the date he/she entered the class by placing the letter E (entered) in the column that corresponds with the entry date.

Teachers must log teacher-parent communications in the official gradebook and specify whether such contact was in person, by telephone, or through written correspondence. When required parent contact is not achieved, evidence of attempts to contact parents should be recorded in the gradebook, and referred to designated administrative personnel for follow-up.

Unsatisfactory progress notes/failure notices that have been issued should be indicated in the gradebook. **According to policy, Progress Notice indicating unsatisfactory performance must be given to every student that is in danger of**

ach ievin g a grad e b elo w a "C" or a 2 in ef f ort. The same applies for behavior. The electronic gradebook can produce such notices for individual students.

Grading Scale

The following grading scale applies to students in Kindergarten:

E – Excellent Progress
G – Good Progress
S – Satisfactory Progress
M – Minimum Progress
U – Unsatisfied Progress

The following grading scale applies to students in grades 1-8:

A	90%-100%	Outstanding Progress
B	80%-89%	Above Average Progress
C	70%-79%	Average Progress
D	60%-69%	Lowest acceptable Progress
F	0-59%	Failure

Please note that if a student in grades 1-8 is functioning below grade level in Language Arts, Reading and/or Mathematics, the student will receive a letter grade no higher than a D or F and the below grade level report card comment (L.A. and Mathematics).

In addition, if a student is in danger of retention, danger of retention comments must be included in the report card.

HALL PASSES

Students must have a hall pass when leaving your classroom. All students found in the hall without a hall pass will be sent back to their classroom.

HOLIDAYS

On a school day, which immediately precedes a holiday, a PTO day cannot be taken. If it is taken it is without pay.

HOME LEARNING POLICY

CAD recognizes that one of the main purposes of school is to begin training in the habits of independent study by establishing good work habits and improving while reinforcing skills. This can be done by making assignments that can be carried out without the supervision of the teacher. The responsibility becomes a threefold goal: teacher, student and parents.

Teacher Responsibilities

- The teachers will show evidence of home learning assignments in their lesson plans.

- The teachers will check and review the assigned home learning. Home learning assignments will not be given as punishment or as busy work.
- The teachers are to give home learning assignments that are well within the capabilities of students, and can be adapted to individual needs, interests and capacities.
- The teachers are to make sure assignments are clearly understood by pupils, and can be done by the pupils without help from others.
- Home learning assignments will be checked, or graded, and recorded in the gradebook.

Student Responsibilities

- The student is to ask questions pertaining to the assignment during the time the assignment is given or at the teacher's convenience.
- The student must put forth his/her best effort to do the home learning assignment and to complete it by the due date.
- The student is to turn in the completed assignment in an acceptable manner to his/her teacher.
- The student is to copy all assignments in her/his assignment book, and bring home necessary books and materials.

Parent Responsibilities

- The parent is to provide appropriate time and space free from interruption in order that the student will be able to concentrate without disturbance.
- The parent should encourage the child to finish the assignment or do the required amount of study for the evening.
- The parent should be available for advice or consultation; however, the student should assume the ultimate responsibility.

CAD home learning policy emphasizes the importance of reading and encourages parents to become involved in the implementation of the home learning guidelines, which include a marked emphasis on reading.

One way that parents can support a renewed emphasis on meaningful home learning is to ensure that their children read daily. Of course, parents or other family members should make every effort to read to students who cannot read on their own.

The recommended daily home learning averages are as follows:

Grade Level	Frequency of Assignments	Total Daily Average (All Subjects)
9 – 12	Daily (5 days a week)	90 minutes

All students must read 30 minutes daily in addition to regular home learning assignments.

INTERNET AS A LEARNING TOOL

The purpose of providing students and employees access to the Internet is to promote academic excellence. This computer technology provides resource sharing, innovation and communication that will help launch today's schools into the information age. Utilization of the Internet by students and employees must be in support of and consistent with the educational objectives of the school. When utilizing the Internet all users

must adhere to the provisions of this rule and the standards of conduct established in the school.

INCLEMENT WEATHER PLAN

Each teacher must have on file an inclement weather plan for each student in their classroom. This should be done at the beginning of the school year.

LEAVING CAMPUS DURING THE SCHOOL DAY

Staff members are permitted to leave the campus during their designated lunch period without administrative approval; however, they must sign in and out in the office. Persons who find it necessary to leave the campus at any other time during the work day, **must have approval from the principal/assistant principal and must also sign in and out in the office.**

LESSON PLANS

Daily lesson plans are required in advance on a weekly basis. All lesson plans must indicate objectives, activities, assessments and home learning. Please utilize Pacing Guides as they apply to individual subjects.

Additionally, teachers will include sustained Independent Reading time, on a daily basis, as part of their weekly plans.

If you have ESOL students in your class, lesson plans must include the ESOL strategies. (Handout will be provided). These strategies may be coded to facilitate their inclusion in lesson plans.

A variety of activities need to be present with emphasis on hands-on activities, cooperative and flexible groupings and other learning activities that will assure a successful instructional program. FSA strategies and question formats should be incorporated in all subject areas.

MAILBOXES

Mailboxes should be checked and emptied upon arrival in the morning, and before leaving at the end of the day. All pertinent information for staff members will be posted on the bulletin board in the office. **Students are not allowed to retrieve items from staff mailboxes.**

MATERIALS AND SUPPLIES

Basic supplies will be provided to teachers at the opening of school. If you need additional supplies, fill out the supply request form and leave it with the admin assistant in the office. All supply requests will be filled within 48 hours, or as soon as possible.

MEDIA RELEASES

There are instances when students may be recognized for any of a variety reasons via newspapers, television or other forms of media. In order for a student to be recognized in any school event that may have media coverage, it will be necessary to obtain parental consent from the parents/legal guardians. The consent form may be found in the forms section of the handbook. Please plan accordingly so that consent may be obtained well in advance of perspective events.

MEDICAL EMERGENCIES

If a student or staff member is injured, the principal or designee must be notified at once and the proper forms must be completed. **The principal or designee will make the decision to call 911.** Remember the safety and welfare of everyone in the school is our number one concern.

MONEY AND VALUABLES

- Do not leave any money in the building overnight.
- Do not leave money in or on your desk.
- No money is to be collected from students without the principal's approval.
- Do not leave purses or other valuables unattended.
- No money collected for any purpose shall be held overnight by the teacher.
- All monies collected must be turned in to the office and must be submitted WITH A RECAP SHEET listing the student's name, teacher's signature, amounts and purpose of collection.
- ALL MONIES COLLECTED MUST BE TURNED IN TO THE OFFICE BY 9:00 a.m.

MORNING PROCEDURES

Students should not arrive at school earlier than _____ am unless they are a part of the Before School Care Program if applicable. Classes begin at _____. To accomplish this task parents should not be in the classrooms and teachers should not hold parent/guardian conferences during the time students are entering class. Remember that the safety of the students is vital. Teachers should have an assignment for the students as soon as they walk in through the door.

OPENING EXERCISES

Opening exercises five minutes after school start time for the grade levels. Special announcements are available to teachers and school programs upon completion of the designated communication form. All students and staff members are encouraged to listen attentively to announcements. **To request an announcement, please fill out the announcement form and give it to the media specialist at least twenty-four (24) hours in advance.**

PARENT COMMUNICATION

Parent–Teacher conferences should occur on a regular basis. Emphasis should be placed on students' success and creativity along with academic or behavioral difficulties that the student is experiencing. Please adhere to the following:

1. Please return all parent/guardian phone calls within 24 hours.
2. Teachers must log all parent-teacher conferences and specify whether such contact was in person, by telephone or through written correspondence.
3. Evidence of attempts to contact parents should be recorded in the communication log.
4. A referral to the visiting teacher is appropriate if all attempts to contact the parent/guardian have not been successful.

PERFORMANCE MONITORING PLAN (PMP)

Schools are required to conduct parent conferences for students identified as not meeting the student performance levels in reading, writing, science and/or mathematics. These conferences need to be held immediately upon the identification of the individual student's deficiency. The parent/guardian needs to be invited to the conference and evidence of that fact needs to be documented and maintained. In the event that the parent/guardian does not attend the conference, the school needs to make a good faith effort to communicate the results of the conference to the parent/guardian. Communication with the parent/guardian could include: a letter sent via the student, a letter sent via registered mail, or a telephone conference.

PARENTAL INVOLVEMENT

Parental involvement is greatly encouraged at our school. Parents are to report to the office before entering classrooms or any portion of the building. Teachers may not hold informal conferences with parents during time when you are responsible for supervising students. Furthermore, **do not impart any information** to parents regarding any aspect of the school other than exactly what pertains to you and your teaching. Please refer parents to an administrator instead. Never disclose or discuss information regarding students with anyone other than the parents/guardians responsible for a given pupil.

PROGRAMS FOR ASSEMBLIES

Any assembly held throughout the school year must have a program developed by the grade group or teacher that is sponsoring the event. Programs for assemblies should include the date,

names of administrative team, school name, purpose or title of assembly and School Board on back. All additional information is left up to the teacher or grade group's judgment. **The program must be approved by the principal before it is duplicated and distributed.**

PROGRESS REPORTS/REPORT CARD DISTRIBUTION

Interim progress reports must be sent home midway through the grading period. A notice of failure must be sent home as soon as it is observed that a student is doing unsatisfactory work.

PUBLIC RELATIONS

Our public image as a faculty is important and each of us is in a position to enhance or detract from it by our actions. Hopefully our high degree of professionalism in all areas will serve to enhance it. Please adhere to the following:

- Strive to answer all correspondence from parents, whether phone calls or written notes, promptly, preferably within 48 hours. This is particularly true in the case of questions and request for conference that come back on report cards.

- Don't let an unpleasant encounter with a parent result in loss of composure on your part. Arrange a conference with the parent and give him/her an opportunity to voice his/her frustrations. Your patience and understanding in such cases will usually result in the parent working with you rather than against you.
- Never discuss a child's progress or behavior with another child's parent. Even though it is difficult, at times, do not indicate to a parent that you agree with him when he/she blames another child for his own child's problems.
- Avoid discussing problems within our program with parents. They can't solve them, but we, as a faculty, can try to do so through our collective effort.
- All written communications sent home by anyone should first be cleared by the principal.

REPORT CARDS

The report card serves as a major means of communicating a child's progress to his parents. The following points should be kept in mind:

- A report card must be completed for each child enrolled.
- "Insufficient Attendance" may be noted when a student is enrolled fewer than **10** days.
- Grades must be given when a child is enrolled 10 or more days.
- If the student came from another public school in the County, it is the responsibility of the teacher to speak with the registrar in order to receive the grades from the other school on time for the report card.
- It is the teacher's responsibility to spend considerable time and effort in preparing report cards.
- Comments and grades should be consistent.
- Comments should convey positive, meaningful information to parents.
- A drop in progress should be explained by a comment.
- In order to verify the delivery of the report cards to the home, report card envelopes will be printed with a space for parent signature and should be returned to the teacher.
- An unsatisfactory work notice should be sent at the first indication of unsatisfactory progress or behavior. An unsatisfactory work notice must be sent four weeks prior to the close of each grading period when there is a lack of academic progress, effort, or conduct.

ROOM APPEARANCE AND CARE

Bulletin boards should display students' work which is current and attractive. The way a classroom looks sets the tone for instruction. An attractive uncluttered room inspires children to learn. Children should be encouraged and trained to develop an attitude of personal responsibility for careful use of their "home" at school. It is important to stop working sufficiently before the end of the school day not only to evaluate the day's work, but also to tidy up the instructional areas and to prepare for the next day. Chairs and instructional materials must be removed from the floors to enable daily cleaning. Each child is responsible for his/her immediate seating area and furniture must not be written on or defaced in any way.

SCHOOL DAY FOR STAFF

The classroom teachers' normal workday will be seven (8) hours. School policy is that all employees who leave the work location during their work hours excluding lunchtime will complete the required Leave Early Form. **Please be reminded that approval to leave early is at the discretion of the principal.** This form must be turned in to the admin assistant for approval at least 24 hours in advance.

An employee present more than one-fourth (1/4) and less than three-fourths (3/4) of the workday is considered as having worked one-half (1/2) day and an employee present three-fourths (3/4) or more of the workday is considered working a full day, upon prior approval of the principal.

SCHOOL DRESS CODE

The following uniform policy is in effect for the 2015-2016 school year:

Skirts, culottes, pants, shorts or jumpers in the following colors:
Shoes should be closed toe and back and socks are required.

On cold days, sweaters, sweatpants and sweatshirt may be worn that comply with the uniform policy.

All students are expected to wear comfortable, closed-toe shoes and socks in order to protect their feet. Halter tops, tank tops and short shorts are not permitted on a dress-down day. In addition, written messages, pictures, and/or symbols on clothing which portray ideas inimical to the health, safety, and welfare of students, e.g. messages which relate to drugs, smoking, alcohol, sex, and/or profanity are NOT permitted.

SCHOOL VOLUNTEERS

School volunteers are greatly encouraged as a part of our school. It is important that all volunteers attend an orientation. You may get the application in the main office. Florida Statutes define a school volunteer as any non-paid person who may be appointed by a school or its designee. School volunteers may include, but not limited to, parents, senior citizens, students, and others who assist the teacher or other members of the school staff. All school volunteers must clear a background check prior to assuming volunteer responsibilities. **This rule includes room parents. All chaperones must be cleared as volunteers prior to attending any and all field trips or school functions.**

SOLICITATIONS AND SALES

There will be no solicitations or sales of any non-instructional products, goods, materials or services on the school grounds. Products furnished by businesses for the purpose of advertising are not to be distributed to pupils, except for those donated items given as prizes/rewards.

SPECIAL CLASSES

The teacher must accompany his/her class to and from all special classes. Students must arrive on time in an orderly manner and are expected to be dismissed on time in an orderly manner. EACH STUDENT IS TO BE IN ATTENDANCE IN ALL SPECIAL CLASSES AS SCHEDULED.

STAFF ARRIVAL

Instructional staff is expected to **arrive at school by 7:30 am or 8:15 am**. and place their initials on the sign-in sheet. The school is to be notified if staff members will be late. Failure to do so may result in loss of pay for the day. It is imperative that the school be notified immediately when you know you will be absent or late. This will alleviate the problem of getting substitute coverage. **Please do not sign in and out in the morning as this may result in an audit exception for the school.** Your cooperation is expected and appreciated.

STAFF EMERGENCIES/ABSENCE OF DUTY

Substitute lists will be distributed to teachers to use to secure a substitute. All staff members report absences by calling Dr. Blinde3r at 813-514-3815 no later than 5:30 a.m.

Additionally, when you have been absent, you must call Ms. Ramos **no later than 2:00 p.m.** to let her know if you are returning to work the following day. If we do not hear from you by 2:00 p.m. **we will retain the substitute for the next day.**

STAFF TARDINESS

Administration will monitor staff members who abuse the attendance and tardiness rules – it puts a hardship on your students and your fellow teachers. Additionally, it is neither fair nor contractually correct to use special area teachers to cover classes if substitutes cannot be found in a timely manner. Any staff member expecting to arrive after the time they are expected at school must speak with a school administrator. If this policy is not adhered to, the employee will be charged a half-day absence.

SCHOOL SUPPORT TEAM/RESPONSE TO INTERVENTION

The purpose of the School Support Team (SST) is to devise alternative strategies for students who demonstrate learning or behavioral problems or for those students needing an enrichment component. Be aware that SPED programs are governed and ruled by federal guidelines; therefore, under no circumstance can a teacher volunteer any type of information regarding student testing/placement.

It is the teacher's responsibility to start the process on any student who needs additional support. This includes a classroom teacher and/or special area teacher. Parents may also request a SST for their child. It is their right to do so. If you need assistance, please see the ESE specialist.

It is important that parents are not advised of the following by instructional personnel:
Do not advise parents that their child will be tested. Referral for a psychological evaluation is determined by the M-Team/SST.
Do not advise parents that their child has a learning disability or is emotionally handicapped. Program eligibility is determined by a psychological evaluation and determined at the time of staffing by appropriate region personnel.
Do not advise parents that their child is gifted. Program eligibility is determined by a psychological evaluation and determined at the time of staffing by appropriate region personnel.
Do not advise parents that their child has ADD/ADHD. This is a medical condition that can only be determined by a medical doctor not a school psychologist.
Do not advise parents that the evaluation process takes too long and they should consider having their child evaluated privately.

STUDENT WITHDRAWALS

When a child is withdrawing, the registrar may provide you with a Withdrawal Information Sheet. The use of this checklist facilitates the process of withdrawing the child. Occasionally, a child withdraws and then returns to school after several weeks. In this case, you must receive information from the registrar in order to re-admit this student to your class. This is your notification that he/she has cleared through the office and his/her records have been re-activated.

TELEPHONE USAGE/MESSAGES/CELLULAR PHONES

The school's telephones are for conducting school business. Personal telephone calls are to be limited to **EMERGENCIES ONLY**. Calls will not be transferred to your room, unless it is a family emergency. Charges for long distance calls to the school phones, requests for operator assistance, and operator requests to interrupt a call are prohibited. Telephone messages will be placed in your mailbox. You will be informed immediately should you receive an emergency phone call. Telephones on secretaries' desks are not to be used by staff members.

The phones in the main office and classroom extensions are specifically for official school business. The use of the telephone by children will be confined to emergency calls only. Under no circumstances are children to call their parents to make after school recreation arrangements, bring home learning assignments, etc. Please carefully screen student requests to use the phone. If teachers feel it necessary for a child to call home, an office pass should be filled out and brought by the child to the office.

Cellular Phones

Cellular phones may not be utilized during the time staff is assigned work duties and/or the supervision of students. Students may have cellular phones but must be directed to turn them off while in class.

TESTING

It is important that we prepare our students for the required state and school testing. A variety of test formats are recommended to be used: timed test, multiple choice, short response and extended response, etc. The various formats are to be included in your regular classroom assessments. Pretests are to be administered to determine the students' prior knowledge. The results should be used to customize instruction, thus facilitate learning.

It remains the professional responsibility of each teacher to adhere to strict security and testing guidelines and administration. You will receive a Testing Calendar for the 2015-2016 school years. **Please mark all dates on your calendar.**

TEXTBOOKS

Adequate textbooks are to be provided to each student in order to ensure that required home learning assignments may be accomplished and provide continuity of instruction. Every student should have access to supplemental readers to be used in the classroom or at home.

Please do not make the statement, "**We do not have enough books**." If you find a need in Materials, we will attempt to correct it immediately.

Each of you should assume the responsibility for textbook control with your group. Please account for all textbooks you checked out during the year. No student is ever to be denied textbooks. It is recommended that each teacher conduct quarterly textbook audits to help maintain accurate inventory accounts in the classroom.

All charges for lost or damaged books are to be paid in the office as soon as possible. The teacher must see the assistant principal for a textbook receipt that includes title and cost of the book. The student responsible for the loss or damaged book should come to the office with money and textbook receipt. Teachers are responsible for providing an accurate textbook inventory to the Assistant Principal at the end of the school year.

TITLE IX

CAD is required to implement the necessary actions to fully comply with the Title IX Regulations prohibiting sex discrimination in schools. Physical education classes will be organized according to ability rather than sex except for certain contact sports. The intent of the requirement is to insure equal opportunities and remove cultural biases, which limit aspirations due to gender.

VIDEOS

Teachers may not show videos and/or streaming media in the classroom without prior authorization from the principal.

VISITORS

All visitors for students or staff must check into the main office and display their identification VISITOR PASS tags at all times.

Civil Rights and Diversity Compliance
Facts About Sexual Harassment in Employment

Sexual harassment is a form of sex discrimination that violates Title VII of the Civil Rights Act of 1964.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when submission to or rejection of this conduct explicitly or implicitly affects an individual's employment, unreasonably interferes with an individual's work performance or creates an intimidating, hostile or offensive work environment.

Sexual harassment can occur in a variety of circumstances, including but not limited to the following:

- The victim as well as the harasser may be a woman or a man. The victim does not have to be of the opposite sex.
- The harasser can be the victim's supervisor, an agent of the employer, a supervisor in another area, a co-worker, or a non-employee.
- The victim does not have to be the person harassed but could be anyone affected by the offensive conduct.
- Unlawful sexual harassment may occur without economic injury to or discharge of the victim.
- The harasser's conduct must be unwelcome.

It is helpful for the victim to directly inform the harasser that the conduct is unwelcome and must stop. The victim should use any employer complaint mechanism or grievance system available.

When investigating allegations of sexual harassment, EEOC looks at the whole record: the circumstances, such as the nature of the sexual advances, and the context in which the alleged incidents occurred. A determination on the allegations is made from the facts on a case-by-case basis.

Prevention is the best tool to eliminate sexual harassment in the workplace. Employers are encouraged to take steps necessary to prevent sexual harassment from occurring. They should clearly communicate to employees that sexual harassment will not be tolerated. They can do so by establishing an effective complaint or grievance process and taking immediate and appropriate action when an employee complains.

Civil Rights and Diversity Compliance
Common Sense Suggestions for Non-Instructional Employees

- Do not discipline, counsel or touch students. Notify an administrator if you believe a student is misbehaving.
- Do not flirt with students, staff members, and co-workers.
- Do not discuss your personal life or personal matters with students, staff members, and co-workers.
- Know and follow your worksite policy regarding reporting absences and tardies.
- Request vacation days in writing and in advance for approval. Do not call in the morning and expect to be granted vacation leave for that day.
- Do not conduct personal business during work hours or use the phone for personal calls.
- Be present and on time every day.
- Be a role model at work and in the community.
- Dress professionally, appropriately, and modestly. Wear your uniform if your job requires it.
- Know School Board Rules, especially regarding Drug-Free Work Place, Violence in the Workplace, Weapon Possession, Corporal Punishment, Sexual Harassment, Employee Conduct and Non-Instructional Personnel.
- Do not argue with co-workers; use of profanity is prohibited by Board Rule.
- Respect your supervisor and follow all instructions given, whether or not you agree with them.
- Request a leave if you will be absent from the worksite more than 30 days.
- Do not assume your supervisor/principal knows why you are absent for a long period of time. Notify him/her in writing of your intentions. It is better to resign than be terminated from your job for abandonment.
- Remember, romance and work can be a dangerous combination. Do not risk your paycheck for what may be a temporary partner!

Civil Rights and Diversity Compliance
Common Sense Suggestions for Students

- Dress appropriately and modestly.
- Keep your hands and other parts of your body to yourself.
- Do not flirt with teachers or staff members.
- Do not harass fellow students; respect their differences. What you intend as humor may, in fact, be cultural bias or harassment.
- Watch what you say, how you say it, and who you say it to.
- Use common sense and good judgment. Ask yourself how someone else could perceive your comments or actions. Ask yourself if your comments or actions could be taken out of context and/or misinterpreted.

Civil Rights and Diversity Compliance
Discrimination/Harassment

THE BOARD OF CAD ADHERES TO A POLICY OF NONDISCRIMINATION IN THE EDUCATIONAL AND WORK ENVIRONMENTS.

DISCRIMINATION/HARASSMENT

It is the policy of the CAD Board, that all students and employees be treated with respect. The School strives affirmatively to provide a workplace and educational environment free from discrimination and harassment (including sexual harassment), as required by law. Through this policy, the School establishes its intent to provide equal access, opportunity, and treatment to students in the provision of educational programs and activities and to applicants and employees in all aspects of the employment process. Slurs, innuendos, hostile treatment, violence, or other verbal or physical conduct against a student or employee reflecting his/her race, ethnic origin, sexual orientation, gender, or any other of the categories described below, will NOT be tolerated by the School.

The CAD Board Policy covers the following protected categories:

- Gender
- Race
- Color
- Age
- Disability
- Social and Family Background
- Linguistic Preference
- Ethnic or National Origin
- Marital Status
- Religion
- Sexual Orientation
- Political Beliefs
- Pregnancy

RETALIATION AGAINST A STUDENT OR EMPLOYEE WHO FILES A COMPLAINT IS PROHIBITED BY LAW.

Sexual Harassment will NOT be tolerated.

Sexual Harassment includes:

- Unwelcome sexual advances;
- Requests for sexual favors; and
- Other verbal or physical conduct of a sexual nature

When:

- Submission to such conduct is made - either explicitly or implicitly - a term or condition of employment or participation in an educational program;
- Submission to or rejection of such conduct by an individual is used as the basis for employment or educational decisions affecting such individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or educational environment.

If any student, employee, or applicant has a complaint of discrimination/harassment that cannot be resolved with the appropriate school administrator, said complaint can be made to the AGA Board chairperson.

Civil Rights and Diversity Compliance
Federal and State Laws

The School Board of Miami-Dade County, Florida adheres to a policy of nondiscrimination in employment and educational programs/activities and strives affirmatively to provide equal opportunity for all as required by:

Title VI of the Civil Rights Act of 1964 - prohibits discrimination on the basis of race, color, religion, or national origin.

Title VII of the Civil Rights Act of 1964 as amended - prohibits discrimination in employment on the basis of race, color, religion, gender, or national origin.

Title IX of the Education Amendments of 1972prohibits discrimination on the basis of gender.

Age Discrimination in Employment Act of 1967 (ADEA) as amended - prohibits discrimination on the basis of age with respect to individuals who are at least 40.

The Equal Pay Act of 1963 as amended prohibits gender discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against the disabled.

Americans with Disabilities Act of 1990 (ADA) prohibits discrimination against individuals with disabilities in employment, public service, public accommodations and telecommunications.

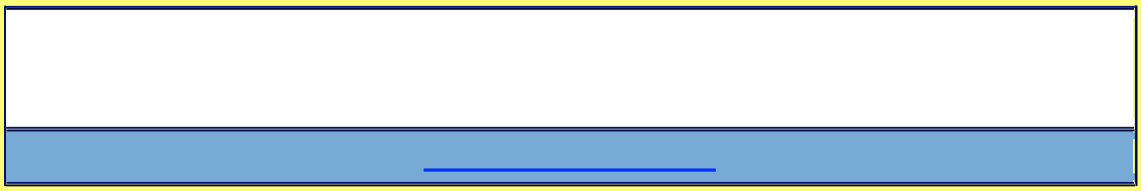
The Family and Medical Leave Act of 1993 (FMLA) requires covered employers to provide up to 12 weeks of unpaid, job-protected leave to "eligible" employees for certain family and medical reasons.

The Pregnancy Discrimination Act of 1978 prohibits discrimination in employment on the basis of pregnancy, childbirth, or related medical conditions.

Florida Educational Equity Act (FEEA) prohibits discrimination on the basis of race, gender, national origin, marital status, or handicap against a student or employee.

Florida Civil Rights Act of 1992 secures for all individuals within the state freedom from discrimination because of race, color, religion, sex, national origin, age, handicap, or marital status.

Veterans are provided re-employment rights in accordance with P.L. 93-508 (Federal Law) and Section 205.07 (Florida Statutes), which stipulate categorical preferences for employment.



CHAPTER 6B-1

CODE OF ETHICS - EDUCATION PROFESSION

6B-1.006 Principles of Professional Conduct for the Education Profession in Florida

6B-1.001 Code of Ethics of the Education Profession in Florida.

(1) The educator values the worth and dignity of every person, the pursuit of truth, devotion to excellence, acquisition of knowledge, and the nurture of democratic citizenship. Essential to the achievement of these standards are the freedom to learn and to teach and the guarantee of equal opportunity for all.

(2) The educator's primary professional concern will always be for the student and for the development of the student's potential. The educator will therefore strive for professional growth and will seek to exercise the best professional judgment and integrity.

(3) Aware of the importance of maintaining the respect and confidence of one's colleagues, of students, of parents, and of other members of the community, the educator strives to achieve and sustain the highest degree of ethical conduct.

Specific Authority 229.053(1), 231.546(2) (b) FS. Law Implemented 231.546(2) (b) FS. History - New 3-24-65, Amended 8-9-69, Repromulgated 12-5-74, Amended 8-12-81, 7-6-82, Formerly 6B-1.01.

6B-1.006 Principles of Professional Conduct for the Education Profession in Florida.

(1) The following disciplinary rule shall constitute the Principles of Professional Conduct for the Education Profession in Florida.

(2) Violation of any of these principles shall subject the individual to revocation or suspension of the individual educator's certificate, or the other penalties as provided by law.

(3) Obligation to the student requires that the individual:

(a) Shall make reasonable effort to protect the student from conditions harmful to learning and/or to the student's mental and/or physical health and/or safety.

(b) Shall not unreasonably restrain a student from independent action in pursuit of learning.

(c) Shall not unreasonably deny a student access to diverse points of view.

(d) Shall not intentionally suppress or distort subject matter relevant to a student's academic program.

(e) Shall not intentionally expose a student to unnecessary embarrassment or disparagement.

(f) Shall not intentionally violate or deny a student's legal rights.

(g) Shall not harass or discriminate against any student on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition, sexual orientation, or social and family background and shall make reasonable effort to assure that each student is protected from harassment or discrimination.

(h) Shall not exploit a relationship with a student for personal gain or advantage.

(i) Shall keep in confidence personally identifiable information obtained in the course of professional service, unless disclosure serves professional purposes or is required by law.

(4) Obligation to the public requires that the individual:

(a) Shall take reasonable precautions to distinguish between personal views and those of any educational institution or organization with which the individual is affiliated.

(b) Shall not intentionally distort or misrepresent facts concerning an educational matter in direct or indirect public expression.

(c) Shall not use institutional privileges for personal gain or advantage.

(d) Shall accept no gratuity, gift, or favor that might influence professional judgment.

(e) Shall offer no gratuity, gift, or favor to obtain special advantages.

(5) Obligation to the profession of education requires that the individual:

(a) Shall maintain honesty in all professional dealings.

(b) Shall not on the basis of race, color, religion, sex, age, national or ethnic origin, political beliefs, marital status, handicapping condition if otherwise qualified, or social and family background deny to a colleague professional benefits or advantages or participation in any professional organization.

(c) Shall not interfere with a colleague's exercise of political or civil rights and responsibilities.

(d) Shall not engage in harassment or discriminatory conduct which unreasonably interferes with an individual's performance of professional or work responsibilities or with the orderly processes of education or which creates a hostile, intimidating, abusive,

offensive, or oppressive environment; and, further, shall make reasonable effort to assure that each individual is protected from such harassment or discrimination.

(e) Shall not make malicious or intentionally false statements about a colleague.

(f) Shall not use coercive means or promise special treatment to influence professional judgments of colleagues.

(g) Shall not misrepresent one's own professional qualifications.

(h) Shall not submit fraudulent information on any document in connection with professional activities.

(i) Shall not make any fraudulent statement or fail to disclose a material fact in one's own or another's application for a professional position.

(j) Shall not withhold information regarding a position from an applicant or misrepresent an assignment or conditions of employment.

(k) Shall provide upon the request of the certificated individual a written statement of specific reason for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.

(l) Shall not assist entry into or continuance in the profession of any person known to be unqualified in accordance with these Principles of Professional Conduct for the Education Profession in Florida and other applicable Florida Statutes and State Board of Education Rules.

(m) Shall self-report within forty-eight (48) hours to appropriate authorities (as determined by district) any arrests/charges involving the abuse of a child or the sale and/or possession of a controlled substance. Such notice shall not be considered an admission of guilt nor shall such notice be admissible for any purpose in any proceeding, civil or criminal, administrative or judicial, investigatory or adjudicatory. In addition, shall self-report any conviction, finding of guilt, withholding of adjudication, commitment to a pretrial diversion program, or entering of a plea of guilty or Nolo Contendre for any criminal offense other than a minor traffic violation within forty-eight (48) hours after the final judgment. When handling sealed and expunged records disclosed under this rule, school districts shall comply with the confidentiality provisions of Sections 943.0585(4)(c) and 943.059(4)(c), Florida Statutes.

(n) Shall report to appropriate authorities any known allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.

(o) Shall seek no reprisal against any individual who has reported any allegation of a violation of the Florida School Code or State Board of Education Rules as defined in Section 231.28(1), Florida Statutes.

(p) Shall comply with the conditions of an order of the Education Practices Commission imposing probation, imposing a fine, or restricting the authorized scope of practice.

(q) Shall, as the supervising administrator, cooperate with the Education Practices Commission in monitoring the probation of a subordinate.

EMERGENCY PROCEDURES IN CASE OF A DISTURBANCE

During times of emergency the primary responsibility of all school personnel is to provide for the personal safety of students, to isolate the problem area, and keep the school organized and under control.

If an emergency situation should arise, all personnel are to adhere to the following guidelines:

TEACHERS

- Teachers are to hold assigned children regardless of their classroom setting at the time of the announcement of an emergency. Students are to remain in class under the supervision of that teacher.
- Check outside of your classroom and allow children in the halls near your room inside of your class, regardless of their homeroom assignments.
- Close and lock your classroom doors.
- Press the call button in your room to let the office know the names and homeroom teacher of children in your room who are not part of your homeroom class.
- Maintain calm and order within the classrooms.
- Do not permit students to leave your class for any reason.
- Listen carefully to all announcements. Do not dismiss students until advised by the principal or designee.
- Teachers who travel between classes must find the closest secured area away from the disturbance.

SECURITY

- Assigned security personnel will report directly to the group restrooms and escort all children in that area directly to the cafeteria or nearest safe location away from the disturbance.

CUSTODIANS

- Immediately lock bathrooms as soon as they are clear of children.
- Lock and close all gates/doors leading into the building.
- Move throughout the building, collecting and disposing of any instruments that may be used as weapons (bottles, boards, sticks, etc.).
- Move into the cafeteria area and help cafeteria workers secure cafeteria against outsiders.
- When disturbance is over, begin immediate cleanup of affected area.

PHYSICAL EDUCATION CLASSES

The physical education instructors will escort children under their supervision directly into nearest safe location away from the disturbance.

CAFETERIA WORKERS

Close and lock all doors and secure cafeteria against outsiders. Assist to supervise students in dining area during the disturbance. If and/or when media should arrive a ‘no comment’ statement should be given so that a single source can act as rumor control. Doors may not be opened at any time.

MAIN OFFICE

- Assist to secure office area.
- Call police and/or paramedics once cleared by the principal.
- Manage incoming information and relay to the Principal and The Assistant Principal over the two way radio.
- Assign office staff to monitor phones and public addresses system as well as the clinic.

PRINCIPAL

- Move to area of disturbance.

THE ASSISTANT PRINCIPAL

- Move to area of disturbance or other location directed by the principal.

OFFICE STAFF

The office staff will assist in the office/clinic area. All personnel are instructed not to make any outgoing calls in order to keep the lines available for emergency calls.

COUNSELOR

- Work with and assist members of the Hollywood Police.
- Maintain an accurate record of events, a list of injured students, and names of violators.
- Assist in giving first aid to injured students and supervising notification of their parents and/or 911 in main office areas.
- Upon direction by the principal, notify the principals of the feeder pattern

BOMB SCARE

In the case of a bomb threat, the announcement will be “Search Drill.” At that time, teachers will initiate an evacuation and report any suspicious items the main office. Does not touch, prod, or move suspicious object. Do not use cell phone, hand radio or P.A. system as these may detonate device.

FIRE DRILL/EVACUATION

The alarm will be a continuous audible signal that will indicate the evacuation of the school. When the alarm is activated, children should proceed to the area designated for their classroom by means of the nearest exit. They should be instructed to leave in a silent, orderly manner.

During the year there will be at least one fire drill per month. Students should practice before the scheduled drill.

- Evacuation routes are posted and easily seen by every exit.
- Never allow furniture to block exits.
- Do not block vision of fire extinguisher or fire exit signs.
- Teachers must take their gradebooks with them during evacuation to account for each student.

The “All Clear” for re-entry will be given by the principal or designee.

All staff members must make certain that an emergency evacuation route map specifying both primary and secondary routes is posted near the door in each room. If none exists, notify the designated administrator.

HOMICIDAL THREAT

- Remain calm
- Assess immediate danger; do NOT make any sudden moves.
- Notify the main office when it is safe to do so.
- Follow orders of administrator for personal safety.

HOSTAGE SITUATION

- Remain calm
- Do not attempt to defuse the situation. This is a police function.
- Do not agitate or anger predator.
- Do NOT make any sudden moves.
- Follow orders of administrator for personal safety.

SUICIDAL THREAT/ATTEMPT/IDEATION

- Contact office immediately and report situation
- If an actual attempt, exit students from room (depending on severity) to a nearby class. Remain with victim until assistance arrives. Gather information to report to appropriate officials.
- During a threat/ideation report incident to administrator immediately. Do not leave student alone. Escort student to the office if possible or wait for assistance. All threats/ideations must be reported immediately so that assistance may be rendered. REPORT ANY AND ALL THREATS/IDEATIONS REGARDLESS OF SEVERITY. DO NOT DISMISS ANY THREAT/IDEATION.

GUIDELINES FOR INSTRUCTION PERTAINING TO THE FLAG AND PLEDGE OF ALLEGIANCE

The flag and the pledge of allegiance to the flag are important symbols of the democratic heritage of the United States. It is required that the pledge of allegiance be said at the beginning of the day in every elementary and secondary public school. The public school system is one of the major social institutions responsible for the transmission of our democratic heritage to present and future generations. In fulfilling that responsibility, each school through its instructional programs and activities will provide knowledge of and encourage respect for the important symbols of our nation. Board Rule, Florida and federal statutes, and court decisions provide the bases for the following guidelines to be observed by each school in carrying on instructional activities in regard to the flag and pledge of allegiance.

I. Teachers will direct their instructional efforts toward understanding patriotism and appreciation of freedom in our country.
II. The essentials of the United States Constitution and flag education, including proper flag display and flag salute will be taught in all schools.
III. In pledging allegiance to the flag, the following pledge will be used: “I pledge allegiance to the Flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all.” Students will be taught not to pause after one nation when reciting the pledge of allegiance to the flag.
IV. The pledge of allegiance will be rendered by standing with the right hand over the heart.
V. Students who, because of religious or other deep personal conviction, do not participate in the salute and pledge of allegiance to the flag will stand or sit in silence.
    A. The staff will counsel with students who do not participate in the pledge and flag salute. The main purpose for counseling would be to assist students in understanding our democratic heritage and in respecting the rights of all citizens. Parents are to be contacted to determine the reason for the student’s behavior. Parents will be asked to provide a written request to excuse the student from reciting the pledge.
    B. Students who do not participate in the pledge and salute, who stand or sit quietly, even though failing to get written parental permission, may not be disciplined.
    C. Students not participating in the pledge and salute to the flag who interfere with others doing so will be considered disruptive. Any gestures, words, or actions other than those officially prescribed above will be considered interference with the rights of others and disruptive. In those instances where interference or disruption occurs, the school staff will take appropriate disciplinary action.

EMPLOYEE GRIEVANCES

The intent of this policy is to secure, at the lowest possible level, equitable solutions to problems affecting employees. These grievance proceedings shall be kept as informal and confidential as possible at all levels of the procedure.

An employee grievance is defined as the formal written claim by an CAD Charter Schools' employee or group of employees that there has been a violation, misinterpretation, or misapplication of federal or state law or regulation, or CAD Charter Schools policies. A grievance does not include appeals from decisions of school employees for which other avenues of appeal to the Board exist.

It is desirable for grievances to be resolved through free and informal communications. An employee should first attempt to resolve any grievance through discussion with the employee's supervisor. If a grievance cannot be resolved at this level, the aggrieved employee may request a grievance conference with the supervisor.

Failure of an employee to comply with timelines listed below will result in denial of the grievance or appeal.

The Board prohibits retaliation against an employee who files a grievance under this policy. Failure of the school administration to comply with these timelines will result in automatic right of appeal to the next level.

Step I -- Supervisor Conference

An employee wishing to invoke the grievance procedure shall make a written request for a conference with the supervisor. The request shall describe the grievance and name the specific policy, rule or law believed to have been violated. The following additional guidelines shall be observed in Step I:

A. A grievance shall be filed as soon as possible but not longer than thirty (30) calendar days after disclosure of the facts giving rise to the grievance.

B. The supervisor shall grant the conference within five (5) workdays following receipt of the request. The supervisor will state in writing his/her position on the question to the employee within five (5) workdays following the conference.

C. The supervisor conference should involve the supervisor and employee only, unless they both agree to include other participants.

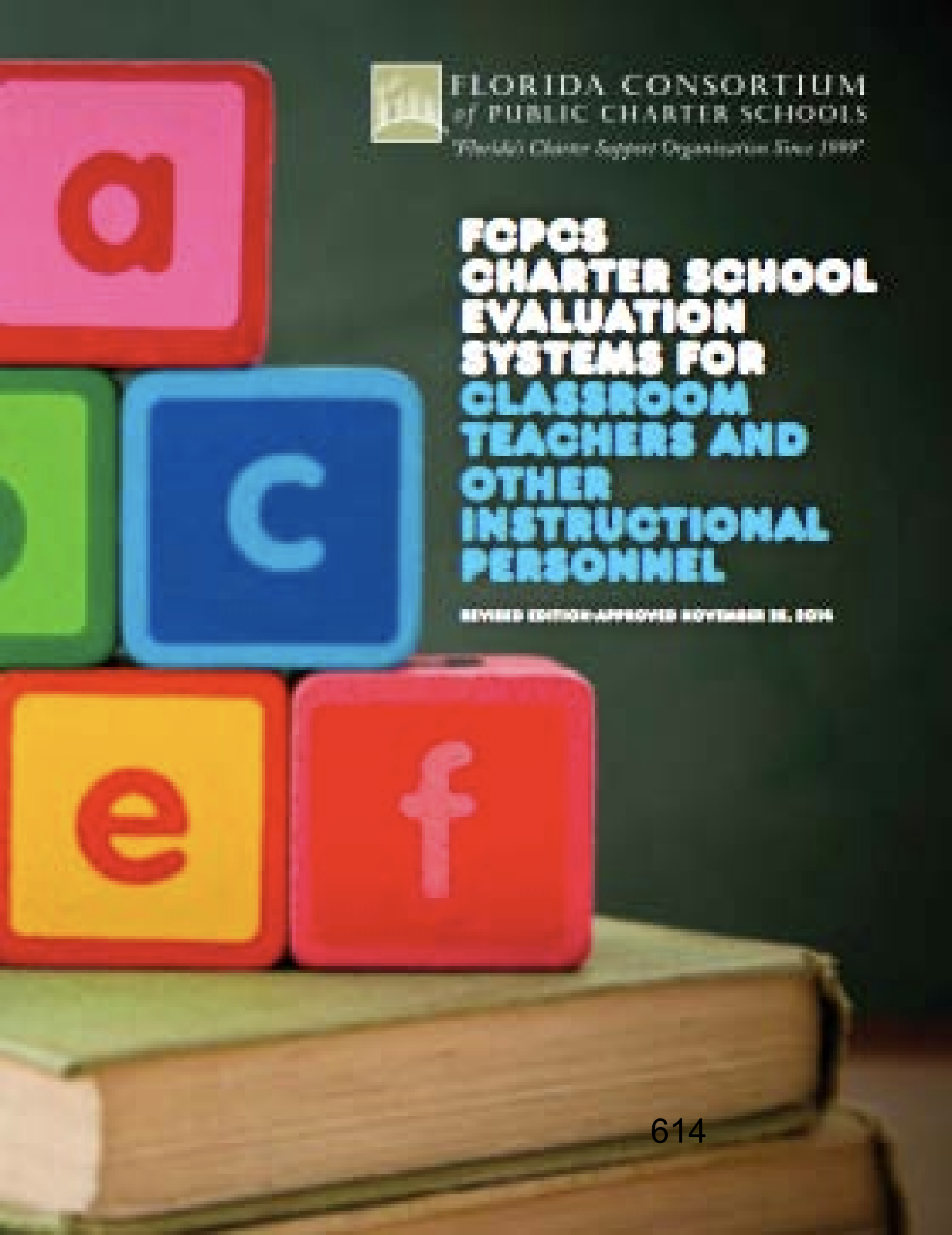
Step II -- Appeal to the School Leader

If the grievance is not resolved at Step I, the employee may appeal the supervisor's decision in writing to the School Leader. The appeal must be made within five (5) workdays following receipt of the supervisor's written response (see guideline B of Step I above). The School Leader or designee shall review the grievance and conduct an informal hearing within ten (10) workdays following receipt of the appeal. A written response shall be made to the employee and supervisor from the designee within five (5) workdays following the review.

The aggrieved party may appeal the decision of the School Leader to AES. The appeal must be made within five (5) workdays following receipt of the response.

Step III—Appeal to ESP. If the grievance is not resolved at Step II, the employee may appeal the supervisor's decision in writing to ESP. The appeal must be made within five (5) workdays following receipt of the School Leader's written response (see guideline B of Step I above). An ESP Principal shall review the grievance and conduct an informal hearing within ten (10) workdays following receipt of the appeal. A written response shall be made to the employee and supervisor from the designee within five (5) workdays following the review.

Step IV -- Appeal to the Charter Schools Board of Directors
A panel of the Board consisting of three (3) members shall hear the grievance. Any appeal to the Board panel shall be on the record unless the panel determines that additional information may be presented. At the appeal hearing, each side normally shall be allotted 30 minutes to present oral argument. The aggrieved party will be informed in writing of the panel's decision within five (5) workdays. The Board panel may affirm, disaffirm, or modify the decision of the School Leader, or ESP designee. If the Board panel fails to reach a unanimous decision on the grievance, the matter will be reviewed by the full Board for a final decision.


FLORIDA CONSORTIUM
of PUBLIC CHARTER SCHOOLS
FCPCS
CHARTER SCHOOL
EVALUATION
SYSTEMS FOR
CLASSROOM
TEACHERS AND
OTHER
INSTRUCTIONAL
PERSONNEL

FLORIDA CONSORTIUM
of PUBLIC CHARTER SCHOOLS

Florida Consortium of Public Charter Schools
Principal and Teacher Evaluation System

The charter school must agree to the following:

- To utilize the Florida Consortium of Public Charter Schools Principal and Teacher Evaluation Forms and Rubrics
- To utilize the Florida Consortium of Public Charter Schools Classroom Walk-Through Tool
- To participate in training webinar on the evaluation system provided by the Florida Consortium of Public Charter Schools

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One of the following options MUST be checked:

- ☐ I wish to participate under the Florida Consortium of Public Charter School's Principal & Teacher Evaluation System.
- ☐ I do not wish to participate under the Florida Consortium of Public Charter School's Principal & Teacher Evaluation System.
- ☐ I plan to participate in my District's Principal & Teacher Evaluation System.
- ☐ I plan to participate in my own Principal & Teacher Evaluation System.

The Charter School assumes the sole responsibility for administering the Florida Consortium of Public Charter School's Principal and Teacher Evaluation System as approved by the charter school district's sponsor.

SAMPLE PRINCIPAL CONTRACT – 2015-16

Employment Agreement

[SCHOOL NAME] ("Employer") desires to employ [Employee Name] ("Employee"), and Employee desires to be employed with Employer and each party desires to reduce their agreement to writing. This Agreement for employment is therefore entered into between Employee and Employer on this ____ day of _____, 20__.

In return for the mutual promises set forth herein, Employer and Employee mutually agree as follows:

1. **Compensation.** Employer employs Employee in the position of Principal effective for the school term of _____, subject to the terms of this Agreement. The Employee shall be compensated at a rate that is in accordance with the Board Approved Salary Schedule, which is attached hereto as Exhibit A.

2. **Performance and Reporting:** Employee agrees to devote [his/her] full time and best effort to the successful functioning of Employer and agrees to perform all the duties assigned to [him/her] as Teacher and as described in the Principal Job Description which is attached to this Agreement and made a part hereof. Employee shall also perform such additional duties as may be assigned from time to time by the Board of Directors, to the best of [his/her] ability and experience and in a manner satisfactory to Employer.

Employee shall report directly to the Board of Directors (the "Board").

3. **Qualifications/Certification:** By signing this Agreement, the Employee affirms that s/she holds a Master's Degree and Florida certification in School Administration and Supervision at the appropriate level, as required by the State of Florida. The Employee also confirms that [his/her] licensure and/or certification as school administrator is not suspended or revoked by this state or any other state.

4. **Employment "At Will".** Despite this Agreement referring to "a school year," it is acknowledged and agreed by the Employer and Employee that this Agreement and Employee's employment is terminable at the will of either party at any time, with or without notice and with or without cause. This provision may not be modified verbally or by any means except by a writing signed by the Chairman of the Board of Directors of Employer and by the Employee.

5. **Probationary Period.** If this is the Employee's first year of employment with Employer, as required by Florida Law, this Agreement is deemed a Probationary Contract, which is At Will as described above. In addition, all new employees are subject to a ninety (90) day probationary period for purposes of Section 443.131, Florida Statutes (governing unemployment benefits) and the parties understand that if the Employee is terminated within the first ninety (0)

_____ _____
Employee's Initials Date

day, even if the Employee may be eligible for benefits, the Employer will not be liable for any unemployment compensation.

6. **Employee Benefits.** Except as otherwise provided herein [after completion of the ninety (90) day Probationary Period] Employee will be eligible for employee benefit program provided by Employer for similarly situated employees, as it may be amended from time to time.

a. Paid Time Off (PTO): Employee will be eligible for up to ten (10) days paid time off ("PTO") during [his/her] first year of employment to be used for any purpose. For purposes of PTO, one (1) work day equals eight (8) hours of work. PTO must be taken during the term of this Agreement between July and June and will not be carried over. If Employee successfully completes the school year, Employee will be paid for any unused PTO at the end of each fiscal year. All requests for PTO must obtain the signature of the Principal no later than the date Employee returns to work.

b. Continuing Education: Under certain circumstances, Employee may be eligible for expense reimbursement and pay for attending an educational seminar. To qualify for this benefit, prior to attending the seminar, the Employee must provide (1) a copy of the written materials describing the seminar; and (2) a written statement providing the reason the seminar would benefit both the school and the Employee to: [either the Chairman of the Board, and Principal or other designee] for their signature and approval.

c. Additional Benefits: [Employee will enjoy a cafeteria style benefit package equal to 15.5% of [his/her] annual salary.]

7. **Return of Property.** Employee agrees, upon termination of employment for any reason whatsoever, to return to Employer any and all Employer property, including copies of all written documents, as well as all computer files, electronic records, and any other information or property related to Employer.

8. **Compliance with Federal and State Laws.** Employee agrees to comply with all requirements of § 1002.33, Florida Statutes. Employee further agrees to comply with all requirements of applicable federal, state and local laws, regulations and policies.

9. **Employee Manual:** By executing this Agreement, Employee confirms [s/he] has received a copy of Employer's anti-discrimination and anti-harassment policies as well as a copy of Employer's employee manual which may be amended from time to time at Employer's discretion. Employee acknowledges that where this Agreement conflicts with the Employee Manual, the terms of this Agreement shall govern.

10. **Duty to Furnish References.** Employee acknowledges that upon termination of this Agreement, Employee will, upon written request of Employee, furnish references

_____ _____

Employee's Initials Date

prospective employers which includes only Employee's dates of employment and positions held.

11. **Non-Assignability.** This Agreement shall not be assignable by either party; provided, however, that upon any sale of this business by Employer, Employer may assign this Agreement to its successor but Employee may terminate employment under this Agreement.

12. **Entire Agreement.** This Agreement represents the entire agreement between the parties and shall not be subject to modification or amendment by an oral representation, or any other written statement by either party, except for a dated written amendment to this Agreement signed by the Employee and the Chairman of the Board of Directors.

14. **Duplicate Originals.** This Agreement may be executed in two or more counterparts, each of which shall be an original, but all of which shall constitute one and the same instrument.

_____
[Principal Name/Date]

_____
Chairman of Board of Directors
[SCHOOL NAME]

_____
Principal

_____ _____
Employee's Initials Date

SAMPLE TEACHER CONTRACT – 2015-16

Employment Agreement

[SCHOOL NAME] ("Employer") desires to employ [Employee Name] ("Employee"), and Employee desires to be employed with Employer and each party desires to reduce their agreement to writing. This Agreement is therefore entered into between Employee and Employer on this ____ day of _____, 20__.

In return for the mutual promises set forth herein, Employer and Employee agree as follows:

1. **Compensation.** Employer employs Employee in the position of Teacher effective for the school term of _____, subject to the terms of this Agreement. The Employee shall be compensated at a rate that is in accordance with the Board Approved Salary Schedule, which is attached hereto as Exhibit A.

2. **Performance and Reporting:** Employee agrees to devote [his/her] full time and best effort to the successful functioning of Employer and agrees to perform all the duties assigned to [him/her] as Teacher and as described in the Teacher Job Description which is attached to this Agreement and made a part hereof. Employee shall also perform such additional duties as may be assigned from time to time by Employer's Principal and/or the Board of Directors, to the best of [his/her] ability and experience and in a manner satisfactory to Employer.

The Employee shall report to work five (5) days prior to the first day of school and to continue to work three (3) days following the last day of the school year. The Employee further agrees to be responsible for an after school program or for a club educational in nature and approved by the Principal at least once a week while school is in session.

Employee shall report directly to the Principal of the School (the "Principal"). In the absence of the Principal, or as directed by the Principal, the Employee shall report directly to the Board of Directors.

3. **Qualifications/Certification:** By signing this Agreement, the Employee affirms [he/she] is legally qualified to teach in the State of Florida, and that [he/she] is certified to teach in the area(s) for which Employee is being employed and as required by the State of Florida. If the Employee does not have a Professional Certificate at the date of the execution of this Agreement, the Employee must be eligible for and obtain a Temporary Certificate that will remain valid throughout the term of this Agreement. [He/She] must also be in the process of obtaining [his/her] Professional Certificate. The Employee also affirms [his/her] license and/or certification as an educator is not suspended or revoked by Florida or by any other state. If the Employee is required to update [his/her] certification or license by taking an exam, the Employee will have two opportunities to pass the required test.

_____ _____
Employee's Initials Date

4. **Employment "At Will".** Despite this Agreement referring to "a school year," it is acknowledged and agreed by the Employer and Employee that this Agreement and Employee's employment is terminable at the will of either party at any time, with or without notice and with or without cause. This provision may not be modified verbally or by any means except by a writing signed by the Chairman of the Board of Directors of Employer and by the Employee.

5 **Probationary Period.** If this is the Employee's first year of employment with Employer, as required by Florida Law, this Agreement is deemed a Probationary Contract, which is At Will as described above. In addition, all new employees are subject to a ninety (90) day probationary period for purposes of Section 443.131, Florida Statutes (governing unemployment benefits) and the parties understand that if the Employee is terminated within the first ninety (0) day, even if the Employee may be eligible for benefits, the Employer will not be liable for any unemployment compensation.

6. **Employee Benefits.** Except as otherwise provided herein [after completion of the ninety (90) day Probationary Period] Employee will be eligible for employee benefit program provided by Employer for similarly situated employees, as it may be amended from time to time.

a. Paid Time Off (PTO): Employee will be eligible for up to ten (10) days paid time off ("PTO") during [his/her] first year of employment to be used for any purpose. For purposes of PTO, one (1) work day equals eight (8) hours of work. PTO must be taken during the term of this Agreement between July and June and will not be carried over. If Employee successfully completes the school year, Employee will be paid for any unused PTO at the end of each fiscal year. All requests for PTO must obtain the signature of the Principal no later than the date Employee returns to work.

b. Continuing Education: Under certain circumstances, Employee may be eligible for expense reimbursement and pay for attending an educational seminar. To qualify for this benefit, prior to attending the seminar, the Employee must provide (1) a copy of the written materials describing the seminar; and (2) a written statement providing the reason the seminar would benefit both the school and the Employee to: [either the Chairman of the Board, and Principal or other designee] for their signature and approval.

c. Additional Benefits: [Employee will enjoy a cafeteria style benefit package equal to 15.5% of [his/her] annual salary.]

7. **Return of Property.** Employee agrees, upon termination of employment for any reason whatsoever, to return to Employer any and all Employer property, including copies of all written documents, as well as all computer files, electronic records, and any other information or property related to Employer.

_____ _____

Employee's Initials Date

8. **Compliance with Federal and State Laws.** Employee agrees to comply with all requirements of § 1002.33, Florida Statutes. Employee further agrees to comply with all requirements of applicable federal, state and local laws, regulations and policies.

9. **Employee Manual:** By executing this Agreement, Employee confirms [s/he] has received a copy of Employer's anti-discrimination and anti-harassment policies as well as a copy of Employer's employee manual which may be amended from time to time at Employer's discretion. Employee acknowledges that where this Agreement conflicts with the Employee Manual, the terms of this Agreement shall govern.

10. **Duty to Furnish References.** Employee acknowledges that upon termination of this Agreement, Employee will, upon written request of Employee, furnish references prospective employers which includes only Employee's dates of employment and positions held.

11. **Non-Assignability.** This Agreement shall not be assignable by either party; provided, however, that upon any sale of this business by Employer, Employer may assign this Agreement to its successor but Employee may terminate employment under this Agreement.

12. **Entire Agreement.** This Agreement represents the entire agreement between the parties and shall not be subject to modification or amendment by an oral representation, or any other written statement by either party, except for a dated written amendment to this Agreement signed by the Employee and the Chairman of the Board of Directors.

14. **Duplicate Originals.** This Agreement may be executed in two or more counterparts, each of which shall be an original, but all of which shall constitute one and the same instrument.

SCHOOL NAME

_____ _____

[Employee Name/Date] By: [Name] Date

_____

Title

_____ _____

Employee's Initials Date

SECTION 17

LOAN COMMITMENT LETTER

FINANCIAL MANAGEMENT POLICY

June 4, 2015

To Whom It May Concern.

Charter School Management Solutions will provide Championship Academy of Distinction, Davie High School, a $250,000 line of credit for its start-up cost upon approval of the charter application. The terms will be at zero 0% interest over a ten year period. If you have any questions, please feel free to contact me at 305 610-2313.

Respectfully Submitted,

Cynthia Dotson, President
Charter School Management Solutions

-DRAFT-

FINANCIAL MANAGEMENT POLICY

(7) Fiscal and Operational Management

(7.1) General Office Procedures

(7.1.1) Handling of Mail

The office manager, or designee, will be responsible for checking the mailbox on a daily basis and receiving all incoming mail. All incoming mail will be date stamped before distribution.

A copy of all outgoing correspondence will be maintained in the appropriate office file.

(7.1.2) Property and Supplies

Office equipment and supplies are to be used for official business only. All property and supplies should be stored in a secure location.

The clerical support staff will maintain an inventory of basic office supplies used. Request for supplies should be submitted to the office manager for approval through the Principal.

(7.1.3) Purchasing

All office supplies must be ordered through the Principal or designee. Once a purchase has been approved, the requisite documentation required by specific grantors and/or the bookkeeper will be prepared and executed by the Principal or designee.

Purchase orders will include

- Date
- Purchase order numbers
- Vendor Name
- Vendor Telephone Number
- General Description
- Amount (Estimated)
- Preparer's Signature and Date

(7.2) Accounting Processes

(7.2.1) Banking Policy and Relations

The Principal or designee in conjunction with the Board Treasurer can arrange with several financial institutions to provide for the operational

requirements of the organization and can invest excess capital funds in certificates of deposit, money market funds, Treasury Notes, Bonds and bills, equities, mutual funds and professionally managed accounts. Further, the organization will maintain positive relations with all sources of capital and banking service providers.

(7.2.1.1) Banking Relations

The Principal or designee will be the charter school's primary representative in dealing with financial institutions. The Principal or designee will be responsible for meeting with personnel of the primary financial institutions on a quarterly basis to provide consistent financial information reporting and updates on the charter school's operations to financial institution officials. The Principal or designee will be responsible for promoting a positive working relationship between the financial institutions. The Principal or designee will also provide the institution officials with the charter school''s anticipated capital needs or financial service requirements to provide institution officials adequate time to understand, approve and prepare for the charter school's needs.

The Board Treasurer or designee will also perform an ongoing evaluation of the institution's abilities to satisfy the needs of the organization and will make appropriate changes whenever necessary. Criteria to be used in the evaluating institutions can include:

- Institution Size (appropriate size to meet charter school needs while being small enough to be responsive)
- Financial safety and capital structure
- Reputation
- Location
- Flexibility and lending philosophy/attitudes
- Operating efficiency and accuracy (computerization, employee training, etc.)

(7.2.1.2) Banking Policy and Arrangements

The charter school shall establish a separate account for each fund and/or account group (internal funds, FTE funds, etc.) which will be used for all deposits and disbursements related to the fund.

(7.2.2) Accounts Payable, Cash Disbursements and Accrued Expenses

Proper internal control will be followed to ensure that only valid and authorized payables are recorded and paid. Accounting procedures will be implemented to ensure the accuracy of amounts, coding of general ledger accounts and appropriate timing of payments.

(7.2.2.1) Documenting Accounts Payable

After being stamped with the "date received" stamp, all Purchase Orders with purchase requisition, if applicable and Vendor invoices will be placed in an accounts payable file.

(7.2.2.2) Recording of Invoices and Check Requests

- The invoices will be matched to the purchase order request from each campus.
- All invoices will identify the bank account and other special instructions for payment, if applicable.
- The Principal will approve all invoices before being delivered to the administration office.
- The Check Request Form will follow the same procedure 2.1-2.3 except purchase orders maybe omitted subject to Superintendent approval.
- Approved invoices and check request will be entered into the accounting system for proper coding and payment

(7.2.2.3) Payment of Accounts Payable

Weekly, accounts payable invoices will be selected for payment according to their payment terms unless otherwise determined by the Principal or designee. Any credit balances (amounts owed to the organization) should be applied to the invoice amount when determining payment.

After the checks are printed, a copy will be made to attached to each invoice. The original checks will be paper clipped to the copied check and invoice. The original checks and all backup will be sent to the Principal for final approval and signature.

Original checks will be mailed as assigned by the Principal, while the attached backup will be returned to the administration office for filing.

(7.2.2.4) Accrued Expenses

The Principal will ensure that at the end of each month records are prepared for accrued expenses. Accrued expenses represent amounts due for services or benefits that the charter school has received but are not yet payable. The Once all amounts have been determined, the accrued expenses will be recorded in the accounting system.

(7.2.3) Bad/NSF Checks

Checks returned by the bank and designated uncollectible are to be processed in a method to avoid confronting or embarrassing clients/donors while ensuring that the funds will be collected.

(7.2.3.1) Returned Checks

A returned check for less than $500 or stamped "uncollected funds," should be re-deposited the following day, or when the next deposit is made.

For returned checks in amounts greater than $500, the bank that the check is drawn against should be telephoned and requested to provide if the check amount will clear the client/donor's account. If sufficient funds exist the check should be re-deposited.

(7.2.3.2) Re-deposited Checks

In the event a re-deposited check is returned or if sufficient funds do not exist to cover the check, the check should be turned over to the Principal or treasurer immediately.

Further, when more than one bad check is issued by the same party within any three-month period, notify the Principal. Do not redeposit the check unless instructed to do so.

The Principal or designee should contact the issuer by phone to report the problem and discuss how the matter will be resolved. At the Principal's discretion, a check may be re-deposited. Whenever a check is returned for insufficient funds, a handling fee of $25.00 should be charged to the issuer.

(7.2.4) Bank Account Reconciliations

Errors or omissions can be made to the cash records due to the many transactions that occur. Therefore, it is necessary to prove periodically the balance shown in the general ledger. Cash on deposit with a bank or other financial institution is not available for count and is therefore proved through the preparation of a reconciliation of the organization's record of cash in the bank/financial institution and the bank/financial institution's record of the organization's cash that is on deposit.

(7.2.4.1) Format

The organization's format for monthly bank/financial institution reconciliations, is composed of two distinct sections. One section begins with the balance as shown on the bank/financial institution statement and works to a corrected balance. That is the balance the bank/financial institution statement would show if all transactions were recorded by the bank (e.g. outstanding checks, deposits in transit, etc.)

The second section starts with the balance shown by the charter school records and also works to a corrected balance, the balance that should be shown in the organization's records after all transactions are properly recorded (e.g. bank charges, interest, etc.).

(7.2.4.2) Preparation and Reconciling Items

Upon receipt of the monthly bank/financial institution statement including cleared checks, deposit slips and any other transaction notifications, the monthly bank/financial institution reconciliation will be prepared by the accountant, bookkeeper or designee utilizing the following process:

- The first section of the monthly reconciliation will be started with the ending balance per the bank/financial institution statement.
- Next, any deposits in transit that were made by the organization, but were not yet recorded by the bank/financial institution will be listed and added to the bank/financial institution balance.
- Next, any checks that were written on the account prior to month-end but which have not yet cleared the bank/financial institution, will be listed and deducted from the bank/financial institution balance.
- From these steps, the "corrected" ending balance will be derived for the first section.
- The second section of the monthly reconciliation will be started with the ending balance per the charter school's books.
- Next, any interest or any other bank/financial institution credit items will be listed and added to the balance.
- Next, any bank/financial institution charges, transfer fees, etc. will be listed and deducted from the balance.
- From these steps, the "corrected" ending balance will be derived for the second section and should equal the "corrected" balance for the first section.
- Any discrepancies between these two balances will require research by the accountant, bookkeeper, or designee to determine the cause, such as recording errors, omissions, mispostings, etc. This can also include recalculation of the bank/financial institution statement for any possible errors made by the bank/financial institution.

(7.2.4.3) Adjustments and Journal Entries

Any book reconciling items such as interest, bank/financial institution charges and any recording errors will be summarized and drafted in journal entry form for recording in the general ledger. Further, any outstanding checks over six months old will be reviewed for disposition including write-off by journal entry.

(7.2.4.4) Review and Approval

The monthly bank/financial institution reconciliation for each account should be reviewed and approved by the Principal or designee (an individual who did not prepare it), via signature and date on the completed forms.

(7.2.5) Bank Loan Applications

The financial management function is responsible for developing the organization's financing plan for capital needs. To expedite loan approval processes, prepare for loan officer questions and as an aid in negotiating loan rates and other terms with multiple lenders, the treasurer or designee will prepare loan proposals according to established procedures.

(7.2.5.1) Assessment of Capital Requirements

The President of the Board of Directors will be responsible for directing the Treasurer in developing borrowing and financial plans to meet the needs of the organization's operations. These plans shall take into account current and projected business conditions and can include the following criteria:

- Capital requirements to satisfy the organization's growth in relation to risk.
- Ability of the organization to meet present obligations as well as new debt under worse case conditions.
- Appropriateness of capital or debt structure.
- Level or type of debt does not preclude future borrowing or funding capacity.
- Cost of capital in relation to return on investment from use of funds obtained.

The Board President will designate which institutions are to be contacted for borrowing purposes and will prepare loan applications with all required supporting analyses and documentation.

(7.2.5.2) Preparation of Loan Applications

Loan proposals will be drafted and presented to the Board of Directors with the following information, if applicable:

- **Date:** The proposal for each bank should be dated with the current date the proposal will be given to the bank.

- **Borrower:** The specific legal name of the intended borrowing entity should be listed. This will avoid confusion with other organization subsidiaries and personal loans to officers.

- **Type of Loan:** The specific type of loan requested should be listed (i.e. equipment loan, line of credit, etc.) This eliminates any guessing or assumptions by the loan officer.

- **Amount:** The amount of the loan requested should be determined and listed. It is very important to establish credibility with the loan officer and committees. All numbers should be carefully forecasted and supported with documentation. Asking for too much or too little money can convey uncertainty or doubt about the organization's ability to implement successfully the plans for the loan proceeds.

- **Use of Proceeds:** As above, the use of proceeds should be listed and well supported by documentation in the organization's business plan and forecasts.

- **Term:** The desired term of the loan should be listed. If deemed possible, longer terms should be requested to avoid the process of having to renew the loan frequently.

- **Closing Date:** Set a closing date. For renewals, approximately 30 days after application; for new bank or loan applications, approximately 60 days after application. This communicates a bit of negotiating edge for the organization by conveying the message that the matter is to be resolved or the organization will use other banks willing to work within this schedule.

- **Takedown at Closing:** The amount of funds to be drawn immediately at closing of the loan should be listed. As above, this should reflect the business plan and conveys that the organization understands its business and financial requirements.

- **Collateral:** Any assets (i.e., equipment, inventory, accounts receivable, etc.) to be used as collateral for the loan should be listed and appropriately reflect the type of loan.

- **Guarantees:** This should normally be completed with "none." The organization should always propose loans based upon the organization's credit worthiness. However, in certain situations, personal guarantees by the officers may be necessary in which case they must be indemnified by the school.

- **Rate:** For negotiating purposes, rather than have the bank "suggest" the interest rate, it is better to state a reasonable but fair rate for the charter school. The rate should reflect the type of loan and the level of risk we think the charter school represents to the bank.
- **Repayment Schedule:** A realistic repayment schedule should be determined and should correspond to the charter school's business plan and financial forecasts.
- **Source of Funds for Repayment:** The specific source of cash flow to be used for repayment should be identified.
- **Alternate Source of Funds for Repayment:** To satisfy concerns by banks that in the event the organization does not meet financial projections, the plans on how the organization would meet the repayment schedule should be listed. For example, liquidating assets, etc., could be used to repay the loan.

(7.2.6) Capitalization & Depreciation of Fixed Assets

Assets acquisitions with a useful life expectancy of greater than one year and with a material unit cost of over $500 will be capitalized by the organization and depreciated.

(7.2.6.1) Capitalization

Capitalization is the process of recording the purchase of a fixed asset that is generally recorded individually on an asset schedule. Examples of capital expenditures are purchases of land, buildings, machinery, office equipment, leasehold improvements, computer software and vehicles.

All assets with a useful life of greater than one year and a material unit cost of over $500 will be capitalized and (except for land) will be recorded in the depreciation records. Any asset that does not meet the above criteria will be expensed such as small tools and equipment or repairs and maintenance.

The cost basis of furniture and equipment assets will include all charges relating to the purchase of the asset including the purchase price, freight charges and installation if applicable.

Leasehold improvements are to be capitalized if they relate to the occupancy of a new location or a major renovation of an existing location. Expenditures incurred in connection with maintaining an existing facility in good working order should be expensed as a repair.

The cost of buildings should include all expenditures related directly to their acquisition or construction. These cost include materials, labor and

overhead incurred during construction and fees, such as attorneys and architects and building permits.

(7.2.6.2) Depreciation

Depreciation represents the write-down or write-off of the cost of the asset over its estimated useful life.

In general, the depreciation methods/lives for assets should be selected for consistent financial reporting and tax purposes. The following depreciation methods and useful lives should be used for the following asset classifications for financial reporting purposes:

Asset Class	Useful Life	Method
Vehicles	Five Years	Straight Line
Office Equipment and Computers	Five Years	Straight Line
Furniture and Line Machinery	Seven Years	Straight Line
Leasehold Improvements	Remaining Life Of Lease Term, Including Option Renewals	Straight Line
Buildings	Thirty Years	Straight Line

The lowest life permitted by tax regulations for asset classes should be selected to optimize depreciation deductions.

(7.2.7) Check Requests

To ensure efficient processing and record keeping. All manual check requests will be prepared on a written check request form.

(7.2.7.1) Origination

Whenever an employee requires a manual check to be issued, such as picking up items or for cash on delivery items, a Check Request form should be completed with all pertinent information and receive appropriate approval.

(7.2.7.2) Processing

The completed Check Request Form should then be forwarded to the bookkeeper for check preparation and signature by the authorized check signers. If a check is to be mailed directly to the vendor, any applicable documentation, such as order forms, etc., should be attached to the form.

(7.2.8) Check Signing Authority

A limited number of employees and board officers will be authorized to sign checks, and there shall be no fewer than three individuals at all times.

(7.2.8.1) Authorized Check Signers

Authorized check signers must be approved in writing and require Board of Directors authorization. The Principal and Executive Director will have check signing authority. Additional individuals with or without dollar limitations may be authorized as necessary.

The President may revoke check-signing authority. Any person who is no longer entitled to sign charter school checks will be notified in writing. The Treasurer will oversee the proper notification of the charter school's financial institutions whenever authorized signature changes are made.

(7.2.8.2) Signature Levels Required

The following signature levels will be required according to the dollar amount of the check:

Less than $500 - A check issued for an amount less than $500 requires only one signature, typically by the Principal.

Less than $10,000 - A check issued for an amount less than $10,000 requires two different authorized signatures.

Greater than $10,000 - A check issued for greater than $10,000 requires two signatures, one of which must be that of the Treasurer of the Board of Directors. The second signature can be that of any authorized check signer.

(7.2.9) Petty Cash

To facilitate minor business expenses, a petty cash fund will be available to select employees as described below.

(7.2.9.1) Fund Control

The secretary will maintain control of the cash box, petty cash journal and all petty cash transactions. The petty cash fund will be set up in the amount of $100 for authorized out-of-pocket expenses and advances for minor business expenses.

Advances or reimbursements from petty cash will be limited to amounts of $25.00 or less. If an employee requires funds in a greater amount, they should request a check.

(7.2.9.2) Draws

When an employee requests a petty cash draw, the cashier will record the amount disbursed, date of disbursement, reason for the disbursement and the name of the employee receiving the disbursement.

The employee should, by the next business day, return the receipt(s) and any change to the cashier. A petty cash voucher will then be completed with the receipt(s) attached.

(7.2.9.3) Replenishment

At the end of each month or whenever the petty cash fund drops below a balance of $25.00, the cashier will complete the reimbursement paperwork from the journal with itemized descriptions of expenses and attach all vouchers. The cashier will then be issued a check in the amount of the reimbursement and will be responsible for obtaining cash from the bank to replenish the cash box.

(7.2.10) Recording Transactions in the General Ledger

The business manager or designee is responsible for the proper posting of journals and entries to the general ledger and for the maintenance of the accounts to ensure accuracy, validity and reliability of financial records.

(7.2.10.1) Posting Transactions and Journals

The computerized accounting system aids in the maintenance of journals and posting of transactions to general ledger accounts. The following functions should be performed on a monthly basis to update the general ledger for the month's activities:

- All activities recorded in journals will be posted to the general ledger using the computerized posting feature. These journals include:
    - General Journal
    - Purchases Journal
    - Cash Receipts Journal
    - Cash Disbursements Journal - Payroll Journal

- The recurring adjusting journal entries will be posted via the general journal. Recurring journal entries will be established for adjustments that occur equally each monthly accounting period. Recurring journal entries can include the following:
    - Accruals of interest expense not paid during the accounting period. Amortization of prepaid expenses Depreciation of fixed assets

    - Recurring journal entries will be reviewed monthly and adjusted accordingly.

- Adjusting journal entries will be prepared for transactions that have not been recorded in other journals or to correctly restate account balances to accurate amounts. The need to make adjusting journal entries may be due to the following:
    - Accrual of income and expense items
    - Correction of errors
    - Recording non-cash transactions

All journal entries will be reviewed and authorized by the Principal or designee before being posted. Adequate supporting documentation will be prepared for each journal entry.

(7.2.10.2) Trial Balance

After posting all journals and adjusting entries, a trial balance will be printed. The trial balance will be reviewed to ensure that the general ledger is in balance. Next, all control accounts in the general ledger will be reconciled to subsidiary ledgers. Any differences will be investigated and appropriate adjustments will be made.

The Principal or designee will make final review of the trial balance for accuracy and proper reflection of account balances before printing financial statements.

(7.3) Fixed Asset Control

Proper control procedures will be followed for all capital asset acquisitions, transfers and dispositions in order to provide internal control of capital equipment and to assist in reporting. The Principal is responsible and accountable for furniture, equipment, machinery and any other capital assets and will maintain some type of control over capital assets. The Principal or designee will assist and evaluate the capital asset control procedures.

(7.3.1) Acquisitions

All purchases of assets costing more than $500 and authorized within the annual operating budget must be approved by the Principal. Assets that are not included within the annual budget must be approved by the Board of Directors.

A Capital Asset Requisition form (Exhibit 1) must be completed and approved for all purchases. This form is to be attached to all purchase orders or check authorization forms submitted to the bookkeeper.

Management may source the vendor for the purchase of the capital asset or can submit the request to solicit bids to the board of directors for assets costing $1000 or more.

All purchases for items over $200 must include a completed purchase order, with the form indicating that the item is a capital purchase. When the bookkeeper is entering the records into the accounting system, the item will be recorded in the official school inventory documentation as well.

Any internally constructed or donated equipment will be reported to the bookkeeper if the item cost or has a FMV of $100 or more. A complete description of the property, date manufactured or received, number of items, cost or estimated value and a statement that it was internally constructed or donated will be included on the organization's in-kind contributions log/records.

(7.3.2) Dispositions

Capital assets may be sold or traded-in on new equipment. An Asset Disposition form is to be completed and approved by the Principal. Any assets with an original value greater than $1,000 will also require the Board of Director's approval.

Upon approval, the charter school may advertise the property for sale or submit a list to the bookkeeper for sale and disposition. After completion of the sale, the Asset Disposition form will be submitted to the accountant, and the item will be transferred out of the inventory records. The accountant will delete the item from the asset records and record any gain or loss on the disposition.

Worn-out or obsolete property with no cash value will be reported to the bookkeeper on the Asset Disposition form with description, serial number and condition. The bookkeeper will inspect all worn-out or obsolete property before it is removed from the charter school and discarded. The asset will then be removed from the asset records.

Any asset that is missing or has been stolen will be reported in writing as soon as possible. The description, serial number, and other information about the lost item should be included in the report. The Principal will determine the proper course of action and will notify the charter school's insurance carrier and any outside authorities if deemed appropriate. If not recovered, the asset will then be removed from the asset records.

(7.3.3) Asset Records

Upon any asset acquisition, the bookkeeper or designee is responsible for assigning and attaching asset number labels to the property where it

can be readily located. The bookkeeper will then maintain a detailed Tangible Asset Log. Each asset that receives an asset label will be recorded on the log. This log will display the asset label number assigned to the asset, the date the asset was purchased, the date the asset was labeled, the cost or FMV of the asset, the location of the asset, the description of the asset and the date the asset was disposed of, if applicable.

On an annual basis, the Tangible Asset Log should be reviewed to verify the accuracy of the log. Any discrepancies noted should be reported to the bookkeeper to be resolved.

(7.4) Payroll Processes

(7.4.1) Payroll Records and Procedures

Payroll will be processed to ensure accuracy, validity of transactions and proper internal control procedures will be maintained to assure that all disbursements are for valid services performed.

(7.4.2) Personnel Records, Management and Changes

Personnel records for hiring, classification, rate changes and termination are explained in the section 3 of this policy manual. Payroll processing will be performed in conjunction with the following related personnel procedures.

- Employee Hiring and New Employee Orientation
- Paid and Unpaid Time Off - Pay and Payroll matters
- Performance Appraisals and Salary/Wage Adjustments - Resignations and Terminations

(7.4.3) Payroll Processing

The bookkeeper will receive completed and approved timesheets from the Principal or designee(s) according to the procedures outlined elsewhere within this policy manual.

Once timesheets have been received, the bookkeeper or designee will review for completeness and then perform calculations for payroll, payroll deductions and other accruals. The bookkeeper or designee will then prepare summary worksheets of payroll information and present along with supporting documentation to the Principal for review and approval.

Once the summary has been approved, the bookkeeper or designee will enter the information into the computer for processing. A payroll report will be printed before printing checks to verify accuracy and

completeness. If correct, checks should be printed. If incorrect, the necessary corrections should be made and reviewed (validated). Validated payroll checks will then be presented for signing and distribution.

Payroll tax deposits will be determined and timely submitted to the Department of Treasury (IRS), as required, using Form 8109 "Federal Tax Deposit Coupon" or the Electronic Tax Payment System.

All payroll related returns will be prepared by the accountant or designee, and approved/signed by the Principal or any board officer.

(7.4.4) Payroll Returns

Quarterly prepare Form 941 - Employers Quarterly Federal Tax Return and file with the Internal Revenue Service, which is due on the last day of the month following the end of the quarter being filed (i.e. the first report Form 941 is for the period January 1 through March 31 and is due April 30).

If the organization has four (4) or more employees, then Form UCT-6, Employer's Quarterly Tax Report is required to be filed with the Florida Department of Labor, and is due on the last day of the month following the end of the quarter being filed.

At the end of the calendar year, Forms W-3, Transmittal of Wage and Tax Statement and Form W-2, Wage and Tax Statement are to be completed for all employees and submitted to the Social Security Administration.

(7.5) Property Tax Assessments

All non-exempt property tax assessments will be reviewed for accuracy and proper assessed valuations to ensure minimum property tax costs to the organization.

(7.5.1) Review of Assessments

All assessments are to be promptly reviewed. Any qualified properties used by the organization for its exempt purpose should apply for exemption annually. Many jurisdictions only allow a challenge to an assessment within 30 days after the annual notice as assessed value is sent. It the charter school misses the deadline, it loses the chance to reduce the year's property tax. There are normally no refunds for prior years' property taxes even if successfully challenged in the future. Often, it may be advisable to begin the analysis process prior to receiving the assessment notice.

When reviewing an assessment, the first step is to find out how the property was assessed. Ask for a full explanation of how the assessed value was derived. Assessors are usually cooperative in providing this information.

(7.5.2) Appealing of Assessments

If upon review of the assessment and all other factors, the organization believes a downward adjustment to the property assessment is appropriate, an appeal should be prepared.

Once a sound case is prepared, an appeal can be sought by simply calling the local assessor's office and asking for an appointment to discuss the assessment. The meeting with the local assessor will generally be informal. It is important not to be adversarial with the assessor but to present the attitude that the organization is helping the assessor to reach a more accurate valuation for the property by presenting additional information.

(7.6) Release of Financial Information

The release of financial, personnel, statistical or other information that may be of a confidential nature will be controlled and every request will be referred to the Principal or treasurer.

(7.6.1) Written Request

Typical requests are for additional information concerning details of the published financial statements, litigation progress, insurance coverage, personnel, students, etc. If the request is by letter or written correspondence, the materials shall be forwarded to the Principal or treasurer who will review the information to be released and who will be authorized to reply. All legal requirements regarding public records, and the policy regarding public records requests elsewhere in this policy manual will be adhered to.

(7.6.2) Telephone / Personal Request

If the request is by telephone or a personal visit to our office, the requester will be referred to the Principal or designee. If either one is unavailable, the requester should be asked to provide their name, organization, telephone number and address, if possible. Also they should be asked the reason for the request and a brief description of the information desired. This information should be written down and forwarded to the Principal or designee for follow-up.

(7.7) Year-End Closing

An orderly, timely and comprehensive closing of all accounts will be performed by the accountant or designee to assure an accurate

representation of the organization's financial statements and to provide the necessary documentation for the organization's independent auditors.

(7.7.1) Assets

Assets should be fairly stated, generally at realizable amounts. Work papers should show the basis and when required, how the amounts were calculated.

- **Cash** - Prepare bank reconciliations for year-end of balance per bank to the balance per books for each account. Show original dates and descriptions of each reconciling item. Prepare necessary journal entries and adjust the reconciliations. Prepare a summary of all petty cash and change funds. Totals must agree with the general ledger.

- **Investments** - Prepare a list of all securities on hand at year-end by location held such as broker or bank. Use full names and show the face amount or number of shares and date of acquisition. Determine cost and market values. Calculate accrued interest.

- **Accounts Receivable** - Obtain aged trial balances and reconcile to general ledger. Calculate possible allowance for uncollectible accounts and obtain approval of treasurer. Adjust allowance to calculated amount. Write off any unallocated differences.

- **Other Receivables** - Prepare schedule of grants and other miscellaneous receivables and reconcile to general ledger. Comment on collectibility, if material.

- **Inventories** - Prepare a summary of all properties held in inventory. Reconcile inventories from physical inventory to year-end balances. Explain significant variations from prior year.

- **Fixed Assets** - Prepare a schedule of assets and related allowances for depreciation. Reconcile allowance additions to total depreciation expense. Trace disposals to capital gain and loss schedule or to expense if items were scrapped or discarded.

(7.7.2) Liabilities and Net Assets

Liabilities are shown as the amount to be paid in the subsequent period. Overstatement rather than understatement is the rule for liabilities. If in doubt, record the liability.

- **Accounts Payable** - Determine that all items paid through year-end are not shown on the accounts payable list. Accounts payable shall be kept open for 45 days after year-end in order to receive

invoices and record in the accounts payable list. After this 45 day period, maintain a list of any items over $1,000 that are received or paid that are not included in accounts payable but relate to that year-end period.

- **Accrued Payroll** - Calculate accrued payroll and vacation pay due by the number of days outstanding at year-end. Include any incentive bonuses or other special payroll payments.
- **Other Accrued Expenses** - Review accruals for payroll taxes, payroll deductions payable, interest expense on short term borrowings and long term debt. Determine cost of audit and legal services through year-end and record.
- **Income Taxes Payable** - The Federal tax payable schedule will be prepared with the assistance of the auditors. (This is applicable only if the organization has unrelated trade or business income, which does not relate to its exempt purpose).
- **Current Liabilities** - Prepare a schedule of debt and calculate and record the current portion due within one year and accrued interest.
- **Contingent Liabilities and Commitments** - Prepare a schedule of any outstanding litigation and possible loss. Prepare a schedule of all long-term rental agreements.
- **Net Assets** - Bring permanent file of all net asset accounts up to date.

(7.7.3) Revenues

Prepare a schedule of all revenues and compare amounts to prior year. Evaluate and comment on any significant differences. Prepare a memorandum on new revenue accounts. Also prepare a schedule of revenues by program for inclusion in the annual report.

(7.7.4) Expenses

Each expense total should be compared to the prior year and unusual variances reviewed and explained. Several expense items are directly related to asset or liability accounts and the worksheets for the related accounts should be prepared at the same time and shown on one schedule.

- **Payroll** - Prepare a schedule of all payroll and employer taxes and reconcile to payroll expense. Prepare a schedule of annual payroll and benefit levels for each organization employee for the auditors and annual report.

- **Legal and Professional Fees** - Prepare a schedule of all legal invoices with the amount and brief description of services rendered. Reconcile total to Legal expense.
- **Bad Debt Expense** - Prepare a list of all accounts written off during the year. Note specifically any additions to the allowance for uncollectible accounts.
- **Interest Expense** - Prepare a schedule of interest expense by source. Reconcile amounts to short term borrowing and long-term debt.

SECTION 17

FINANCIAL BACKUP & DETAILS TO THE 5 YEAR BUDGET AND YEAR 1 CASH FLOW STATEMENT

mpionship Academy of Distinction High School's Five Year Budget Projecti

Detailed Budget Summary

Florida Charter Support Unit Budget Template - Summary #2

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Students:		261 (of 275)	451 (of 475)	593 (of 625)	735 (of 775)	831 (of 875)
Revenue						
FEFP State Revenue	$ -	$ 1,600,817	$ 2,784,789	$ 3,734,995	$ 4,768,392	$ 5,553,355
Capital Outlay	$ -	$ -	$ -	$ -	$ 170,490	$ 192,758
NSLP Funds	$ -	$ 62,208	$ 112,050	$ 146,700	$ 182,250	$ 206,100
Transportation Funds	$ -	$ 21,960	$ 22,289	$ 45,247	$ 68,889	$ 69,923
Financing / Loan Proceeds	$ 25,000	$ 175,000	$ 50,000	$ -	$ -	$ -
Total Revenue	**$ 25,000**	**$ 1,859,985**	**$ 2,969,128**	**$ 3,926,943**	**$ 5,190,021**	**$ 6,022,135**
Expenses						
Academic Expenses						
Employee Totals	$ -	$ 704,880	$ 1,233,561	$ 1,628,847	$ 2,051,003	$ 2,410,414
Services	$ -	$ 11,260	$ 15,690	$ 27,207	$ 32,357	$ 35,174
Supplies and Materials	$ -	$ 76,259	$ 49,188	$ 64,998	$ 144,364	$ 142,596
Software	$ -	$ 5,000	$ 5,100	$ 5,202	$ 5,306	$ 5,412
Equipement	$ -	$ 36,050	$ 30,794	$ 27,267	$ 27,377	$ 23,742
Furniture	$ -	$ 8,778	$ 13,794	$ 17,556	$ 21,318	$ 23,826
Travel	$ -	$ 700	$ 714	$ 728	$ 743	$ 758
Other Expenses	$ -	$ 131	$ 230	$ 308	$ 390	$ 449
Total Academic Expenses	**$ -**	**$ 843,057**	**$ 1,349,071**	**$ 1,772,114**	**$ 2,282,858**	**$ 2,642,371**
Administrative Expenses						
Employee Totals	$ 20,449	$ 145,136	$ 182,790	$ 212,964	$ 238,969	$ 247,152
Services	$ -	$ 248,088	$ 424,069	$ 568,581	$ 725,389	$ 842,032
Supplies and Materials	$ -	$ 5,742	$ 10,120	$ 13,574	$ 17,162	$ 19,786
Computers	$ 2,000	$ 1,044	$ 1,840	$ 2,467	$ 3,116	$ 3,598

Equipement	$ -	$ 5,742	$ 9,922	$ 13,046	$ 17,640	$ 19,944	
Furniture	$ 2,500	$ 5,000	$ 1,000	$ 1,000	$ 1,000	$ 1,000	
Other Expenses	$ -	$ 1,044	$ 4,965	$ 33,022	$ 33,672	$ 34,154	
Total Administrative Expenses	**$ 24,949**	**$ 411,796**	**$ 634,707**	**$ 844,653**	**$ 1,036,948**	**$ 1,167,666**	

Governance Expenses

Services	$ -	$ 500	$ 500	$ 1,000	$ 1,500	$ 2,000	
Insurance	$ -	$ 5,220	$ 9,200	$ 12,339	$ 15,600	$ 17,990	
Total Governance Expenses	**$ -**	**$ 5,720**	**$ 9,700**	**$ 13,339**	**$ 17,100**	**$ 19,990**	

Facilities Expenses

Employee Totals	$ -	$ 40,824	$ 53,397	$ 54,046	$ 67,033	$ 67,832	
Facility Cost	$ -	$ 206,250	$ 427,500	$ 625,000	$ 852,500	$ 1,050,000	
Services	$ -	$ 8,792	$ 11,808	$ 14,214	$ 16,715	$ 18,588	
Insurance	$ -	$ 9,625	$ 9,818	$ 10,014	$ 10,214	$ 10,418	
Supplies and Materials	$ -	$ 5,220	$ 9,922	$ 13,437	$ 17,155	$ 19,977	
Maintenance	$ -	$ 2,500	$ 7,575	$ 7,752	$ 7,934	$ 8,120	
Utilities	$ -	$ 54,634	$ 57,016	$ 59,165	$ 61,398	$ 63,381	
Total Facilities Expenses	**$ -**	**$ 327,845**	**$ 577,035**	**$ 783,629**	**$ 1,032,949**	**$ 1,238,316**	

Food Services Expenses

Supplies and Materials	$ -	$ 2,000	$ -	$ -	$ 3,000	$ -	
Food	$ -	$ 62,208	$ 112,050	$ 146,700	$ 182,250	$ 206,100	
Total Food Services Expenses	**$ -**	**$ 64,208**	**$ 112,050**	**$ 146,700**	**$ 185,250**	**$ 206,100**	

Transportation Services

Services	$ -	$ 40,500	$ 40,905	$ 82,627	$ 125,183	$ 126,436	
Total Transportation Services	**$ -**	**$ 40,500**	**$ 40,905**	**$ 82,627**	**$ 125,183**	**$ 126,436**	

Other Expenses

District Administrative Fee	$ -	$ 77,719	$ 77,801	$ 79,685	$ 82,267	$ 84,586	
Reserve Fund	$ -	$ 48,683	$ 84,212	$ 113,407	$ 145,118	$ 168,698	
Total Other Expenses	**$ -**	**$ 126,403**	**$ 162,014**	**$ 193,092**	**$ 227,385**	**$ 253,284**	

Total Expenses	**$ 24,949**	**$ 1,819,529**	**$ 2,885,482**	**$ 3,836,155**	**$ 4,907,672**	**$ 5,654,162**	

Net Revenue	**$ 52**	**$ 40,457**	**$ 83,646**	**$ 90,788**	**$ 282,348**	**$ 367,972**

Championship Academy of Distinction High School's Five Year Budget Projections
Year 1 Cash Flow Estimates

Func	Obj	Desription	Year 1 Total	Select Distrib.	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Total
		Directions (Mouse Over Here)															
FEFP Calculations																	
	3310	FEFP - Base Funding	$ 1,137,541	1	$ 94,795	$ 94,795	$ 94,795	$ 94,795	$ 94,795	$ 94,795	$ 94,795	$ 94,795	$ 94,795	$ 94,795	$ 94,795	$ 94,795	$ 1,137,541
	3310	FEFP - ESE Gurantee	$ 26,195	1	$ 2,183	$ 2,183	$ 2,183	$ 2,183	$ 2,183	$ 2,183	$ 2,183	$ 2,183	$ 2,183	$ 2,183	$ 2,183	$ 2,183	$ 26,195
	3310	FEFP - Supplemental Academic Instruction	$ 52,731	1	$ 4,394	$ 4,394	$ 4,394	$ 4,394	$ 4,394	$ 4,394	$ 4,394	$ 4,394	$ 4,394	$ 4,394	$ 4,394	$ 4,394	$ 52,731
	3310	FEFP - Digitial Classroom Allocation	$ 4,219	1	$ 352	$ 352	$ 352	$ 352	$ 352	$ 352	$ 352	$ 352	$ 352	$ 352	$ 352	$ 352	$ 4,219
	3310	FEFP - Safe Schools Allocations	$ 5,762	1	$ 480	$ 480	$ 480	$ 480	$ 480	$ 480	$ 480	$ 480	$ 480	$ 480	$ 480	$ 480	$ 5,762
	3310	FEFP - Instructional Materials Allocation	$ 19,969	1	$ 1,664	$ 1,664	$ 1,664	$ 1,664	$ 1,664	$ 1,664	$ 1,664	$ 1,664	$ 1,664	$ 1,664	$ 1,664	$ 1,664	$ 19,969
	3310	FEFP - Discretionary Local Effort	$ 107,627	1	$ 8,969	$ 8,969	$ 8,969	$ 8,969	$ 8,969	$ 8,969	$ 8,969	$ 8,969	$ 8,969	$ 8,969	$ 8,969	$ 8,969	$ 107,627
	3310	FEFP - Discretionary Lottery	$ 904	1	$ 75	$ 75	$ 75	$ 75	$ 75	$ 75	$ 75	$ 75	$ 75	$ 75	$ 75	$ 75	$ 904
	3310	FEFP - Class Size Reductions	$ 245,870	1	$ 20,489	$ 20,489	$ 20,489	$ 20,489	$ 20,489	$ 20,489	$ 20,489	$ 20,489	$ 20,489	$ 20,489	$ 20,489	$ 20,489	$ 245,870
	3492	Transportation (All Riders)	$ 21,960	3	$ -	$ -	$ 2,196	$ 2,196	$ 2,196	$ 2,196	$ 2,196	$ 2,196	$ 2,196	$ 2,196	$ 2,196	$ 2,196	$ 21,960
Other Income																	
	3261	School Lunch Reimbursements	$ 48,168	4	$ -	$ -	$ -	$ 5,352	$ 5,352	$ 5,352	$ 5,352	$ 5,352	$ 5,352	$ 5,352	$ 5,352	$ 5,352	$ 48,168
	3451	School Lunch Collections	$ 14,040	3	$ -	$ -	$ 1,404	$ 1,404	$ 1,404	$ 1,404	$ 1,404	$ 1,404	$ 1,404	$ 1,404	$ 1,404	$ 1,404	$ 14,040
	3720	Financing / Loan Proceeds	$ 175,000	1	$ 14,583	$ 14,583	$ 14,583	$ 14,583	$ 14,583	$ 14,583	$ 14,583	$ 14,583	$ 14,583	$ 14,583	$ 14,583	$ 14,583	$ 175,000
		Total Income	**$ 1,859,985**	**T**	**$ 147,985**	**$ 147,985**	**$ 151,585**	**$ 156,937**	**$ 156,937**	**$ 156,937**	**$ 156,937**	**$ 156,937**	**$ 156,937**	**$ 156,937**	**$ 156,937**	**$ 156,937**	**$ 1,859,985**
		Expense Estimates															
Function 5100 - Basic Instruction																	
5100	120	Classroom Teacher Salaries	$ 522,450	3	$ -	$ -	$ 52,245	$ 52,245	$ 52,245	$ 52,245	$ 52,245	$ 52,245	$ 52,245	$ 52,245	$ 52,245	$ 52,245	$ 522,450
5100	140	Substitute Teachers	$ 11,610	3	$ -	$ -	$ 1,161	$ 1,161	$ 1,161	$ 1,161	$ 1,161	$ 1,161	$ 1,161	$ 1,161	$ 1,161	$ 1,161	$ 11,610
5100	160	Other Support Personnel	$ 13,600	3	$ -	$ -	$ 1,360	$ 1,360	$ 1,360	$ 1,360	$ 1,360	$ 1,360	$ 1,360	$ 1,360	$ 1,360	$ 1,360	$ 13,600
5100	220	FICA	$ 41,008	3	$ -	$ -	$ 4,101	$ 4,101	$ 4,101	$ 4,101	$ 4,101	$ 4,101	$ 4,101	$ 4,101	$ 4,101	$ 4,101	$ 41,008
5100	240	Worker's Compensation	$ 6,701	3	$ -	$ -	$ 670	$ 670	$ 670	$ 670	$ 670	$ 670	$ 670	$ 670	$ 670	$ 670	$ 6,701
5100	250	Unemployment Compensation	$ 3,024	3	$ -	$ -	$ 302	$ 302	$ 302	$ 302	$ 302	$ 302	$ 302	$ 302	$ 302	$ 302	$ 3,024
5100	290	Other Employee Benefits	$ 56,591	3	$ -	$ -	$ 5,659	$ 5,659	$ 5,659	$ 5,659	$ 5,659	$ 5,659	$ 5,659	$ 5,659	$ 5,659	$ 5,659	$ 56,591
5100	360	Rentals	$ 16,250	3	$ -	$ -	$ 1,625	$ 1,625	$ 1,625	$ 1,625	$ 1,625	$ 1,625	$ 1,625	$ 1,625	$ 1,625	$ 1,625	$ 16,250
5100	510	Supplies	$ 10,962	5	$ 4,111	$ 4,111	$ 274	$ 274	$ 274	$ 274	$ 274	$ 274	$ 274	$ 274	$ 274	$ 274	$ 10,962
5100	520	Textbooks	$ 59,708	7	$ 29,854	$ 29,854	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 59,708
5100	621	AV Materials-Capitalized	$ 19,800	7	$ 9,900	$ 9,900	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 19,800
5100	641	Furniture, Fixtures-Capitalized	$ 8,778	7	$ 4,389	$ 4,389	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 8,778
5100	690	Computer Software	$ 5,000	5	$ 1,875	$ 1,875	$ 125	$ 125	$ 125	$ 125	$ 125	$ 125	$ 125	$ 125	$ 125	$ 125	$ 5,000
5100	730	Dues and Fees	$ 131	3	$ -	$ -	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 131
		5100 Sub Total	**$ 775,611**	**T**	**$ 50,129**	**$ 50,129**	**$ 67,535**	**$ 67,535**	**$ 67,535**	**$ 67,535**	**$ 67,535**	**$ 67,535**	**$ 67,535**	**$ 67,535**	**$ 67,535**	**$ 67,535**	**$ 775,611**
Function 5200 - Exceptional Education																	
5200	130	Other Certified Staff Member	$ 40,500	3	$ -	$ -	$ 4,050	$ 4,050	$ 4,050	$ 4,050	$ 4,050	$ 4,050	$ 4,050	$ 4,050	$ 4,050	$ 4,050	$ 40,500
5200	140	Substitute Teachers	$ 900	3	$ -	$ -	$ 90	$ 90	$ 90	$ 90	$ 90	$ 90	$ 90	$ 90	$ 90	$ 90	$ 900
5200	220	FICA	$ 3,098	3	$ -	$ -	$ 310	$ 310	$ 310	$ 310	$ 310	$ 310	$ 310	$ 310	$ 310	$ 310	$ 3,098
5200	240	Worker's Compensation	$ 506	3	$ -	$ -	$ 51	$ 51	$ 51	$ 51	$ 51	$ 51	$ 51	$ 51	$ 51	$ 51	$ 506
5200	250	Unemployment Compensation	$ 432	3	$ -	$ -	$ 43	$ 43	$ 43	$ 43	$ 43	$ 43	$ 43	$ 43	$ 43	$ 43	$ 432
5200	290	Other Employee Benefits	$ 4,110	3	$ -	$ -	$ 411	$ 411	$ 411	$ 411	$ 411	$ 411	$ 411	$ 411	$ 411	$ 411	$ 4,110
5200	310	Professional and Technical Services	$ 5,760	1	$ 480	$ 480	$ 480	$ 480	$ 480	$ 480	$ 480	$ 480	$ 480	$ 480	$ 480	$ 480	$ 5,760
5200	510	Supplies	$ 3,915	5	$ 1,468	$ 1,468	$ 98	$ 98	$ 98	$ 98	$ 98	$ 98	$ 98	$ 98	$ 98	$ 98	$ 3,915
		5200 Sub Total	**$ 59,222**	**T**	**$ 1,948**	**$ 1,948**	**$ 5,533**	**$ 5,533**	**$ 5,533**	**$ 5,533**	**$ 5,533**	**$ 5,533**	**$ 5,533**	**$ 5,533**	**$ 5,533**	**$ 5,533**	**$ 59,222**
Function 6200 - Instructional Media Services																	
6200	510	Supplies	$ 1,175	5	$ 440	$ 440	$ 29	$ 29	$ 29	$ 29	$ 29	$ 29	$ 29	$ 29	$ 29	$ 29	$ 1,175
		6200 Sub Total	**$ 1,175**	**T**	**$ 440**	**$ 440**	**$ 29**	**$ 29**	**$ 29**	**$ 29**	**$ 29**	**$ 29**	**$ 29**	**$ 29**	**$ 29**	**$ 29**	**$ 1,175**
Function 6400 - Instructional Staff Training																	
6400	140	Substitute Teachers	$ 350	3	$ -	$ -	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 350
6400	310	Professional and Technical Services	$ 3,000	1	$ 250	$ 250	$ 250	$ 250	$ 250	$ 250	$ 250	$ 250	$ 250	$ 250	$ 250	$ 250	$ 3,000
6400	330	Travel	$ 700	3	$ -	$ -	$ 70	$ 70	$ 70	$ 70	$ 70	$ 70	$ 70	$ 70	$ 70	$ 70	$ 700
6400	510	Supplies	$ 500	5	$ 188	$ 188	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 13	$ 500
		6400 Sub Total	**$ 4,550**	**T**	**$ 438**	**$ 438**	**$ 368**	**$ 368**	**$ 368**	**$ 368**	**$ 368**	**$ 368**	**$ 368**	**$ 368**	**$ 368**	**$ 368**	**$ 4,550**
Function 6500 - Instructional-Related Technology																	
6500	310	Professional and Technical Services	$ 2,500	1	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 2,500
		6500 Sub Total	**$ 2,500**	**T**	**$ 208**	**$ 208**	**$ 208**	**$ 208**	**$ 208**	**$ 208**	**$ 208**	**$ 208**	**$ 208**	**$ 208**	**$ 208**	**$ 208**	**$ 2,500**
Function 7100 - Board																	
7100	310	Professional and Technical Services	$ 500	1	$ 42	$ 42	$ 42	$ 42	$ 42	$ 42	$ 42	$ 42	$ 42	$ 42	$ 42	$ 42	$ 500

7100	320	Insurance and Bond Premiums	$ 5,220	7		$ 2,610	$ 2,610	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 5,220
		7100 Sub Total	**$ 5,720**	**T**		**$ 2,652**	**$ 2,652**	**$ 42**	**$ 42**	**$ 42**	**$ 42**	**$ 42**	**$ 42**	**$ 42**	**$ 42**	**$ 42**	**$ 42**	**$ 42**	**$ 5,720**
Function 7200 - General / District Administration																					
7200	730	Dues and Fees	$ 77,719	1		$ 6,477	$ 6,477	$ 6,477	$ 6,477	$ 6,477	$ 6,477	$ 6,477	$ 6,477	$ 6,477	$ 6,477	$ 6,477	$ 6,477	$ 6,477	$ 77,719
		7200 Sub Total	**$ 77,719**	**T**		**$ 6,477**	**$ 6,477**	**$ 6,477**	**$ 6,477**	**$ 6,477**	**$ 6,477**	**$ 6,477**	**$ 6,477**	**$ 6,477**	**$ 6,477**	**$ 6,477**	**$ 6,477**	**$ 6,477**	**$ 77,719**
Function 7300 - School Administration																					
7300	110	Administrator Salaries	$ 70,000	1		$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 5,833	$ 70,000
7300	160	Other Support Personnel	$ 51,360	1		$ 4,280	$ 4,280	$ 4,280	$ 4,280	$ 4,280	$ 4,280	$ 4,280	$ 4,280	$ 4,280	$ 4,280	$ 4,280	$ 4,280	$ 4,280	$ 51,360
7300	220	FICA	$ 9,284	1		$ 774	$ 774	$ 774	$ 774	$ 774	$ 774	$ 774	$ 774	$ 774	$ 774	$ 774	$ 774	$ 774	$ 9,284
7300	240	Worker's Compensation	$ 1,517	1		$ 126	$ 126	$ 126	$ 126	$ 126	$ 126	$ 126	$ 126	$ 126	$ 126	$ 126	$ 126	$ 126	$ 1,517
7300	250	Unemployment Compensation	$ 648	1		$ 54	$ 54	$ 54	$ 54	$ 54	$ 54	$ 54	$ 54	$ 54	$ 54	$ 54	$ 54	$ 54	$ 648
7300	290	Other Employee Benefits	$ 12,327	1		$ 1,027	$ 1,027	$ 1,027	$ 1,027	$ 1,027	$ 1,027	$ 1,027	$ 1,027	$ 1,027	$ 1,027	$ 1,027	$ 1,027	$ 1,027	$ 12,327
7300	310	Professional and Technical Services	$ 236,086	1		$ 19,674	$ 19,674	$ 19,674	$ 19,674	$ 19,674	$ 19,674	$ 19,674	$ 19,674	$ 19,674	$ 19,674	$ 19,674	$ 19,674	$ 19,674	$ 236,086
7300	360	Rentals	$ 5,742	3		$ -	$ -	$ 574	$ 574	$ 574	$ 574	$ 574	$ 574	$ 574	$ 574	$ 574	$ 574	$ 574	$ 5,742
7300	370	Communications	$ 1,892	1		$ 158	$ 158	$ 158	$ 158	$ 158	$ 158	$ 158	$ 158	$ 158	$ 158	$ 158	$ 158	$ 158	$ 1,892
7300	390	Other Purchased Services	$ 2,610	1		$ 218	$ 218	$ 218	$ 218	$ 218	$ 218	$ 218	$ 218	$ 218	$ 218	$ 218	$ 218	$ 218	$ 2,610
7300	510	Supplies	$ 5,742	5		$ 2,153	$ 2,153	$ 144	$ 144	$ 144	$ 144	$ 144	$ 144	$ 144	$ 144	$ 144	$ 144	$ 144	$ 5,742
7300	641	Furniture, Fixtures-Capitalized	$ 5,000	7		$ 2,500	$ 2,500	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 5,000
7300	644	Computer Hardware (Non Capitalized)	$ 1,044	7		$ 522	$ 522	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 1,044
7300	730	Dues and Fees	$ 1,044	3		$ -	$ -	$ 104	$ 104	$ 104	$ 104	$ 104	$ 104	$ 104	$ 104	$ 104	$ 104	$ 104	$ 1,044
		7300 Sub Total	**$ 404,296**	**T**		**$ 37,319**	**$ 37,319**	**$ 32,966**	**$ 32,966**	**$ 32,966**	**$ 32,966**	**$ 32,966**	**$ 32,966**	**$ 32,966**	**$ 32,966**	**$ 32,966**	**$ 32,966**	**$ 32,966**	**$ 404,296**
Function 7500 - Fiscal Services																					
7500	310	Professional and Technical Services	$ 7,500	10		$ 188	$ 188	$ 188	$ 188	$ 188	$ 188	$ 188	$ 188	$ 188	$ 188	$ 2,813	$ 2,813		$ 7,500
		7500 Sub Total	**$ 7,500**	**T**		**$ 188**	**$ 188**	**$ 188**	**$ 188**	**$ 188**	**$ 188**	**$ 188**	**$ 188**	**$ 188**	**$ 188**	**$ 2,813**	**$ 2,813**		**$ 7,500**
Function 7600 - Food Services																					
7600	510	Supplies	$ 2,000	5		$ 750	$ 750	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 50	$ 2,000
7600	570	Food	$ 62,208	3		$ -	$ -	$ 6,221	$ 6,221	$ 6,221	$ 6,221	$ 6,221	$ 6,221	$ 6,221	$ 6,221	$ 6,221	$ 6,221	$ 6,221	$ 62,208
		7600 Sub Total	**$ 64,208**	**T**		**$ 750**	**$ 750**	**$ 6,271**	**$ 6,271**	**$ 6,271**	**$ 6,271**	**$ 6,271**	**$ 6,271**	**$ 6,271**	**$ 6,271**	**$ 6,271**	**$ 6,271**	**$ 6,271**	**$ 64,208**
Function 7800 - Pupil Transportation																					
7800	390	Other Purchased Services	$ 40,500	3		$ -	$ -	$ 4,050	$ 4,050	$ 4,050	$ 4,050	$ 4,050	$ 4,050	$ 4,050	$ 4,050	$ 4,050	$ 4,050	$ 4,050	$ 40,500
		7800 Sub Total	**$ 40,500**	**T**		**$ -**	**$ -**	**$ 4,050**	**$ 4,050**	**$ 4,050**	**$ 4,050**	**$ 4,050**	**$ 4,050**	**$ 4,050**	**$ 4,050**	**$ 4,050**	**$ 4,050**	**$ 4,050**	**$ 40,500**
Function 7900 - Operation of Plant																					
7900	160	Other Support Personnel	$ 30,480	1		$ 2,540	$ 2,540	$ 2,540	$ 2,540	$ 2,540	$ 2,540	$ 2,540	$ 2,540	$ 2,540	$ 2,540	$ 2,540	$ 2,540	$ 2,540	$ 30,480
7900	220	FICA	$ 2,332	1		$ 194	$ 194	$ 194	$ 194	$ 194	$ 194	$ 194	$ 194	$ 194	$ 194	$ 194	$ 194	$ 194	$ 2,332
7900	240	Worker's Compensation	$ 381	1		$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 32	$ 381
7900	250	Unemployment Compensation	$ 421	1		$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 35	$ 421
7900	290	Other Employee Benefits	$ 7,210	1		$ 601	$ 601	$ 601	$ 601	$ 601	$ 601	$ 601	$ 601	$ 601	$ 601	$ 601	$ 601	$ 601	$ 7,210
7900	320	Insurance and Bond Premiums	$ 9,625	7		$ 4,813	$ 4,813	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 9,625
7900	350	Repairs and Maintenance	$ 2,500	1		$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 208	$ 2,500
7900	360	Rentals	$ 206,250	1		$ 17,188	$ 17,188	$ 17,188	$ 17,188	$ 17,188	$ 17,188	$ 17,188	$ 17,188	$ 17,188	$ 17,188	$ 17,188	$ 17,188	$ 17,188	$ 206,250
7900	370	Communications	$ 3,132	1		$ 261	$ 261	$ 261	$ 261	$ 261	$ 261	$ 261	$ 261	$ 261	$ 261	$ 261	$ 261	$ 261	$ 3,132
7900	380	Public Utilities	$ 1,697	1		$ 141	$ 141	$ 141	$ 141	$ 141	$ 141	$ 141	$ 141	$ 141	$ 141	$ 141	$ 141	$ 141	$ 1,697
7900	390	Other Purchased Services	$ 5,660	1		$ 472	$ 472	$ 472	$ 472	$ 472	$ 472	$ 472	$ 472	$ 472	$ 472	$ 472	$ 472	$ 472	$ 5,660
7900	430	Electricity	$ 52,938	1		$ 4,411	$ 4,411	$ 4,411	$ 4,411	$ 4,411	$ 4,411	$ 4,411	$ 4,411	$ 4,411	$ 4,411	$ 4,411	$ 4,411	$ 4,411	$ 52,938
7900	510	Supplies	$ 5,220	5		$ 1,958	$ 1,958	$ 131	$ 131	$ 131	$ 131	$ 131	$ 131	$ 131	$ 131	$ 131	$ 131	$ 131	$ 5,220
		7900 Sub Total	**$ 327,845**	**T**		**$ 32,853**	**$ 32,853**	**$ 26,214**	**$ 26,214**	**$ 26,214**	**$ 26,214**	**$ 26,214**	**$ 26,214**	**$ 26,214**	**$ 26,214**	**$ 26,214**	**$ 26,214**	**$ 26,214**	**$ 327,845**
	0	Reserve Fund	$ 48,683	3		$ -	$ -	$ 4,868	$ 4,868	$ 4,868	$ 4,868	$ 4,868	$ 4,868	$ 4,868	$ 4,868	$ 4,868	$ 4,868	$ 4,868	$ 48,683
		Total Expenses	**$ 1,819,529**			**$ 133,401**	**$ 133,401**	**$ 154,748**	**$ 154,748**	**$ 154,748**	**$ 154,748**	**$ 154,748**	**$ 154,748**	**$ 154,748**	**$ 154,748**	**$ 157,373**	**$ 157,373**		**$ 1,819,529**
		Total Income	**$ 1,859,985**			**$ 147,985**	**$ 147,985**	**$ 151,585**	**$ 156,937**	**$ 156,937**	**$ 156,937**	**$ 156,937**	**$ 156,937**	**$ 156,937**	**$ 156,937**	**$ 156,937**	**$ 156,937**		**$ 1,859,985**
		Net Revenue	**$ 40,457**			**$ 14,584**	**$ 14,584**	**$ (3,163)**	**$ 2,189**	**$ 2,189**	**$ 2,189**	**$ 2,189**	**$ 2,189**	**$ 2,189**	**$ 2,189**	**$ (436)**	**$ (436)**		**$ 40,457**
		Cash On Hand	**$ 40,508**			**$ 14,635**	**$ 29,219**	**$ 26,056**	**$ 28,245**	**$ 30,434**	**$ 32,624**	**$ 34,813**	**$ 37,002**	**$ 39,191**	**$ 41,380**	**$ 40,944**	**$ 40,508**		

ımpionship Academy of Distinction High School's Five Year Budget Projectic

Accounting Codes Summary

Florida Charter Support Unit Budget Template - Summary #3

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Students:		261 (of 275)	451 (of 475)	593 (of 625)	735 (of 775)	831 (of 875)
Revenue						
3300 - State Funding	$ -	$ 1,600,817	$ 2,784,789	$ 3,734,995	$ 4,938,881	$ 5,746,112
3400 - Transportation	$ -	$ 36,000	$ 47,435	$ 78,205	$ 110,109	$ 116,273
3200 - NSLP	$ -	$ 48,168	$ 86,904	$ 113,742	$ 141,030	$ 159,750
3700 - Financing / Loan Proceeds	$ 25,000	$ 175,000	$ 50,000	$ -	$ -	$ -
Total Revenue	**$ 25,000**	**$ 1,859,985**	**$ 2,969,128**	**$ 3,926,943**	**$ 5,190,021**	**$ 6,022,135**
Expenses						
5000 Functions - Academic Programs						
100s - Salaries	$ -	$ 589,060	$ 1,031,587	$ 1,322,276	$ 1,677,513	$ 1,936,026
200s - Employee Costs	$ -	$ 115,470	$ 201,616	$ 256,419	$ 322,637	$ 371,636
300s - Services and Contracts	$ -	$ 22,010	$ 26,330	$ 37,734	$ 42,770	$ 45,470
500s - Supplies and Materials	$ -	$ 74,585	$ 46,608	$ 61,702	$ 140,320	$ 138,008
600s - Capitalized Expenses	$ -	$ 33,578	$ 33,438	$ 33,775	$ 37,751	$ 36,731
700s - Other Miscellaneous Costs	$ -	$ 131	$ 230	$ 308	$ 390	$ 449
Total 5000's Academic Programs	**$ -**	**$ 834,833**	**$ 1,339,810**	**$ 1,712,216**	**$ 2,221,381**	**$ 2,528,319**
6000 Functions - Support and Student Services						
100s - Salaries	$ -	$ 350	$ 357	$ 42,088	$ 42,721	$ 86,349
200s - Employee Costs	$ -	$ -	$ -	$ 8,064	$ 8,132	$ 16,403
300s - Services and Contracts	$ -	$ 6,200	$ 6,324	$ 6,450	$ 6,579	$ 6,711
500s - Supplies and Materials	$ -	$ 1,675	$ 2,580	$ 3,295	$ 4,044	$ 4,588
Total 6000's Support and Student Services	**$ -**	**$ 8,225**	**$ 9,261**	**$ 59,898**	**$ 61,477**	**$ 114,051**
7000 - Administrative Services (excluding 7900 Facilities)						

100s - Salaries	$ 17,500	$ 121,360	$ 153,630	$ 178,435	$ 200,373	$ 207,008
200s - Employee Costs	$ 2,949	$ 23,776	$ 29,160	$ 34,529	$ 38,596	$ 40,144
300s - Services and Contracts	$ -	$ 300,050	$ 484,596	$ 677,593	$ 885,312	$ 1,008,402
500s - Supplies and Materials	$ -	$ 69,950	$ 122,170	$ 160,274	$ 202,412	$ 225,886
600s - Capitalized Expenses	$ 4,500	$ 6,044	$ 2,840	$ 3,467	$ 4,116	$ 4,598
700s - Other Miscellaneous Costs	$ -	$ 78,763	$ 82,767	$ 112,707	$ 115,939	$ 118,740
Total 7000's Administrative Services	**$ 24,949**	**$ 599,943**	**$ 875,164**	**$ 1,167,004**	**$ 1,446,747**	**$ 1,604,778**

7900 - Facilities Operations

100s - Salaries	$ -	$ 30,480	$ 38,651	$ 39,231	$ 47,767	$ 48,483
200s - Employee Costs	$ -	$ 10,344	$ 14,746	$ 14,815	$ 19,266	$ 19,349
300s - Services and Contracts	$ -	$ 228,864	$ 454,720	$ 655,970	$ 887,382	$ 1,087,899
400s - Power Services	$ -	$ 52,938	$ 53,996	$ 55,076	$ 56,178	$ 57,301
500s - Supplies and Materials	$ -	$ 5,220	$ 9,922	$ 13,437	$ 17,155	$ 19,977
600s - Capitalized Expenses	$ -	$ -	$ 5,000	$ 5,100	$ 5,202	$ 5,306
Total 7900 Facilities Operations	**$ -**	**$ 327,845**	**$ 577,035**	**$ 783,629**	**$ 1,032,949**	**$ 1,238,316**

Reserve Fund	$ -	$ 48,683	$ 84,212	$ 113,407	$ 145,118	$ 168,698

Total Expenses	**$ 24,949**	**$ 1,819,529**	**$ 2,885,482**	**$ 3,836,155**	**$ 4,907,672**	**$ 5,654,162**
Net Revenue	**$ 52**	**$ 40,457**	**$ 83,646**	**$ 90,788**	**$ 282,348**	**$ 367,972**

Five Year Enrollment Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
9th Grade	11 Sections 275 Students	8 Sections 200 Students	6 Sections 150 Students	6 Sections 150 Students	8 Sections 200 Students
10th Grade		11 Sections 275 Students	8 Sections 200 Students	6 Sections 150 Students	8 Sections 200 Students
11th Grade			11 Sections 275 Students	8 Sections 200 Students	8 Sections 200 Students
12th Grade				11 Sections 275 Students	11 Sections 275 Students
Total Possible Enrollment	**11 Sections 275 Students**	**19 Sections 475 Students**	**25 Sections 625 Students**	**31 Sections 775 Students**	**35 Sections 875 Students**

Five Year Staffing Projections

	Year 1	Year 2	Year 3	Year 4	Year 5
Classroom Teachers	12.9	22.2	28	35	39.7
ESE Teachers	0.7	1.2	1.6	2	2.2
Gifted Teachers	0.3	0.5	0.6	0.8	0.9
Principal	1	1	1	1	1
Assistant Principal		0.5	0.75	1	1
Guidance Counselor			1	1	2
Business Manager	1	1	1	1	1
Office Assistant			0.5	0.75	1
Data Prep Clerk	1	1	1	1	1
Educational Assistant	1	2	2.5	3	4
Maintenance 1	1	1	1	1	1
Maintenance 2	1	2	2	3	3
Total Employees	**19.9**	**32.4**	**40.95**	**50.55**	**57.8**

Detailed ESE Estimates

	Year 1	Year 2	Year 3	Year 4	Year 5
9th Grade	21	15	11	11	15
10th Grade	0	21	15	11	15
11th Grade	0	0	21	15	15
12th Grade	0	0	0	21	21
Total ESE Enrollment	**21**	**36**	**47**	**58**	**66**

Detailed Gifted Estimates

	Year 1	Year 2	Year 3	Year 4	Year 5
9th Grade	10	8	6	6	8
10th Grade	0	10	8	6	8
11th Grade	0	0	10	8	8
12th Grade	0	0	0	10	10

Total ESE Enrollment	**10**	**18**	**24**	**30**	**34**

Detailed ELL Estimates

	Year 1	Year 2	Year 3	Year 4	Year 5
9th Grade	27	20	15	15	20
10th Grade	0	27	20	15	20
11th Grade	0	0	27	20	20
12th Grade	0	0	0	27	27
Total ESE Enrollment	**27**	**47**	**62**	**77**	**87**

Special Populations Summary

	Year 1	Year 2	Year 3	Year 4	Year 5
ESE Students	21	36	47	58	66
Gifted Students	10	18	24	30	34
ELL Students	27	47	62	77	87
Free / Reduced Lunch	157	271	356	441	499
Totals	**215**	**372**	**489**	**606**	**686**

Revenue Assumptions

9th - 12th Graders

	Year 1	Year 2	Year 3	Year 4	Year 5
Base FEFP	$4,281	$4,324	$4,411	$4,543	$4,679
Other Categoricals	$0	$0	$0	$0	$0
ESE Guarantee	$845	$853	$871	$897	$924
Total Per Student	$4,281	$4,324	$4,411	$4,543	$4,679
Budgeted Students	**261**	**451**	**593**	**735**	**831**
Total 9-12 Revenue	$1,600,817	$2,784,789	$3,734,995	$4,768,392	$5,553,355

Budget Details Informational Summary

Florida Charter Support Unit Budget Template - Summary #6

	Year One	Year Two	Year Three	Year Four	Year Five
Enrollment					
Total # of Students	261	451	593	735	831
Per Student Revenue	$ 7,126.38	$ 6,583.43	$ 6,622.16	$ 7,061.25	$ 7,246.85
Revenue					
Maximum Gross Revenue	$ 1,959,755	$ 3,127,130	$ 4,138,852	$ 5,472,471	$ 6,340,996
Expected Atrition Rate	95%	95%	95%	95%	95%
Likely Gross Revenue	$ 1,859,985	$ 2,969,128	$ 3,926,943	$ 5,190,021	$ 6,022,135
Facilities Budget					
Maximum Facility Expense	$ 327,845	$ 577,035	$ 783,629	$ 1,032,949	$ 1,238,316
Minimum Building Size	$ 15,125	$ 26,125	$ 34,375	$ 42,625	$ 48,125
Maximum cost per square foot	$ 13.64	$ 16.36	$ 18.18	$ 20.00	$ 21.82
Operating and Fixed Costs	$ 121,595	$ 149,535	$ 158,629	$ 180,449	$ 188,316
Mortgage Payments/Rent	$ 206,250	$ 427,500	$ 625,000	$ 852,500	$ 1,050,000
Staffing					
Average Class Size	20.2	20.3	21.2	21.0	20.9
# of Classroom Teachers	12.9	22.2	28	35	39.7
# of Other Teachers	1	1.7	2.2	2.8	3.1
# of Other Staff Members	5.25	8	9.5	12.5	14
Salary + Benefits Per Teacher	$ 44,610	$ 45,229.65	$ 45,858.59	$ 46,496.97	$ 47,144.93
Total Teacher Salary + Benefits + Employer Costs	$ 676,557	$ 1,179,506	$ 1,560,029	$ 1,967,604	$ 2,304,087
Other Employee Salary + Benefits + Employer Costs	$ 214,282	$ 290,242	$ 335,828	$ 389,400	$ 421,311

All Other Expenditures	$ 600,844	$ 838,699	$ 1,156,668	$ 1,517,719	$ 1,690,449

hampionship Academy of Distinction High School's Five Year Budget Projection
Modified Accural Cash Flow Summary

Florida Charter Support Unit Budget Template - Summary #4

	Planning Year	Year One	Year Two	Year Three	Year Four	Year Five
Students:		261 (of 275)	451 (of 475)	593 (of 625)	735 (of 775)	831 (of 875)
Revenue						
District Funding (Oct FTE)	$ -	$ 811,389	$ 1,403,539	$ 1,890,121	$ 2,418,640	$ 2,811,639
District Funding (Feb FTE)	$ -	$ 811,389	$ 1,403,539	$ 1,890,121	$ 2,418,640	$ 2,811,639
Capital Funds	$ -	$ -	$ -	$ -	$ 170,490	$ 192,758
Interest Earned	$ 25,000	$ 175,000	$ 50,000	$ -	$ -	$ -
National School Lunch Program	$ -	$ 62,208	$ 112,050	$ 146,700	$ 182,250	$ 206,100
Total Revenue	**$ 25,000**	**$ 1,859,985**	**$ 2,969,128**	**$ 3,926,943**	**$ 5,190,021**	**$ 6,022,135**
Expenses						
Salaries and Benefits						
100's - Salaries						
Administrative Staff	$ 17,500	$ 70,000	$ 101,500	$ 118,476	$ 135,938	$ 137,977
Instructional Staff	$ -	$ 562,950	$ 982,469	$ 1,301,792	$ 1,643,179	$ 1,925,738
Substitute Teachers	$ -	$ 12,860	$ 21,867	$ 27,544	$ 34,391	$ 38,899
Paraprofessionals / Teacher Asst	$ -	$ 13,600	$ 27,608	$ 35,028	$ 42,664	$ 57,738
Office Staff	$ -	$ 51,360	$ 52,130	$ 59,959	$ 64,435	$ 69,031
Maintenance Staff	$ -	$ 30,480	$ 38,651	$ 39,231	$ 47,767	$ 48,483
210, 230, 290 - Employee Benefits	$ 1,175	$ 80,238	$ 130,967	$ 166,225	$ 205,495	$ 235,519
220, 240, 250, 750 - Employer Costs	$ 1,774	$ 69,352	$ 114,554	$ 147,602	$ 183,136	$ 212,012
Total Salaries and Benefits	**$ 20,449**	**$ 890,840**	**$ 1,469,748**	**$ 1,895,857**	**$ 2,357,004**	**$ 2,725,398**
Purchased / Contract Services						
310 - Professional / Technical Services	$ -	$ 255,346	$ 432,321	$ 586,149	$ 745,795	$ 863,691
320 - Insurance and Bond Premiums	$ -	$ 14,845	$ 19,018	$ 22,353	$ 25,814	$ 28,408
330 - Travel	$ -	$ 700	$ 714	$ 728	$ 743	$ 758
350 - Repairs and Maintenance	$ -	$ 2,500	$ 2,575	$ 2,652	$ 2,732	$ 2,814
370 - Communications	$ -	$ 1,892	$ 3,337	$ 4,471	$ 5,652	$ 6,523
390 - Other Purchased Services	$ -	$ 43,110	$ 45,505	$ 88,794	$ 132,981	$ 135,427

Total Purchased/Contract Services	**$ -**	**$ 318,393**	**$ 503,471**	**$ 705,148**	**$ 913,717**	**$ 1,037,621**	

Facilities							
360 - Rent	$ -	$ 206,250	$ 427,500	$ 625,000	$ 852,500	$ 1,050,000	
360 - Rentals	$ -	$ 21,992	$ 26,172	$ 29,296	$ 33,890	$ 36,194	
370 - Communications	$ -	$ 3,132	$ 5,520	$ 7,401	$ 9,357	$ 10,795	
380 - Utilties	$ -	$ 54,634	$ 57,016	$ 59,165	$ 61,398	$ 63,381	
390 - Other Services	$ -	$ 5,660	$ 6,288	$ 6,814	$ 7,359	$ 7,793	
Total Rent and Utilities	**$ -**	**$ 291,668**	**$ 522,496**	**$ 727,676**	**$ 964,503**	**$ 1,168,162**	

Materials & Supplies							
510 - Supplies	$ -	$ 29,514	$ 43,369	$ 58,533	$ 77,530	$ 86,600	
570 - Food	$ -	$ 62,208	$ 112,050	$ 146,700	$ 182,250	$ 206,100	
Total Materials & Supplies	**$ -**	**$ 91,722**	**$ 155,419**	**$ 205,233**	**$ 259,780**	**$ 292,700**	

Other Expenses							
730 - Dues and Fees	$ -	$ 1,175	$ 2,070	$ 2,775	$ 3,506	$ 4,047	
730 - District Adminstrative Fees	$ -	$ 77,719	$ 77,801	$ 79,685	$ 82,267	$ 84,586	
720 - Debt Service / Interest Expense	$ -	$ -	$ 3,125	$ 30,556	$ 30,556	$ 30,556	
Reserve Fund	$ -	$ 48,683	$ 84,212	$ 113,407	$ 145,118	$ 168,698	
Total Other Expenses	**$ -**	**$ 127,577**	**$ 167,209**	**$ 226,423**	**$ 261,447**	**$ 287,887**	

Expenses (without Capitalized Items)	**$ 20,449**	**$ 1,720,199**	**$ 2,818,342**	**$ 3,760,337**	**$ 4,756,452**	**$ 5,511,768**
SubTotal (Net Income Before Depreciation)	**$ 4,552**	**$ 139,786**	**$ 150,786**	**$ 166,606**	**$ 433,569**	**$ 510,367**
Depreciation						
Net Income After Depreciation (Accrual Basis)	**$ 4,552**	**$ 139,786**	**$ 150,786**	**$ 166,606**	**$ 433,569**	**$ 510,367**
Add Depreciation	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**

Capitalized Expenses							
520 - Textbooks	$ -	$ 59,708	$ 25,862	$ 33,476	$ 104,151	$ 95,760	
620,630 - Equipment and Materials	$ -	$ 19,800	$ 14,544	$ 11,017	$ 11,127	$ 7,492	
640 - Furniture	$ 2,500	$ 13,778	$ 14,794	$ 18,556	$ 22,318	$ 24,826	
640 - Computers	$ 2,000	$ 1,044	$ 1,840	$ 2,467	$ 3,116	$ 3,598	
680 - Remodeling and Renovations	$ -	$ -	$ 5,000	$ 5,100	$ 5,202	$ 5,306	
690 - Software	$ -	$ 5,000	$ 5,100	$ 5,202	$ 5,306	$ 5,412	
Total Capitalized Expenses	**$ 4,500**	**$ 99,330**	**$ 67,140**	**$ 75,818**	**$ 151,221**	**$ 142,394**	

Net Cash Flow (Modified Accrual)	**$ 52**	**$ 40,457**	**$ 83,646**	**$ 90,788**	**$ 282,348**	**$ 367,972**

Revenue Estimate Worksheet for Championship Academy of Distinction High School Charter School

Based on the 2015-16 FEFP Conference Report

School District: Broward

1. 2015-16 FEFP State and Local Funding

Base Student Allocation $4,154.45 District Cost Differential: 1.0254

Program	Number of FTE	Program Cost Factor	Weighted FTE (2) x (3)	2015-16 Base Funding (WFTE x BSA x DCD)
(1)	(2)	(3)	(4)	(5)
101 Basic K-3	0.00	1.115	0.0000	$ -
111 Basic K-3 with ESE Services	0.00	1.115	0.0000	$ -
102 Basic 4-8	0.00	1.000	0.0000	$ -
112 Basic 4-8 with ESE Services	0.00	1.000	0.0000	$ -
103 Basic 9-12	203.00	1.005	204.0150	$ 869,098
113 Basic 9-12 with ESE Services	31.00	1.005	31.1550	$ 132,719
254 ESE Level 4 *(Grade Level PK-3)*	0.00	3.613	0.0000	$ -
254 ESE Level 4 *(Grade Level 4-8)*	0.00	3.613	0.0000	$ -
254 ESE Level 4 *(Grade Level 9-12)*	0.00	3.613	0.0000	$ -
255 ESE Level 5 *(Grade Level PK-3)*	0.00	5.258	0.0000	$ -
255 ESE Level 5 *(Grade Level 4-8)*	0.00	5.258	0.0000	$ -
255 ESE Level 5 *(Grade Level 9-12)*	0.00	5.258	0.0000	$ -
130 ESOL *(Grade Level PK-3)*	0.00	1.180	0.0000	$ -
130 ESOL *(Grade Level 4-8)*	0.00	1.180	0.0000	$ -
130 ESOL *(Grade Level 9-12)*	27.00	1.180	31.8600	$ 135,723
300 Career Education *(Grades 9-12)*		1.005	0.0000	$ -
Totals	261.00		267.0300	$ 1,137,540

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

Additional FTE (a)	Number of FTE	2015-16 Base Funding (WFTE x BSA x DCD)
Advanced Placement	0.00	$ -
International Baccalaureate	0.00	$ -
Advanced International Certificate	0.00	$ -
Industry Certified Career Education	0.00	$ -
Early High School Graduation	0.00	$ -
Small District ESE Supplement	0.00	$ -

Total Additional FTE	0.0000	Additional Base Funds	$ -
Total Funded Weighted FTE	267.0300	Total Base Funding	$ 1,137,540

2. ESE Guaranteed Allocation:

Additional Funding from the ESE Guaranteed Allocation. Enter the FTE from 111,112 and 113 by grade and matrix level. Students who do not have a matrix level should be considered 251. This total should equal all FTE from programs 111, 112 and 113 above.

FTE	Grade Level	Matrix Level	Guarantee Per Student	
0.00	PK-3	251	$ 1,058	$ -
0.00	PK-3	252	$ 3,418	$ -
0.00	PK-3	253	$ 6,974	$ -
0.00	4-8	251	$ 1,187	$ -
0.00	4-8	252	$ 3,546	$ -
0.00	4-8	253	$ 7,102	$ -
31.00	9-12	251	$ 845	$ 26,195
0.00	9-12	252	$ 3,204	$ -
0.00	9-12	253	$ 6,760	$ -
Total FTE with ESE Services: 31.00			Total ESE Guarantee	$ 26,195

3A. Divide school's Unweighted FTE (UFTE) total computed in Section 1, cell C27 above by the district's total UFTE to obtain school's UFTE share. Charter School UFTE: 261.00 ÷ District's Total UFTE: 267,112.97 = 0.0977%

3B. Divide school's Weighted FTE (WFTE) total computed in Section 1, cell E38 above by the district's total WFTE to obtain school's WFTE share. Charter School WFTE: 267.03 ÷ District's Total WFTE: 289,621.53 = 0.0922%

4. Supplemental Academic Instruction (UFTE share)	(b)	53,972,820	x	0.0977%	$	52,731
5. Discretionary Millage Compression Allocation .748 Mills (UFTE share)	(b)	0	x	0.0977%	$	-
6. Digital Classrooms Allocation (UFTE share)	(b)(d)	4,317,610	x	0.0977%	$	4,218
7. Safe Schools Allocation (UFTE share)	(b)	5,896,615	x	0.0977%	$	5,761
8. Instructional Materials Allocation (UFTE share)	(b)	20,437,009	x	0.0977%	$	19,967
Dual Enrollment Instructional Materials Allocation	(e)					
ESE Applications Allocation:						

Charter schools should contact their school district sponsor regarding eligibility and distribution of ESE Applications funds.

9. Declining Enrollment (WFTE share)	(c)	0	x	0.0922%	$	-
10. Sparsity Supplement (WFTE share)	(c)	0	x	0.0922%	$	-
11. Discretionary Local Effort (WFTE share)	(c)	116,732,452	x	0.0922%	$	107,627
12. Proration to Funds Available (WFTE share)	(c)	0	x	0.0922%	$	-
13. Discretionary Lottery (WFTE share)	(c)	980,408	x	0.0922%	$	904

14. Class Size Reduction Funds:

	Weighted FTE (not including Add-On)	X	DCD	X	Allocation factors	=			
PK - 3	0.0000		1.0254		1,313.27	=	0		
4-8	0.0000		1.0254		895.79	=	0		
9-12	267.0300		1.0254		897.95	=	245,870		
Total *	267.0300					Total Class Size Reduction Funds		$	245,870

*(*Total FTE should equal total in Section 1, column (4) and should not include any additional FTE from Section 1.)*

15. Student Transportation	(f)					
Enter All Adjusted Fundable Riders	60		x	366	$	21,960
Enter All Adjusted ESE Riders	0		x	1,373	$	-

16. Federally Connected Student Supplement (g)

Impact Aid Student Type	Number of Students	Exempt Property Allocation	Impact Aide Student Allocation		Total
Military and Indian Lands	0	$0.00	$0.00	$	-
Civilians on Federal Lands	0	$0.00	$0.00	$	-
Students with Disabilities	0		$0.00	$	-
Total				$	-

17. Florida Teachers Classroom Supply Assistance Program	(h)					
18. Reading Allocation						

Charter schools should contact their school district sponsor regarding eligibility and distribution of reading allocation funds.

19. Food Service Allocation	(i)					
				Total	$	1,622,773

20. Funding for the purpose of calculating the administrative fee for ESE charter schools.	(j)				
If you have more than a 75% ESE student population, please place a 1 in the following box:	0	$	21,960		

NOTES:

(a) Additional FTE includes FTE earned through Advanced Placement, International Baccalaureate, Advanced International Certificate of Education, Industry Certified Career Education (CAPE), Early High School Graduation and the small district ESE Supplement, pursuant to s. 1011.62(1)(l-p), F.S.

(b) District allocations multiplied by percentage from item 3A.

(c) District allocations multiplied by percentage from item 3B.

(d) The Digital Classroom Allocation is provided pursuant to s. 1011.62(12), F.S., and requires that charter schools submit a digital classrooms plan to their school district for approval by the Department of Education prior to distribution of funds.

(e) School districts are required to pay for instructional materials used for the instruction of public high school students who are earning credit toward high school graduation under the dual enrollment program as provided in s. 1011.62(l)(i), F.S.

(f) Numbers entered here will be multiplied by the district level transportation funding per rider. "All Adjusted Fundable Riders" should include both basic and ESE Riders. "All Adjusted ESE Riders" should include only ESE Riders.

(g) The Federally Connected Student Supplement provides additional funding for students on federal lands that receive Section 8003 impact aide pursuant to s. 1011.62(13), F.S.

(h) Teacher Classroom Supply Assistance Program allocation pursuant to s. 1012.71, F.S., for certified teachers employed by a public school district or public charter school before September 1 of each year whose full-time or job-share responsibility is the classroom instruction of students in prekindergarten through grade 12, including full-time media specialists and certified school counselors serving students in prekindergarten through grade 12, who are funded through the FEFP.

(i) Funding based on student eligibility and meals provided, if participating in the National School Lunch Program.

(j) Consistent with s. 1002.33(20)(a), F.S., 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.

Administrative fees:

Administrative fees charged by the school district pursuant to s. 1002.33(20)(a), F.S., shall be calculated based upon 5% 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 s. 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% 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 s. 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%.

Other:

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.