



BRIDGEPREP  
ACADEMY

# BridgePrep Academy Broward County

Florida Model Charter School Application  
2015

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## APPLICATION COVER SHEET

**NAME OF PROPOSED CHARTER SCHOOL:** BridgePrep Academy Broward County

**NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED:** BridgePrep Academy, Inc.

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

**NAME OF CONTACT PERSON:** Juan Carlos Quintana

**TITLE/RELATIONSHIP TO NONPROFIT:** Senior Executive at S.M.A.R.T. Management

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**NAME OF EDUCATION SERVICE PROVIDER (if any):** S.M.A.R.T. Management

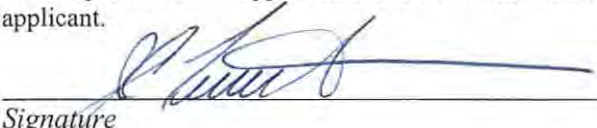
**NAME OF PARTNER/PARENT ORGANIZATION (if any):** N/A

**Projected School Opening\*:** August 2016

\*If an approved applicant decides to defer opening school one year past the 2016-2017 school year, the district will grant a one year extension. However, if an approved applicant wants to defer for more than one academic school year, the applicant must reapply. The applicant must submit a letter of request to defer opening to the Charter School Office.

| School Year | Grade Levels | Total Projected Student Enrollment | Student Enrollment Capacity (if known) |
|-------------|--------------|------------------------------------|----------------------------------------|
| First Year  | K-6          | 348                                | 1000                                   |
| Second Year | K-7          | 508                                | 1000                                   |
| Third Year  | K-8          | 676                                | 1000                                   |
| Fourth Year | K-8          | 818                                | 1000                                   |
| Fifth Year  | K-8          | 1000                               | 1000                                   |

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

  
Signature

Juan Carlos Quintana

Printed Name

Senior Executive at  
S.M.A.R.T. Management

Title

8-1-15

Date

# I. EDUCATIONAL PLAN

## Section 1: Mission, Guiding Principles and Purpose

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

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

The mission of BridgePrep Academy (also referred to as “the School”) is to provide a challenging academic curriculum that encompasses a unique Extended Second Language Model and real-life learning experiences that will enable all students to achieve academic success through a technology-rich learning environment. The School will promote strong communication skills, a global perspective, and an appreciation for diversity in order to prepare students for post-secondary studies and 21st century careers.

The vision of BridgePrep Academy is to create a learning environment that is nurturing while at the same time stimulating, and that allows students to grow and mature emotionally, intellectually, physically, and socially. BridgePrep envisions that students will master the Florida Standards while acquiring proficiency in the Spanish language. The School will provide students with a high quality education through the utilization of state-of-the-art technology which will prepare them for future careers in a workforce that is increasingly global in its perspective as well as in its connectedness and reach. The BridgePrep Academy Extended Second Language Model is designed for **all** children including English language learners, students with disabilities, and advanced learners. As students progress from kindergarten through grade 8, they will demonstrate superior progress in achieving the Florida Standards as they become

- **Bilingual:** develop speaking and listening fluency in both English and Spanish;
- **Biliterate:** develop strong academic skills for reading and writing in English and Spanish; and
- **Bicultural:** develop positive attitudes towards the students’ languages, cultures, and people they represent.

### 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.*

BridgePrep Academy will be guided by the principles in section 1002.33(2)(a), F.S., in that students will be required to meet or exceed achievement expectations set by the State of Florida through a curriculum plan that aligns with the Language Arts Florida Standards (LAFS), the Mathematics Florida Standards (MAFS), the 2008 Next Generation Sunshine State Standards

(NGSSS) for Science, Social Studies, and Physical Education, and the 2011 Next Generation Sunshine State Standards for World Languages.

In order to meet high standards of student achievement, BridgePrep Academy will utilize an explicit model of instruction that combines direct, data-driven instruction in a technology-rich learning environment that will optimize individual student mastery of the Florida Standards. By combining teacher instruction with computer-assisted instruction, BridgePrep will prepare students for today's academic expectations as well as future life expectations. BridgePrep believes that no two students learn the same way at the same pace. Therefore, BridgePrep Academy teachers will differentiate instruction for students based on real-time data. Additional steps towards meeting high standards of student achievement include the following:

- Administration of baseline and growth assessments in literacy and numeracy to inform instruction and ensure appropriate student placement within the curriculum
- Facilitation of student learning through ongoing progress-monitoring assessments
- Communication of student achievement through quarterly teacher-student-parent data chats regarding student progress
- Utilization of research-based instructional practices throughout the core curriculum
- Instruction tailored to meet students' needs as determined by data results
- Evaluation of curriculum upon analysis of student data and modification as necessary
- Open communication between the School and parents/guardians
- Parents as Partners workshops and school events
- A technology-rich learning environment with computer labs as well as technology in all classrooms
- Implementation of a Extended Second Language Model for students in grades K-5 through an extended instructional day

The School will provide parents who reside in Broward County with the flexibility to choose among high quality public education programs within the public school system by offering an innovative Extended Second Language Model that promotes academic success through the use of language in a meaningful way. Students will learn to read and write in English with literacy in the second language introduced in the primary grades. Each day the students (native or non-native speakers of the Spanish language) will receive enriched instruction in Spanish for an uninterrupted 60-minute block (30 minutes of vocabulary, speaking, and listening, and 30 minutes of Spanish Language Arts daily). Through an extended day program, the School will promote the active participation of all students and encourage them to work together to become bilingual and biliterate. BridgePrep Academy of Broward County will offer parents an opportunity to enroll their children in a school that promotes the acquisition of the Spanish language through a rigorous but enjoyable curriculum that provides students with the ability to speak, understand, read and write Spanish.

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

BridgePrep Academy will promote enhanced academic success by providing a safe and secure learning environment which will be staffed with highly-qualified teachers, administrators, and school

support staff who will foster a positive school culture and high levels of academic achievement. All potential staff members will engage in an extensive hiring process based on best practices for hiring quality educators. Teachers and administrators will demonstrate a proven record of academic success prior to being accepted for employment. The interview process will require candidates to conduct mock lessons, provide writing samples, and submit letters of recommendation from previous employers and education professionals. Additionally, candidates must present transcripts, conferred degrees, and a valid State of Florida Teacher Certification that ensures they are highly qualified in their subject area or leadership. All potential employees must also undergo a background check. Once they are employed with BridgePrep Academy, teachers will develop and implement annual Individual Professional Development Plans. These plans will be based on school-wide objectives as well as the individual teacher's focus on professional development, which will be based on measurable growth targets for his/her students.

BridgePrep Academy's Governing Board will promote financial efficiency by aligning responsibility and accountability for the School's budget. The Governing Board maintains ultimate responsibility for overseeing the School's financial operations. The budget will be reviewed at each Board meeting in order to ensure that resources are being allocated to promote the School's mission and academic goals. BridgePrep Academy will allocate funds for the specific purpose intended by the Board. An independent certified public accountant familiar with the financial responsibilities of charter schools in Florida will audit the financial records on an annual basis to ensure financial viability. Due to the importance of student performance and the financial health of the School, the Board will hold two extended sessions annually to discuss the data related to funding as well as specific areas of need. In order to ensure that Board members are well versed in the student performance requirements at the School, professional development will be provided to all Board members in the analysis and interpretation of academic data.

***- 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.***

At the beginning of each school year, BridgePrep Academy will assess each student's reading proficiency using the Florida Assessment of Instruction in Reading (FAIR) and the mandated district assessments of reading comprehension aligned to the Florida Standards which will be used to inform instruction and to monitor student gains in reading over the course of a year. Through ongoing parental communication, the School will provide parents with a parent report on their child's reading level to inform them of whether or not their child is reading on grade level. The School will also provide parents with ongoing progress-monitoring reports on learning gains demonstrated throughout the school year. Teachers will include parents in student data chats at various points throughout the year as well. Parents will be notified whether students are making one year's worth of progress each year.

In addition to parent participation in data chats, parents/guardian(s) who choose to enroll their children in BridgePrep Academy's unique educational program will be able to view their child's academic progress on a daily basis through the School's online grading system. As part of the School's culture, parent/guardian(s) will be encouraged to connect with teachers regarding student progress in any area (academically, socially, emotionally) in order to meet the requirements of 1002.33(2)(a)3, F.S. Teachers will notify parent/guardian(s) immediately upon

observation of any behavioral concerns or formative assessment results that are below BridgePrep Academy expectations. BridgePrep Academy will also commit to the following:

- Providing parents with all state reports (i.e., Annual Measurable Objective reports) based on state assessment results detailing academic performance for individual students, sub-groups of students by racial and demographic groups for each school year.
- Providing parents with mid-quarterly progress reports, quarterly report cards, parent conferences, data chats, parental involvement workshops and monthly written and oral communication.
- Identifying students who are not making adequate progress toward the LAFS/MAFS/NGSSS and initiating immediate action steps for academic improvement.
- Involving parents in all meetings related to Individual Education Plans (IEPs), Educational Plans (EPs), English Language Learner Plans, and Education Plans as applicable.

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

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

***-Improve student learning and academic achievement.***

BridgePrep Academy will provide a rigorous academic program that will encompass an Extended Second Language Model aligned to the Language Arts Florida Standards, Mathematics Florida Standards, and Next Generation Sunshine State Standards. To improve student learning and academic achievement, the School will:

- Implement an Instructional Framework based on the educational principles of the Gradual Release Model (I Do, We Do, You Do)
- Provide ongoing professional development for school leaders, instructional personnel, and support staff to ensure that the entire school community is appropriately trained to provide the best education possible for all students
- Utilize an ongoing progress monitoring system to monitor the learning gains of students in literacy and numeracy at specific checkpoints throughout the school year
- Differentiate instruction for all students based on standardized-testing results, present levels of performance, and ongoing progress-monitoring assessment data
- Provided an extended day to accommodate an uninterrupted 60-minute block of enriched instruction in Spanish
- Encourage students to achieve to their highest potential by promoting a culture of high expectations
- Conduct honors assemblies to recognize students who demonstrate outstanding performance, most improved, and sincere effort
- Maintain partnerships with educational and civic institutions to provide enhanced educational opportunities for students
- Identify students who are below grade level, at grade level, and above grade level in order to provide appropriate instruction

- Provide explicit, corrective feedback to students regarding their performance in order to improve academic achievement
- Utilize a Multi-Tiered System of Support (MTSS) to address the learning needs of identified students

After enrollment in BridgePrep Academy's Extended Second Language Model, student learning and academic achievement will improve through the study of another language which will lead to improved communication skills, cultural understandings, enhanced critical thinking skills, and interdisciplinary perspectives. To further improve student learning and academic achievement, BridgePrep Academy will accomplish the following:

- Develop students' language proficiency around modes of communicative competence reflecting real-life;
- Convey and receive messages based on the three modes of communication; interpersonal, or two-way interaction with someone else; interpretive, the ability to understand and interpret a one-way aural or written text; and presentational, the ability to present information in either a written or oral format;
- Explore Hispanic and Latino cultures through learning about the products and practices of the culture and how those relate to the perspectives of the people of that culture;
- Access knowledge in other disciplines through Spanish and to reinforce concepts already learned in these disciplines in the language classroom;
- Develop insight into students' own language and culture, thus providing them with a deeper understanding of how language works and how cultures reflect the perspectives, practices, and products of Hispanic and Latino people; and
- Prepare students adequately for the work force as well as post-secondary education by providing a sequence of well-articulated language learning that begins in elementary school.

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

BridgePrep Academy will evaluate students' prior academic records, historical FCAT 2.0/FSA scores (as appropriate pending the testing history of a student), and other relevant academic scores and assessments. Additionally, the School will conduct skill level assessments using the District's Baseline Assessments to determine the baseline level of proficiency for each student in reading. Teachers will analyze and use the student performance data to create relevant lessons to align the educational plan with the Florida Standards in order improve student learning and increase students' reading levels.

All students will receive instruction that engages them and meets their individual learning needs. Students who will benefit from specialized instruction, remediation, and/or require learning accommodations will be provided with the appropriate support and resources through interventions designed to meet individual student needs (i.e., on-site tutoring and small-group instruction). Intensive interventions provided to struggling readers will emphasize the key components--phonemic awareness, fluency, vocabulary, phonics, and reading comprehension. Special attention will be given to helping students learn how to read for understanding in order to

meet the rigor of instruction required to master the Florida Standards. All students will be assessed on an ongoing basis and teachers will have immediate access to current levels of progress, allowing for expeditious adjustments to instructional delivery and materials, and pacing of lessons in order to assist students in making learning progress on a consistent basis.

BridgePrep Academy will use the Collaborative Problem Solving/Response to Intervention (CPS/RtI) framework, through its three tiers of student support, to address the needs of students who are not demonstrating adequate progress using the most current FSA, FCAT 2.0, EOC, District progress monitoring assessment data, and other school assessments. The School will identify students in need of support and academic interventions at the earliest point possible so teachers can provide remediation early in the instructional process. The identification of barriers to student achievement at all three Tiers of instruction/interventions, development of intervention plans, and monitoring of student progress will be a collaborative effort amongst all members of the school-based Collaborative Problem-Solving (CPS) Team, including parents. The Team will meet to review Tier 1 data to determine the effectiveness of core instruction and interventions. If less than 80% of students are demonstrating standards mastery with Tier 1 core instruction/interventions only, then the CPS Team will utilize the problem-solving process to identify possible barriers to learning. Once those barriers are identified, the team will develop interventions to reduce or eliminate the barriers. If at least 80% of the students are meeting established benchmarks with Tier 1 core instruction/interventions only, then the CPS Team will develop Tier 2 interventions for identified students based on student data. Tier 2 interventions will include targeted small group instruction and supplementary remediation software programs which are customized to meet individual student needs. Once the CPS Team determines the appropriate Tier 2 interventions to provide to targeted groups of students, parents are informed of the interventions. The CPS Team will review the progress monitoring data after three to five data points are collected to evaluate students' response to Tier 2 interventions. In some cases, a student may require immediate intensive, individualized Tier 3 interventions which may include one-to-one tutoring and alternate classroom assignments. In these cases, the CPS Team will utilize the problem-solving process to develop and implement appropriate intensive, individualized intervention(s). The CPS Team will ensure that the interventions are implemented with fidelity and that progress monitoring is conducted as often as appropriate for the particular intervention. The CPS Team will then meet to review Tier 3 progress monitoring data to determine if the student's response was positive, questionable or poor. The CPS Team may refer a student for an appropriate evaluation.

BridgePrep Academy believes that parents play an integral part in helping their children become proficient readers. The School will implement the "Parents as Partners" program which will play a major role in bridging the home-school connection. BridgePrep Academy will hold monthly workshops for parents to provide them with ideas, strategies, and activities that they can use with their children at home. Additionally, the School will distribute *A Child Becomes a Reader* (published by The Partnership for Reading) to the parents of elementary students in grades K-3. This publication outlines proven ideas gathered from research for parents. Determination regarding the dissemination of other appropriate publications will be made as needed. Parents will be asked to listen to their child read aloud nightly and ask thought-provoking, open-ended questions to determine comprehension. Parents will be made aware of pertinent web sites and online activities for at-home enrichment or reinforcement. Parents will also be encouraged to share their personal success stories at school meetings.

***-Encourage the use of innovative learning methods.***

Teachers at BridgePrep will challenge students to seek knowledge, information, or truth through higher order questioning, real-life scenarios, and innovative learning methods. Students will participate in imaginative hands-on learning experiences that will be connected thematically between Spanish and English languages to maximize comprehension level. BridgePrep Academy has identified several innovative, research-based learning methods that will best meet the needs of its students. The School will use these learning methods and will provide all staff members with ongoing professional development in the methods described below.

- **Inquiry-Based Learning** fosters an educational approach that is driven by the student's questions rather than by the teacher's lesson plan. In inquiry-based learning environments, students are engaged in activities that help them actively pose questions, investigate, solve problems, and draw conclusions about the world around them. In the traditional classroom, teachers develop structured curricula and activity plans and the teacher functions as the primary source of knowledge. Additionally, in the traditional classroom, the teacher is also the person who determines which information is important and necessary for the students to learn instead of allowing the students to create their own questions. In contrast, inquiry-based learning is driven by the students. The teacher serves more as a coach, facilitator, or guide to assist learners in creating their own questions and analyzing information about topics in which they are interested. The advantage of students creating their questions is that they are motivated to learn and they develop a sense of ownership about the information.
- **Literature Circles** and the use of **Embedded Reading** will enable students to become familiar with a chosen text (either Spanish or English). Students will complete a series of tasks associated with the selected passage that include the following cycle: 1) a series of focused “free writes” in response to prompts; 2) peer read aloud; 3) text listening, and 4) text underlining. This process emphasizes repetition. Students then complete another read-around.
- **Learning Centers** will develop students’ work ethic and their ability to perform work in three modes: 1) independently, in self-contained areas of the classroom; 2) with peers in small groups to complete a task; and 3) through interactive instructional technology. Student learning Centers will be incorporated in a classroom rotation model where students will spend a specified amount of time engaged in assigned activities at each center. Centers may take the form of chairs placed around a table for group discussion, display boards that present questions/problems/worksheets, or computer(s) where students perform hands-on activities or web research.
- **Role-Playing** will allow students to solve problems through action. A problem will be identified, acted out, and discussed (in both Spanish and English whenever possible). The role-playing process will provide students with an opportunity to 1) explore their thoughts/feelings, 2) gain insight about their beliefs/attitudes, and 3) increase problem-solving skills.

A fusion of **Science, Technology, Engineering, Arts, and Mathematics (STEAM)** will provide a challenging and rigorous interdisciplinary approach to the middle school program. The program will prepare students with the ability to think critically, solve complex problems, and drive advancements in science and technology. Students will be challenged with project-based activities and real world connections throughout each unit of study.

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

BridgePrep Academy will provide an educational program that holds the School and its students accountable for meeting goals and standards identified by the School, as well as those required by the Florida Department of Education. The School will participate in all applicable components of the Florida Accountability System as required by s. 1008.22, F.S. The School will use data results from the Florida Standards Assessment (FSA), FCAT 2.0, End-of-Course (EOC) exams, and other assessments to develop an annual school improvement plan to address student performance and take appropriate measures to ensure continuous school improvement.

Learning outcomes will be evaluated by school leaders and the Governing Board on a regular basis. The School will engage in ongoing progress-monitoring to evaluate the effectiveness of the educational program, as well as to allow for informed decision-making regarding school performance. In addition to participating in all state-mandated assessments, BridgePrep will require student participation in additional assessments to determine the most current levels of student achievement in order to develop measurable objectives to promote learning growth. The assessments include but are not limited to the following:

- Teacher-made assessments or curriculum series assessments (formative and summative);
- Baseline and progress monitoring assessments (District assessments, FAIR);
- Marie Clay Running Records in reading to assess reading performance from core texts; and
- Developmental Reading Assessments (DRA) to assess the individual instructional level of students in grades 1-3.

The Principal will hold monthly data chats with teachers on all grade levels to review progress towards learning outcomes. BridgePrep will identify experienced teachers as “Lead Teachers” who will work with other teachers, administrators, and parents to help them analyze individual student learning gains. Lead Teachers will meet with the teachers during grade level planning time and review the learning outcomes for each class. Teachers not meeting expected gains for their students will receive administrative support, coaching, modeling, monitoring through walkthrough observations, and ongoing support from the Instructional Curriculum Support Team (a team of curriculum specialists that will support BridgePrep Schools throughout the State of Florida).

The measurement of learning outcomes is paramount at BridgePrep Academy. In addition to promoting learner outcomes, teachers will be expected to demonstrate professional learning and growth as well. Meetings with teachers will be based on promoting specific outcomes that follow the National Board for Professional Teaching Standards (NBPTS) which focuses on five core propositions:

1. Teachers are Committed to Students and Their Learning

2. Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students
3. Teachers are Responsible for Managing and Monitoring Student Learning
4. Teachers Think Systematically about Their Practice and Learn from Experience
5. Teachers are Members of Learning Communities.

*Source: ([http://www.nbpts.org/for\\_nbcts/professional\\_development](http://www.nbpts.org/for_nbcts/professional_development)).*

As required by Florida Statute 1008.25 (4)(b), BridgePrep will develop, in consultation with the student's parent(s), a Broward County Public Schools' Progress Monitoring Plan (PMP) for students who do not meet district and state levels of proficiency in reading, writing, mathematics, and/or science. The PMP will clearly identify the:

- Specific, diagnosed academic needs to be remediated
- Research-based intervention strategies to be used
- Intensive variety of remedial instruction to be provided
- Monitoring and re-evaluation activities to be employed

**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.***

Teachers will collaborate to design formative and summative assessments of student learning in an Inquiry-Based Learning Environment where students are encouraged to seek knowledge and solve problems by formulating questions. An example of Inquiry-Based Learning may be that students learning about alligators will visit the Everglades National Park with a wildlife expert and reflect on their experiences using the BridgePrep Academy writing rubric as well as create artwork to reflect their experiences. A few weeks later those same students, having studied a unit on poetry, will create their own poems about safety and the threat of pollution to the Everglades. In collaborative professional learning communities, rubrics will be developed by the team of teachers, and will be unique to each learning unit. Rubrics will be provided to students prior to coursework so they are aware of the measurement tool and how their work will be evaluated. Student work samples reflecting characteristics of each rubric score will be posted on bulletin boards throughout BridgePrep Academy hallways (F.S. 1002.33(2) (c) (1)). In this manner, students can reference papers which exhibit the characteristics of each rubric score. Also, school climate surveys and stakeholder feedback will be utilized to improve and enhance the educational program.

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

BridgePrep Academy will provide rigorous competition within the public school district to stimulate continual improvement by providing a high-level education that caters to the needs of individual students and the multicultural community. The School will provide a first-class education, which includes a dynamic curriculum, and enriched Spanish language program that will produce bilingual

and biliterate students. All children will be given an equal opportunity to learn the Spanish language. Each daily Spanish lesson will be under the guidance of a highly qualified instructor who will identify academic performance levels of students. This will allow for the implementation of differentiated instruction during the Spanish Language and Literature Block. BridgePrep Academy will offer an extended learning day to achieve student proficiency in two languages. By adding an additional 30 minutes to the instructional day, the Extended Second Language Model will involve all K-5 students in the Spanish Language Program, without impacting the core subjects. Middle school students will be required to participate in one of the Spanish courses for Spanish Speakers: Beginning, Intermediate or Advanced. The goal of the Extended Second Language Model will be to produce students who master both English and the Spanish language. The end result will be students who are highly proficient and conversant in the Spanish language.

***-Expand the capacity of the public school system.***

At full enrollment, BridgePrep Academy will expand the capacity of the public school system as the School will serve approximately 1000 students through an innovative program, without any additional costs to taxpayers of the county or the State of Florida. The student roster will be open for all eligible students and the School will not discriminate against any student based on race, color, nationality and ethnic origin, religion, sexual orientation, disabilities, or gender. BridgePrep Academy will provide a unique Extended Second Language Model and attract a growing population of students seeking an opportunity to acquire a second language.

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

Although the specific location of the school facility has yet to be determined, BridgePrep will mitigate the educational impact created by the development of any new residential dwelling units by serving the families moving into the School's vicinity. This will aid the Broward County school district by decreasing the need for construction of new schools.

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

BridgePrep Academy will be committed to offering new professional opportunities for teachers by encouraging them to become involved in the process of developing academic programs, writing curriculum, and sponsoring club activities that will enrich the curriculum. Through a culture of collaboration, teachers will work together to identify students' needs and determine areas for improvement. Teachers will provide feedback and input in the development of programs and strategies to address the School's needs. This will be accomplished by creating professional opportunities for all staff members through Professional Learning Communities (PLCs). Teachers will build on best practices related to differentiated instruction, which requires the teacher to provide instruction to individual learners and adjust instruction based on his/her identified needs. Through PLCs, teachers will study ways to accommodate the learning needs of individual learners, not just groups of learners. Teachers will shift their thinking from the belief that one teacher must meet all the instructional needs of his/her students to the belief that teachers support and learn from each other in order to better serve the needs of all students. Through this positive, work-friendly, and collegial environment, teachers will feel free to incorporate creative teaching methods and share ideas with each other.

## 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.*

BridgePrep Academy will be open to children in kindergarten through eighth grade who qualify to attend a traditional Broward County Public School. Since the School will be an open enrollment charter program, it expects to serve all students within the community and, therefore, reflect the diversity of Broward County. Thus, the School expects to achieve a composition reflective of the community it serves with regard to racial/ethnic populations, as well as English Language Learners (ELL) and Exceptional Student Education (ESE) populations. A review of the demographic information for the population of Broward County\* reflects the following:

- White—65.4%
- Hispanic or Latino—26.9%
- Black—28.5%
- White alone, not Hispanic or Latino—40.8%
- Native Hawaiian and other Pacific Islander—0.1%
- Two or more races—2.0%
- American Indian or Alaskan Native—0.4%

\*<http://quickfacts.census.gov/qfd/states/12/12011.html>

Additionally, the percentage of students with disabilities (SWD) in Broward County is currently 12.4%, the percentage of students identified as gifted is 4.3% while its ELL percentage is 10.2%. The county also has an economically disadvantaged population of 59.9%.\*\*

\*\*<https://edstats.fldoe.org/SASWebReportStudio/gotoReportSection.do?sectionNumber=2>

Since the location of the school has been determined, the Board reviewed the demographic information of the community within zip code **33021**. The population of 33021 is 45,921. It has a population density of 5,275 people per square mile. Within a 5-mile radius, the population consists of 356,006 people.

#### Demographics for Zip Code 33021\*\*\*

|                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                      |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• White--77.8%</li><li>• Hispanic--28.7%</li><li>• African American--12.5%</li><li>• Two or more races—2.9%</li><li>• Asian—2.5%</li><li>• Others—4.0%</li></ul> | <ul style="list-style-type: none"><li>• Households with children—24.5%</li><li>• Number of individuals ages 14 and under:<ul style="list-style-type: none"><li>o Under the age of 5: 2,624</li><li>o Ages 5-9: 2,441</li><li>o Ages 10-14: 2,480</li></ul></li></ul> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

\*\*\*<http://factfinder.census.gov/faces/nav/jsf/pages/index.xhtml>

An open admissions policy will be implemented wherein the School will be open to any student residing in the County. Any eligible student, as described in Fla.Stat.§1002.33(10), who submits a timely application and whose parents accept the conditions of the Parental Involvement Contract shall be considered, unless the number of applications exceeds the capacity of the program, class, grade level, or building. In such case, all applicants shall have an equal chance of being admitted through a random selection process. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity. Florida’s charter school legislation, F.S. §1002.33(10) (e), provides that the School may give enrollment preference to certain student populations. Said student populations include:

- Students who are siblings of a student enrolled in the charter school.
- Students who are the children of a member of the governing board of the charter school.
- Students who are the children of an employee of the charter school
- Students who are the children of an active-duty member of any branch of the United States Armed Forces.

In accordance with federal and state anti-discrimination laws and in accordance with the Florida Educational Equity Act, Section 1000.05(2)(a) the School will not discriminate on the basis of race, ethnicity, national origin, gender, disability, or marital status against a student in its school admission process.

**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.**

**Five Year Enrollment Projections**

|                     | Year 1                    | Year 2                    | Year 3                    | Year 4                     | Year 5                     |
|---------------------|---------------------------|---------------------------|---------------------------|----------------------------|----------------------------|
| <b>Kindergarten</b> | 3 Sections<br>54 Students | 5 Sections<br>90 Students | 5 Sections<br>90 Students | 6 Sections<br>108 Students | 7 Sections<br>126 Students |
| <b>1st Grade</b>    | 3 Sections<br>54 Students | 4 Sections<br>72 Students | 5 Sections<br>90 Students | 6 Sections<br>108 Students | 6 Sections<br>108 Students |
| <b>2nd Grade</b>    | 3 Sections<br>54 Students | 4 Sections<br>72 Students | 4 Sections<br>72 Students | 5 Sections<br>90 Students  | 6 Sections<br>108 Students |
| <b>3rd Grade</b>    | 3 Sections<br>54 Students | 3 Sections<br>54 Students | 4 Sections<br>72 Students | 4 Sections<br>72 Students  | 6 Sections<br>108 Students |
| <b>4th Grade</b>    | 2 Sections<br>44 Students | 3 Sections<br>66 Students | 3 Sections<br>66 Students | 4 Sections<br>88 Students  | 5 Sections<br>110 Students |
| <b>5th Grade</b>    | 2 Sections<br>44 Students | 2 Sections<br>44 Students | 3 Sections<br>66 Students | 3 Sections<br>66 Students  | 5 Sections<br>110 Students |

|                                  |                                         |                                         |                                         |                                         |                                          |
|----------------------------------|-----------------------------------------|-----------------------------------------|-----------------------------------------|-----------------------------------------|------------------------------------------|
| <b>6th Grade</b>                 | 2 Sections<br>44 Students               | 3 Sections<br>66 Students               | 5 Sections<br>110 Students              | 5 Sections<br>110 Students              | 5 Sections<br>110 Students               |
| <b>7th Grade</b>                 |                                         | 2 Sections<br>44 Students               | 3 Sections<br>66 Students               | 5 Sections<br>110 Students              | 5 Sections<br>110 Students               |
| <b>8th Grade</b>                 |                                         |                                         | 2 Sections<br>44 Students               | 3 Sections<br>66 Students               | 5 Sections<br>110 Students               |
| <b>Total Possible Enrollment</b> | <b>18 Sections<br/>348<br/>Students</b> | <b>26 Sections<br/>508<br/>Students</b> | <b>34 Sections<br/>676<br/>Students</b> | <b>41 Sections<br/>818<br/>Students</b> | <b>50 Sections<br/>1000<br/>Students</b> |

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

The enrollment projections at BridgePrep Academy are estimates based upon the steadily increasing population of Broward County as documented by the U.S. Census Bureau; from 2010 to 2014, there was a population growth of 6.9%. Additionally, the growth of the Hispanic population in Broward County has increased from 25.1% in 2010 to 26.9% in 2014 accounting for approximately 26% of the total population growth in Broward County.

BridgePrep Academy will offer this growing community of Hispanic descent a unique Extended Second Language Program and a rigorous curriculum that is supplemented by state-of-the-art technology. The School will attract both native English speaking students and non-native English speaking students who desire to become highly proficient in two languages and attend an innovative school of choice with a proven track record of success. For non-native English speakers, the School will offer a program of instruction given in English to the extent necessary to allow a child to achieve competence in the English language, as well as Spanish, the native language of the child. Such instruction will be given with appreciation for the cultural heritage of such children, and of other children in American society.

For native English speakers, Spanish-language acquisition will be emphasized in an Extended Second Language Program which not only teaches Spanish but also promotes the value of linguistic and cultural diversity. Children will become literate in their native language and will develop bilingual skills throughout the educational program. BridgePrep Academy will offer a warm, welcoming learning environment staffed with highly effective and qualified teachers. The School will deliver curriculum and resources to ensure that students progress academically, emotionally, and socially. Students and parents will be actively encouraged to become part of the School family through a myriad of events and activities that promote parent and community involvement. Class size will be capped at a student/teacher of 18:1 for grades K-3 and 22:1 for grades 4-8 to ensure quality classroom management as well as an effective teacher-learner exchange.

### Section 3: Educational Program Design

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

BridgePrep Academy's annual calendar will align with the Broward County School District calendar and include 180 instructional days. The calendar will allow for seven professional development days for staff: five days before the school year begins and two days at the end of the year.

#### Grades K-5

Unique to BridgePrep Academy, the instructional day for students in grades K-1 is 8:30 a.m.-2:30 p.m. The instructional day for students in grades 2-5 is 8:30 a.m. - 3:30 p.m. There is an early dismissal on Wednesdays for students in grades K-5. There will be a 30-minute lunch period daily. The teachers will be departmentalized--teachers will teach specific core subjects. Instructional time will be allocated as follows:

- Reading/English Language Arts and Writing: 90 minutes of uninterrupted reading instruction in addition to 30 minutes of writing instruction daily (additional intervention sessions will be provided as needed)
- Mathematics: 60 minutes of uninterrupted math instruction daily
- Science: 90 minutes of instruction for grades K-1 per week; 150 minutes of instruction for grades 2-5 per week
- Social Studies: 90 minutes of instruction for grades K-1 per week; 150 minutes for grades 2-5 per week
- Physical Education: 150 minutes of instruction per week for grades K-5
- The Arts – 40 minutes of instruction in both art and music for K-1 per week and 60 minutes per week of instruction for both art and music for grades 2-5
- Spanish Language Arts/Literature: 60 minutes of uninterrupted instruction daily for grades K-5
- Recess: 15 minutes daily for grades K-5.

**Sample Schedule for a 3rd Grade Student**

| Time                    | Class                         |
|-------------------------|-------------------------------|
| 8:30 a.m. – 10:00 a.m.  | English Language Arts/Reading |
| 10:00 a.m. - 10:30 a.m. | Writing                       |
| 10:30 a.m. - 11:00 a.m. | Music or Art                  |
| 11:00 a.m. – 11:30 a.m. | Science                       |
| 11:30 a.m. – 12:00 p.m. | Lunch                         |
| 12:00 a.m. – 12:15 p.m. | Recess                        |
| 12:15 a.m. – 12:45 p.m. | Social Studies                |
| 12:45 p.m. - 1:45 p.m.  | Spanish                       |
| 1:45 p.m. - 2:45 p.m.   | Math                          |
| 2:45 p.m. - 3:15 p.m.   | Physical Education            |
| 3:15 p.m. - 3:30 p.m.   | Wrap Up/Announcements         |

### **Grades 6–8**

The instructional day for grades 6-8 will begin at 8:45 am and end at 3:45 pm, Monday through Friday. Instructional time for the courses offered\*\* will be allocated as follows:

- English Language Arts/Reading (ELA ESOL): 60 minutes of uninterrupted instruction daily
- Mathematics: 60 minutes of uninterrupted math instruction daily
- Science: 60 minutes of instruction daily
- Social Studies: 60 minutes of instruction daily
- Physical Education: 60 minutes of instruction daily for minimum of 1 semester each year; Health: 60-minute class-minimum of 1 semester
- Spanish Language Arts/Literature: 60 minutes of uninterrupted instruction daily
- Electives (Art, Music, Intensive Reading\*) - 60-minute classes-one elective per year (since Spanish is a required class) \*Reading will be required as the second elective for students who do not meet established proficiency levels on the FSA-ELA.

\*\*Course offerings are documented in Section 4 of this application.

There will be a 30-minute lunch period and a 5-minute passing time allocated between periods as shown in the sample schedule below.

**Sample Schedule for 6th Grade Student**

| <b>Period</b>         | <b>Time</b>             | <b>Course</b>           |
|-----------------------|-------------------------|-------------------------|
| First Period/Homeroom | 8:45 a.m. – 9:50 a.m.   | English Language Arts   |
| Second Period         | 9:55 a.m. – 10:55 a.m.  | Mathematics 1           |
| Third Period          | 11:00 a.m. - 12:00 p.m. | World History           |
| Fourth Period (Lunch) | 12:05 p.m. – 1:35 p.m.  | Spanish (Beginning)     |
| Fifth Period          | 1:40 p.m. - 2:40 p.m.   | Comprehensive Science 1 |
| Sixth Period          | 2:45 p.m. – 3:45 p.m.   | Physical Education      |

**Lunch 1 - 12:10 p.m. – 12:40 p. m.**

**Lunch 2 - 12:45 p. m. – 1:15 p.m.**

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

BridgePrep Academy’s educational program is driven by its mission to provide a challenging academic curriculum that encompasses a unique Extended Second Language Model and real-life learning experiences that will enable all students to achieve academic success through a technology-rich learning environment. The School will promote strong communication skills, a global perspective, and an appreciation for diversity in order to prepare students for post-secondary studies and 21st century careers.

In order to realize its mission, BridgePrep Academy’s educational program will focus on and prioritize an academic program where students will demonstrate mastery of the Language Arts

Florida Standards (LAFS), Mathematics Florida Standards (MAFS), and the Next Generation Sunshine State Standards (NGSSS). To this end, the School is committed to the following:

- Curriculum alignment and focus on student mastery of the LAFS, MAFS, and NGSSS
- An Instructional Framework based on the Gradual Release of Responsibility Model
- Research-based instructional practices throughout the core curriculum
- Ongoing professional development for the administrative team and instructional personnel to stay abreast of the latest trends in education
- Ongoing communication with parents/guardians and workshops to enhance the home-school connection
- A technology rich learning environment inclusive of technology in all classrooms and access to school wide computer labs
- Appropriate student placement in the curriculum through oral language screenings when appropriate, pre-post assessments, progress monitoring, and ongoing data chats
- Instruction tailored to meet individual students' needs as determined by data results
- Implementation of the Florida Continuous Improvement Model (FCIM) and FOCUS process

### **Curriculum Alignment to State Standards**

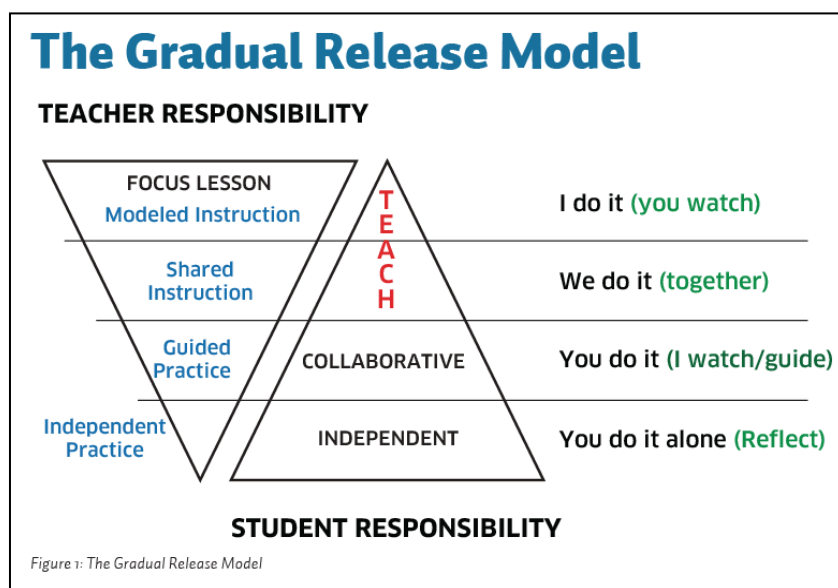
The curriculum at BridgePrep Academy is aligned to state standards--LAFS, MAFS, and NGSSS. All selected software applications will be aligned to the standards as well, and will be used to supplement instruction. The School will adopt the Broward County Comprehensive Research-Based Reading Program (CRRP), and the faculty and staff will follow the pacing guides of Broward County (as available). The School will implement the Extended Second Language Model; using curriculum aligned with the NGSSS for World Languages, and will integrate core academic content in the Spanish program to emphasize relevant, meaningful concepts and to engage student in activities that lead to standards mastery.

### **Extended Second Language Model**

BridgePrep Academy believes that learning a second language enhances students' mental development, which helps them succeed academically as well as socially. The School's Extended Second Language Model will offer students (beginning in kindergarten) an opportunity to learn the Spanish language in a relaxed and creative environment with activities designed to build self-esteem and promote literacy and language recognition. Spanish teachers will serve as positive role models as each child gains social and emotional growth, learns through experience and discovery, and develops awareness of diverse cultures. One of the fundamental components of the educational approach is a creation of an extended day by 30 minutes so that students will receive an hour per day of Spanish. All students will receive formal literacy instruction in Spanish. Homework will be assigned in English and Spanish, and should be able to be completed independently by the student. Students in grades K-2 will engage in language development activities daily during the Extended Second Language hour as well as in bilingual learning centers. Students in grades 3-5 will participate in instructional activities to facilitate language transfer of academic vocabulary during the Extended Second Language hour, specialized vocabulary enrichment, bilingual research centers, and computer lab to further develop biliteracy. Students will learn in an environment that promotes and supports bilingualism, biliteracy, and biculturalism.

### **Instructional Framework - The Gradual Release of Responsibility Model**

All instruction at the School will align with the standards and indicators of the LAFS, MAFS, and the NGSSS detailed in Section 4 of this application. To this end, a foundational component of the educational program will be the implementation of an Instructional Framework founded on the educational principles of the Gradual Release of Responsibility Model or GRR (Pearson and Gallagher, 1983), a structured method of instruction framed around a process that transfers responsibility within the learning process from the teacher to the learner. BridgePrep Academy teachers will receive ongoing professional development on the GRR Model. In this method, the teacher, by design, will transition from assuming “all the responsibility for performing a task...to a situation in which the students assume all of the responsibility.” The result is a confident learner who accepts responsibility for his or her own learning and directs this learning through the cognitive processes involved to facilitate independent choice (personalized learning). The four phases of the GRR Model involve the following: 1) Focus Lesson: “I do it”, 2) Guided Instruction: “We do it”, 3) Collaborative: “You do it together”, and 4) Independent: “You do it alone” (Fisher & Frey 2006). A graphic representation of the model is shown below.



### **Instructional Practices**

Guided student interactions, with teachers as facilitators, will result in higher levels of critical thinking necessary for mastery of the Florida Standards. BridgePrep teachers will utilize a variety of instructional strategies to support its implementation of the Gradual Release of Responsibility Model. They will imitate by teaching explicitly and systematically modeling the explanation, thinking aloud, and re-modeling for the students using the **Explicit Corrective Feedback** method where ongoing, detailed information is provided to the students about their academic achievement aligned to the specific learning goals. Often, the feedback that teachers provide is too general and does not provide the level of specificity needed to ensure students substantially increase their success in the next practice attempt. The most common, but least effective, form of global feedback is the grade students receive. Grades provide zero information about the specific tactics students were using that were effective, as well as ineffective. Grades

tend to be interpreted by students not from the perspective of effectiveness, but rather in terms of social ranking and self-worth.

When teaching skills, processes, or strategies, BridgePrep Academy teachers will implement an Explicit Corrective Feedback method to ensure that students receive clear, explicit feedback that focuses on effective behaviors demonstrated by the students. Initial feedback will include mastery criteria known to students. Explicit Corrective feedback will focus on the effectiveness (or ineffectiveness) of the strategy employed by with an emphasis on error patterns, not specific errors. Teachers will use examples and non-examples to help illustrate effective behavior. The feedback process will culminate in establishing goals for improving specific behaviors on subsequent attempts as effective feedback will provided immediately after the practice attempt and just *before* the next practice attempt. Research indicates that feedback should be:

- Immediate and ongoing
- Provided in an oral and written format
- Explicit and detailed
- Encouraging rather than threatening

Progression through the Gradual Release of Responsibility GRR Model moves from explicit instruction/modeling to joint responsibility between the teachers and the students, followed by independent practice by the students, and eventually application by the learner. This gradual process may take place over a day, a week, a month, or a year. To this end, BridgePrep will use additional strategies in daily lessons throughout the curriculum to accomplish this goal as explained below.

- **Early Intervention:** BridgePrep will utilize a Multi-Tiered System of Support (MTSS) process to provide supports and services as early as possible in order to help young children who are either performing below grade level upon enrollment or students who are not showing appropriate annual progress.
- **Meta-Cognitive and Self-Regulation Strategies:** BridgePrep teachers will be trained in meta-cognitive teaching approaches and self-regulation strategies that make learners think about learning more explicitly in the classroom. Self-regulation refers to managing one's own motivation towards learning as well as the more cognitive aspects of thinking and reasoning. Teachers will teach students how to plan, implement, monitor, and evaluate their own learning. The strategy is more effective in small group settings where learners can support each other and make their thinking explicit through discussion.
- **Collaborative Learning and Literature Circles:** As a component of the daily instructional framework, collaborative learning provides students with the ability to work in groups of two or more for understanding, problem solving, creating projects, student-led discussions, debates, Literature Circles, Socratic Circles, and ongoing collaborative activities such as Think-Pair-Share-Write. Teamwork in small groups allows for teambuilding as well as development of social and leadership skills. Literature Circles implemented with Collaborative Learning promotes student-centered inquiry where

students learn to take responsibility for their own learning, improve the articulation of their thoughts, critical thinking skills, and comprehension as well as social skills.

- **Learning Centers:** BridgePrep Academy students will work in self-contained areas to work independently or with small groups (pairs or triads) to complete a task. Centers may take the form of chairs placed around a table for group discussion, display boards that present questions/problems/worksheets, or computer(s) where students perform hands-on activities or web research.
- **Role-play:** Students will solve problems through action. A problem is identified, acted out, and discussed. The role-playing process will provide students with an opportunity to 1) explore their feelings, 2) gain insight about their attitudes, and 3) increase problem-solving skills.
- **Learning Styles:** Another key component of BridgePrep's academic program is to assess and instruct students according to individual learning styles. The staff at BridgePrep Academy believes it is their responsibility to identify each student's learning style. The staff will concentrate not on "how smart the student is" but rather on "how the student is smart."
- **Differentiated Instruction:** BridgePrep teachers will analyze student performance data in order to observe and understand the differences and similarities among their students. They will use this information to effectively plan for instruction. As stated by Carol Ann Tomlinson (2014), differentiation means giving students multiple options for taking in information.
- Teachers will utilize the following key principles as their foundation for differentiating instruction in their classrooms.
  - **Ongoing, Formative Assessment:** Teachers will assess and identify student strengths and areas of need so they can meet students where they are and develop instructional plans to help them move forward.
  - **Recognition of Diverse Learners:** Ongoing assessments will allow teachers to develop differentiated lessons to address the diverse academic level of expertise and experiences in reading, writing, critical-thinking, problem solving, and speaking.
  - **Group Work:** Students will collaborate in pairs, and small groups whose membership may change as needed, enabling students to engage in meaningful discussions as they experience observing and learning from one another.
  - **Problem Solving:** As the focus of differentiated instruction, problem solving at BridgePrep Academy will pertain to issues and concepts rather than "the book" or the chapter. All students will explore big ideas and expand their critical thinking skills as well as their understanding of key concepts.

- o **Choice:** Students will be provided with choice in their reading and writing experiences and in the strategies and/or projects/ideas they complete. Ongoing monitoring will allow teachers to collaborate with students, so that teachers can plan and create motivating assignments that meet students' diverse needs and varied interests.

### **Inquiry-Based Learning**

Inquiry-based learning involves the learner and promotes the art of being able to possess skills, which allows the students to ask questions about new resolutions and issues while they are gaining new information. Inquiry-Based Instruction challenges students to seek knowledge, information, or truth through questioning. Through real-life scenarios, learners will use prior knowledge and experiences to discover new information used to construct individualized learning. One technique is problem-based problem solving in which students are given a scenario that leads them to use subject-area skills. For example, students will be given a horizon line and a place on the beach for a picnic. Students will be asked to identify the angle of the beach in comparison to the picnic area. Completing the process will promote critical thinking skills and will allow students to take the LAFS/MAFS into the application stage of learning.

### **Professional Development**

Teachers at BridgePrep Academy will have the opportunity to participate in an exciting and innovative learning environment where professional development will be at the forefront of the educational program. In addition to District in-service activities and in-house trainings, teachers will have the freedom to incorporate their unique teaching styles and take part in the advancement of their students' educational lives through Professional Learning Communities (PLCs). The master schedule will accommodate PLC meetings amongst teachers so they can communicate with their colleagues and share effective techniques used in the classroom. "The professional learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. This simple shift—from a focus on teaching to a focus on learning—has profound implications for schools (DuFour, 2004).

### **Parent Involvement**

BridgePrep Academy believes that student learning is enhanced when the School encourages parents to take an active role in their child's intellectual development. To this end, BridgePrep Academy will promote parental involvement through its unique **Parents as Partners** initiative. The focus of this program is to empower parents to work with their children at home. By providing hands-on workshops, parents learn best practices and gain access to resources to help facilitate their child's education. In addition, BridgePrep Academy's commitment to ongoing communication between the School and the home requires parents to fulfill a minimum of 20 volunteer hours per school year. Parents are provided with ample opportunities to volunteer in the School. Additionally, a Parent Liaison Volunteer will be recruited to assist families in identifying and meeting their requirement for completing volunteer hours.

### **Technology-Rich Learning Environment**

In support of its mission, BridgePrep Academy will provide all students with a technology rich learning environment inclusive of technology in all classrooms and access to school wide computer labs. Teachers will be differentiating instruction in two ways: 1) where teachers

provide instruction to small groups of learners based on data results, and 2) individualized instruction with the assistance of technology and selected online supplemental programs, which can be customized based on the needs of the individual student. The online supplemental instruction programs will provide “real-time data” and report student progress on a regular basis to both the student and the teacher. The data will inform teachers of students’ successes and challenges and allow students to move ahead when content has been mastered or re-taught until mastery is achieved.

### **Data-Driven Learning Environment**

To ensure the outcomes of the educational program and curricular objectives are met, BridgePrep Academy will continuously use formative and real-time data to illuminate the instructional path. Based on data results, modifications will be made to curriculum to ensure student mastery. Formative assessments will consist of observations, quizzes, projects, performances tasks, group projects and writing pieces assessed with appropriate rubrics, surveys, checklists, and multi-media presentations. This data will be entered into the School’s grade book system that will allow students and parent/guardian(s) to view recent updates, submissions, comments, and grades for a student account. Student work and communication regarding student performance will also be shared with the parent/guardian(s) through portfolio assessment. Portfolio assessment is an innovative form of alternative assessment that will allow teachers to see the academic progress and accomplishments made by a student over time. Students will be provided with the opportunity to reflect on what they have learned over the course of a year.

Baseline data will be collected from various sources to ensure valid and reliable measures of student performance. One measure will be the District’s Assessment which is aligned with the Florida Standards. The assessments will be used throughout the year to provide teachers with information on student progress in Reading/English Language Arts, math, and science. The District assessments will be administered two times a year, with progress continuously monitored by staff and administration. Other data will consist of diagnostic testing and summative assessments, such as the FAIR and standardized tests, which will be administered according to the Florida Department of Education guidelines. Other sources of data will come from real-time data provided by District assessments and the School’s supplemental programs, which are aligned with the Florida Standards.

Individual student goals will be established using fall baseline data and the previous year’s standardized tests. Outcomes will be evaluated and updated, as needed, by students and teachers after each nine-week marking period. Student accountability, which includes focused revision, tracking, and reflection, will be taught starting in kindergarten. By following the Gradual Release Model, students will become accountable for their own learning as they progress through each grade level. Students will be able to track their progress in writing improvements, math facts speed and accuracy, fluency, books read and standards learned, to name just a few areas.

Teachers at each grade level will discuss formative and summative data at regular data meetings. Common planning times will be scheduled in the master schedule, which will enable grade levels to analyze grade level and individual student level data. Analysis of grade level real-time data allows teachers to identify gaps in instruction, circle back on content to ensure grade level content and standards mastery, and, in the long term, permits teachers to revise lesson plans for

later years. Data analysis at individual student levels allows teachers to collaborate and share teaching strategies that will aid the student in achieving content and standards mastery.

### **Florida Continuous Improvement Model**

To enhance and support its data-driven learning environment, BridgePrep Academy will also embrace the Florida Continuous Improvement Model (FCIM), based on the idea that student and teacher success must be a continuous effort. Analyzing data, developing timelines, quality instruction, and frequently assessing students for understanding are all key parts to the model that the School will incorporate into its academic program. FCIM will assist BridgePrep and its educators with the instructional planning process by helping them to accomplish the following:

1. Assess student needs using data;
2. Focus instruction on the Florida Standards and the Next Generation Sunshine State Standards,
3. Refine teacher understanding of the areas where students are struggling or succeeding,
4. Customize instruction for student achievement.

The FCIM model at BridgePrep Academy will encompass the FOCUS process. This process will be a fundamental component of the School's professional development program which will enhance the faculty's understanding of the FOCUS process:

- F-** Formulate a plan. Disaggregate student performance data.
- O-** Optimize time by preparing and following a timeline. Plan the instructional calendar.
- C-** Concentrate on teaching standards and collaborate with the instructional team.
- U-** Utilize assessments at short, frequent intervals.
- S-** Sustain learning with tutorials, enrichment, and maintenance activities. Provide tutorials for re-teaching or enrichment for objectives that have been mastered.

### **Webb's Depth of Knowledge Levels**

BridgePrep teachers will also employ Norman Webb's Depth of Knowledge Levels (1997) to create rich environments where all students will learn at a high level. Webb developed a process and criteria for systematically analyzing the alignment between standards and standardized assessments. Since then, the process and criteria have demonstrated application for reviewing curricular alignment as well. This body of work offered the Depth of Knowledge (DOK) model employed to analyze the cognitive expectation demanded by standards, curricular activities, and assessment tasks. The model is based upon the assumption that curricular elements may all be categorized based upon the cognitive demands required to produce an acceptable response. Each grouping of tasks reflects a different level of cognitive expectation, or depth of knowledge, required to complete the task. The following diagram illustrates the model.



### **C. Describe the research base for the educational program.**

The School's educational program roots are based on the ideas of the Russian educational theorist Lev Vygotsky (1934) and the Zone of Proximal Development, a concept he introduced during the last ten years of his life. It is the difference between what a learner can do without help and what he or she can do with help. Vygotsky's model gave birth to the Gradual Release of Responsibility (GRR) model by Pearson and Gallagher (1983) who envisioned instruction that moved from explicit modeling and instruction to guided practice and then to activities that incrementally positioned students into becoming independent learners. The teacher guides the students to a point 'planned obsolescence' on the part of the teacher where the student accepts total responsibility for the task, including the responsibility for determining whether or not he or she is applying the strategy appropriately (i.e. self-monitoring).

Collaborative learning is heavily rooted in Vygotsky's views that there exists an inherent social nature of learning which is also shown through his zone of proximal development. Collaborative learning will be implemented in the School as an umbrella term for multiple instructional methods within the core curriculum. The involvement entails joint intellectual effort by students and teachers. Collaborative learning is commonly viewed when groups of students work together to search for understanding, meaning, or solutions or to create an artifact or product of their learning. Collaborative learning activities entail collaborative writing, group projects, joint problem solving, debates, study teams, and triads/buddy reading. Collaborative learners are also cooperative and team learners. Collaborative classrooms transform students from "I" to "WE" learners, and teachers' roles shift from learning disseminator to a facilitator.

Collaborative learning also promotes oral skills which are essential to the students' overall academic performance. It requires students to engage in group activities that increase learning and adds other important dimensions. The positive outcomes include academic gains, improved social relations, and increased personal and social development. Students who fully participate in group activities, exhibit collaborative behaviors, provide explicit corrective feedback, and cooperate with their groups have a higher likelihood of receiving higher test scores. Cooperative learning is an active pedagogy that fosters higher academic achievement. Cooperative learning has also been found to increase attendance, time on task, enjoyment of school and classes, motivation, and independence.

BridgePrep Academy teachers will participate in professional development to support the development of a school wide collaborative learning environment and utilize a variety of instructional strategies that include the Five Basic Elements of Collaborative Learning:

1. The Jigsaw Technique
2. Assignments that involve group problem solving and decision making
3. Laboratory or experiment assignments
4. Think-Pair-Share-Write
5. Peer review work (e.g. editing writing assignments)

They will start by teaching explicitly and directly by modeling, thinking aloud, and re-modeling where ongoing, detailed information is provided to the students and/or the teacher about the

students' academic achievement aligned to the specific learning goals. Progression will move from explicit instruction/modeling to joint responsibility between the teachers and the students, followed by independent practice by the students, and eventually application by the learner. This gradual process may take place over a day, a week, a month, or a year.

In addition to Vygotsky's research, the educational program is also supported by the principles credited to Piaget's Stages of Cognitive Development (1973). Piaget (1973) believed that the child plays an active role in the growth of intelligence and learns by doing. The theory of cognitive development focuses on mental processes such as perceiving, remembering, believing, and reasoning. Reasoning is the essence of intelligence, and reasoning is what Piaget studied in order to discover "how we come to know." Piaget believed that cognitive development is cumulative; that is, understanding a new experience grows out of a previous learning experience. Embedded within this research is evidence that all students, including Students with Disabilities (SWD), students in the English for Speakers of Other Languages (ESOL) program, and advanced and gifted students who find their curriculum relevant, have the opportunity to become *active learners* and personally invest in their own education.

In support of Piaget's theory of cognitive development and active student learning, *Powerful Learning: What We Know about Teaching for Understanding* by Linda Darling-Hammond, et.al (2008) is another source of research that will influence curricular and instructional decisions at BridgePrep Academy. The research focuses on materials and methodologies that engage students in higher-order, purposeful thinking as they use prior knowledge and apply learning to real-world situations. The research-based practices to include cooperative learning, project-based instruction, problem-based learning, performance-based assessment, and design-based instruction have been reviewed and will be implemented at BridgePrep Academy. These methodologies align closely with BridgePrep Academy's student-centered paradigm, allowing students' educational experiences to be richer and more meaningful.

To this end, BridgePrep Academy teachers and parents will give particular attention to individual students and their responsiveness to the various instructional methods. Instructional methods will be based on the belief that children are active learners, constantly problem solving; with their cognitive development heavily influenced by their surroundings. To this end, the School will incorporate a specific commitment to the following strategies:

- Providing concrete props and visual aids, such as models and/or time lines
- Using familiar examples to facilitate learning more complex ideas, such as story problems in math
- Allowing opportunities to classify and group information with increasing complexity; use outlines and hierarchies to facilitate assimilating new information with previous knowledge.

BridgePrep Academy also believes that the curriculum must be well-rounded to encompass the social and cultural development of each student. Because the student population and demographic mix of Broward County are constantly changing, BridgePrep Academy believes that it is important to create cultural awareness in students. Through the use of art, music, literature and numerous cross-curricular activities, students will recognize the achievements of a

wide range of ethnic groups supporting the School's belief that a multicultural education helps to prepare students for life in an ethnically diverse society.

The research base to support BridgePrep Academy's Extended Second Language Model is based on the work of Dr. Kathryn Lindholm-Leary (2005), and her research on the academic results of native and non-native Spanish speaking students. Her work focused on understanding the cognitive, language, psychosocial, and societal factors that influence student achievement, with a particular emphasis on culturally and linguistically diverse students. Dr. Lindholm-Leary has the most comprehensive longitudinal data on bilingual students, particularly students in two-way programs, in the country.

Her research includes large-scale studies of several thousand to several hundred thousand students in a variety of geographic areas, as well as smaller studies carried out in one or two schools in a single location. Her work has been largely conducted with Spanish speaking students from lower socio-economic backgrounds; and includes border, rural, small town, urban, and inner city schools. Twenty years of program evaluations and research in the United States and Canada consistently demonstrate positive academic results for English speakers in educational settings which provide opportunities to learn two languages. It was found that English speakers and non-native speakers develop proficiency in two languages. Additionally, English speakers develop a positive sense of self and multicultural competencies. Forty years of scientifically-based research and evaluation studies are consistent in showing that English Language Learners (ELL) who received instruction through a dual language model were able to catch up to or surpass the achievement levels of ELL peers and English-only peers who were educated in English-only schools. Additionally, ELL students who participated in programs that provided extended instruction like dual language programs or language enrichment programs, outperformed students who received short-term instruction in a second language for only one or two years.

The research also indicated that learning a second language at an early age can result in improved educational performance. Creating bilingual students will therefore likely result in improved academic performance. The following are some benefits of learning a second language that can be applied to academic success:

- Enriches and enhances a child's mental development
- Has a positive effect on intellectual growth
- Leaves students with more flexibility in thinking, greater sensitivity to language, and a better ear for listening
- Improves a child's understanding of his/her native language
- Opens the door to other cultures and helps a child understand and appreciate people from other countries.

Based on this research, BridgePrep Academy believes that learning a second language through its Extended Second Language Model Learning will result in overall improved academic performance. Additionally, the School believes that learning a second language will enhance the mental development and help students succeed academically as well as socially. To this end, the

School has created an extended instructional day to facilitate an hour of Spanish per day for all students.

Additional research to support the educational program includes research on differentiated instruction by Carol Ann Tomlinson (2005), an American author, educator, and speaker. Based on Tomlinson's work, the idea of differentiating instruction to accommodate the different ways that students learn involves an analysis of data, common sense, as well as a strong support in the theory and research of education. It is an approach to teaching that advocates active planning for student differences in classrooms; it's not a program or package of worksheets. It asks teachers to know their students well so they can provide each one with aligned resources to the outcome of their individualized and/or group data experiences and tasks that will improve learning. Differentiating instruction means observing and understanding the differences and similarities among students and using this information to plan for instruction. Some key principles that form the foundation of differentiating instruction include:

- **Ongoing, formal/informal assessments** to identify students' strengths and areas of need so teachers can meet students where they are and help them move forward.
- **Supplemental materials** to align students' needs according to their level of comprehension and/or assessments.
- **Recognition of diverse learners'** levels of expertise and experiences with language, reading, writing, thinking, problem solving, and speaking.
- **Collaborative student work** in pairs and small groups whose membership changes as needed.
- **Problem solving** on issues and concepts rather than the book or the chapter which encourages students to explore big ideas and expand their understanding of key concepts.
- **Student Choice** in reading and writing experiences, tasks, and projects to create motivating assignments that meet students' unique needs and varied interests.

BridgePrep Academy also believes that data-driven decision-making is a key component in teaching and that effective and efficient data management practices provide improved student achievement information for classroom teachers in a timely manner. Research conducted by Jane David (2009) shows that a multitude of schools and districts across the country are seeing substantial improvements in student learning and achievement as they incorporate data-driven practices. Teachers in these schools are finding that intelligent and pervasive uses of data can improve their instructional interventions for students, re-energize their enthusiasm for teaching, and increase their feelings of professional fulfillment and job satisfaction. Data-driven decision-making requires an important paradigm shift for teachers – a shift from day-to-day instruction that emphasizes process and delivery in the classroom to pedagogy that is dedicated to the achievement of results. Educational practices are evaluated in light of their direct impacts on student learning. The five major elements of data-driven instruction are:

1. Good baseline data
2. Measurable instructional goals
3. Frequent formative assessment
4. Professional learning communities
5. Focused instructional interventions.

These elements interact to enhance student learning and to inform teacher practice. At BridgePrep Academy, all teachers will maintain a data binder, and data will be used to guide instruction. Students' strengths and weaknesses will be identified, documented, and monitored to ensure academic improvement.

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

The mission of BridgePrep Academy is to provide a challenging academic curriculum that encompasses a unique Extended Second Language Model and real-life learning experiences that will enable all students to achieve academic success through a technology-rich learning environment. The School will promote strong communication skills, a global perspective, and an appreciation for diversity in order to prepare students for post-secondary studies and 21st century careers.

BridgePrep Academy's educational program aligns with its mission because the School will provide a safe, nurturing and stimulating environment where high academic expectations will encompass an enriched Spanish language program, technology, and real-life experiences that will enable students to develop in all areas. The ultimate goal is to educate well rounded individuals and enable students to reach their maximum potential.

As a school of choice, BridgePrep Academy believes its academic focus will appeal to those students and parents interested in the School's mission to prepare students to be bilingual and bi-literate global citizens through a strong foundation in academics and communication in both English and Spanish. This program will allow students to attain academic success and pride in being bilingual. The benefits of learning a second language that can be applied to academic success include those listed below. Learning a second language,

- Enriches and enhances a child's mental development.
- Has a positive effect on intellectual growth.
- Leaves students with more flexibility in thinking, greater sensitivity to language, and a better ear for listening.
- Improves a child's understanding of his/her native language.
- Opens the door to other cultures and helps a child understand and appreciate people from other countries.

The educational program also aligns with the School's mission as BridgePrep Academy has adopted the Florida Continuous Improvement Model (FCIM) as the cornerstone for teacher instruction and evaluation. The goal is to create a definable, predictable, repeatable system. This system will be shared with all stakeholders, including students so that they will understand learner expectations and the alignment of classroom goals to the mission of the School. Students will understand the objectives for learning, the mission of the School, and they will work within an effective classroom "system" that subscribes to a common set of expectations as part of the larger whole school system. The effective classroom teacher will use the FCIM to:

- Make strategic and operational decisions in the classroom based on data.
- Use comparison data to rate classroom.

- Display classroom data.
- Use data to drive instruction.
- Involve students in creating a recognition system that is aligned to class goals.
- Incorporate research based “best practices” for instruction.
- Meet regularly with support personnel to improve processes.
- Create a climate of openness and trust that is safe for all learners.

In support of its mission, BridgePrep Academy concurs with the findings of a team of researchers from Michigan State University (Lezotte, Edmonds, and Brookever, 1975) who concluded that an effective school must display the following characteristics:

- **Leadership** responsibility of the principal to set the example and tone for instructional excellence. In turn, the teacher becomes a classroom leader by moving his/her students forward with the expectations set by the School.
- **High expectations of student achievement** through the belief and expectation that all students attain mastery of the standards through use of the core curriculum.
- **Pervasive and broadly understood instructional focus** and the dedication of sufficient time to the key skills of reading, writing, and mathematics.
- **Safe and orderly school climate conducive to teaching and learning** in which to learn.
- **Measures of student achievement as an indicator of program success** and the key to school improvement.

A final component of the educational program that aligns with the School mission is utilization of a well-rounded curriculum which encompasses the social and cultural development of each student. Because the student population and demographic mix of Broward County are constantly changing, it is important to create cultural awareness in students. Through the implementation of a strong academic curriculum and an Extended Second Language Model integrated with art, music, literature, and numerous cross-curricular activities, students will recognize the achievements of a wide range of ethnic groups which will prepare students for life in an ethnically diverse society. BridgePrep Academy will enrich the lives of the students it serves as they develop a comprehensive understanding of skills needed for the future, coupled with personalized learning, and strong parent/guardian and community involvement in support of the School’s mission.

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

BridgePrep Academy’s student population will be diverse in many different aspects, including educationally, culturally, ethnically, demographically, and socio-economically. 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.

Florida’s Continuous Improvement Model will be BridgePrep Academy’s method for ensuring that all students are provided with meaningful instruction. BridgePrep Academy’s administrators and staff

will participate in professional development opportunities provided by the district in the Florida Continuous Improvement Model. Because of its continuous process for data analysis, classroom instruction will be 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's curriculum will be aligned with the NGSSS, MAFS, LAFS, and student progress will be assessed by the Florida Standards Assessments, the Next Generation Sunshine State Standards Assessments, school generated assessments, and state/district assessments. Administrators and instructional personnel will analyze information obtained from classroom and state/district assessments to evaluate the academic strengths and weaknesses of individual students. Data will be derived from formal and informal assessments to support data-driven decision making when determining adjustments that may need to be made to the curriculum.

Teachers will plan for instruction using lesson plans, state-approved resources, and appropriate instructional strategies designed to address new skills acquisition as well as address achievement gaps in student performance. To optimally align and adhere to the MAFS and the LAFS, a course outline for all subject areas and grade levels will be developed for the entire instructional program. Classroom teachers will implement "Best Practices" that include examples of techniques and strategies that effectively promote improved student achievement via a balance of continual adjustment and differentiated instruction based on student performance.

To assist teachers with having a fully differentiated classroom, interim assessments will be a critical component of the teaching and learning process at BridgePrep Academy. Teachers will assess student learning frequently to ensure academic success. In addition, interim assessments that mimic the FSA and EOC format will provide tools for adjusting and refining curriculum and instruction so that all students have the opportunity for in-depth learning to be successful on these state assessments.

The School will provide a multitude of instructional strategies through the implementation of a Multi-Tiered System of Supports (MTSS) and Response-to-Intervention (RtI) methods for students whose assessment results indicate a need for further instruction in any essential skill area. Extended learning opportunities are made available for all students throughout daily instruction and after-school tutoring at all academic levels of achievement, including ESE, ESOL, Advanced, and Gifted. A combination of "Best Practices" will be implemented with whole groups and low achieving ESE and ELL students in all subject areas to assure that all students' instructional needs are met.

BridgePrep Academy recognizes that a culturally diverse student population requires individualized methods of instructional delivery. Selected instructional personnel who have extensive experiences with such topics will regularly address issues such as tolerance for the ethnically and/or culturally diverse population served by the School. Students will be taught that 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.

Daily observations will be conducted by administrative staff to ensure that the objectives for instruction are being met. A BridgePrep Academy classroom observation checklist will be used as a guide for these observations and feedback will be provided to teachers in a timely manner.

**If the school intends to replicate an existing school design<sup>1</sup>:**

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

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

The Governing Board of BridgePrep Academy K-8 will replicate the successful educational program currently in operation at BridgePrep Academy South, a K-8 school located in Miami-Dade County. BridgePrep Academy South earned its third consecutive grade of “A” in 2014 from the Florida Department of Education and was recently recognized as a High Performing School. The Board of BridgePrep currently governs four campuses in Miami-Dade County, with two earning a grade of “A” and two earning a grade of “B” in 2014. In addition, the campuses were awarded SACS/AdvancED Accreditation within their first two years of operation. Their Education Service Provider, S.M.A.R.T. Management, was recommended for SACS/AdvancED Accreditation as a corporate system in May 2015.

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

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

During the development, implementation, and the design of its educational program for BridgePrep Academy South and its other campuses, the Governing Board of BridgePrep Academy created a strategic plan of processes, systems, and benchmarks that will be replicated with efficiency and fidelity within any of the new schools overseen by this Governing Board. Not only were these school components memorialized for ease of access and leverage for future schools, these components were tracked and adjusted during their implementation so that any best practices would be perpetuated and any necessary adjustments would be captured and integrated into the new schools managed by this Board, such as the proposed school. BridgePrep Academy South maintains a complete set of Policies and Procedures, which is updated regularly to make improvements based upon experiences with the other schools.

In addition to the schools operated in Miami-Dade County, BridgePrep Academy has developed both the capacity and expertise to operate successful schools in other Florida school districts including but not limited to the necessary structures and protocols for curriculum management, student management, human resources, transportation, and facilities utilization. To this end, BridgePrep successfully expanded its network of schools to Broward County and Hillsborough County in 2014-

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<sup>1</sup> 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).

For example, a plan to implement a specific program, such as a widely-used curriculum, would not be categorized as the replication of an existing school design.

2015. It is anticipated that BridgePrep Academy of Broward County will experience the same success as its sister schools in Miami-Dade, Broward, and Hillsborough counties.

BridgePrep Academy, together with its management company, S.M.A.R.T. Management, has demonstrated facility acquisition as one of their strengths. Their model to service all students with an Extended Second Language Model has been in high demand. BridgePrep Academy has experienced a demand for its educational program by offering students, whether native or non-native speakers of the Spanish language, an opportunity to become bilingual members of society. All members of the leadership team at S.M.A.R.T. Management were at one point Miami-Dade County Public School employees serving in roles from teacher to school administrator. In addition, associates of S.M.A.R.T. Management have over 15 years of experience in the real-estate industry.

The educational and operational components that will be replicated from the existing design are fully detailed in the sections referenced below. These include, but are not limited to, the following:

- Commitment to the mission, core values, and beliefs of the existing programs (*Sections 1, 3, and 4*)
- Adopting the research-based educational concept for the existing programs (*Section 3*)
- Maintaining high expectations for student achievement (*Section 5*)
- Adopting common expectations of student behavior and parental involvement proven successful in BridgePrep Academy schools (*Section 8 and 13*)
- Adopting common Professional Policies and Standards for staff (*Section 10 and 12*)
- Implementing the policies for financial management and oversight proven effective *Section 18*)
- Providing ongoing communication, training, and support for the school's changing operational needs (*Section 9 and 12*).

## 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.**

The BridgePrep Academy Charter School (K-8) curriculum will provide for appropriate instruction based upon the Language Arts Florida Standards (LAFS), the Mathematics Florida Standards (MAFS), the 2008 Next Generation Sunshine State Standards (NGSSS) for Science, Social Studies, and Physical Education, and the 2011 Next Generation Sunshine State Standards for World Languages, as prescribed by the Florida State Department of Education.

#### **Instructional Practices**

BridgePrep Academy will implement the Language Arts Florida Standards (LAFS), the Mathematics Florida Standards (MAFS), and the 2008 Next Generation Sunshine State Standards (NGSSS) for Science, Social Studies, and Physical Education, and the 2011 Next Generation Sunshine State Standards for World Languages. This curriculum provides instructional goals, pacing guides or other state aligned scope and sequence, and learning objectives for each grade and subject area. The School's instructional focus calendars are driven by student achievement and mastery through application of the LAFS, MAFS, and NGSSS into real world situations. The cyclical nature of assessment and instruction is highlighted in each classroom to keep student data current and to allow teachers to adapt instruction to meet each student's needs in real time.

Teachers will employ the following research-based instructional practices to engage students in an interactive and motivating way that promotes daily improvement and achievement for all:

- Standards-Based Instruction
  - Maintains focus on outcome measures to promote student achievement
  - Ensures student achievement
- Differentiation
  - Connects learning to individual student need
  - Engages and motivates students
  - Enhances achievement by reaching all modalities
- Interdisciplinary Instruction
  - Provides the link between subject areas
  - Enhances real-world situations in learning
    - Increases achievement in all subjects
  - Inquiry-Based Learning
    - Focuses on application of knowledge
    - Promotes comprehension of abstract concepts
    - Develops problem-solving skills
  - Direct Instruction
    - Requires systematic and explicit instruction
    - Implementation of Instructional Framework
    - Maintains standards as the focal point of instruction
  - Student-Focused Approach

- Motivates students through goal-setting and achievement
- Allows for Explicit corrective feedback directly linked to current learning
- Promotes performance-based assessment through use of rubrics and portfolios
- Scaffolding and Explicit corrective feedback
  - Furthers student mastery of standards
  - Individualizes instruction for each student
  - Supports student learning in real time
- Advance Organizers and Graphic Organizers
  - May include anticipation guides, thinking maps, webs, KWL and other charts
  - Provides concrete structure for abstract concepts
  - Encourages problem-solving, critical thinking, and decision-making
- Cooperative Learning
  - Engages students in purpose-driven activities focused on the LAFS/MAFS/NGSSS
  - Develops advanced communication skills
- Integration of literacy skills throughout all subject areas

### **Rigorous Curriculum Plan**

The curriculum objectives for BridgePrep Academy are as follows:

- Implementation of an Instructional Framework utilizing the Gradual Release Model
- Implementation of a relevant and rigorous curriculum that meets the needs of all students.
- Use of formative and summative assessments to determine student mastery/progress and performance in all subjects.
- Integration of technology to enhance the teaching and learning process
- Provision of extended learning opportunities to support student learning.

### **BridgePrep Academy of Broward County Educational Programs**

|                                   |                         |                                                                                                                                                                                                                                                 |
|-----------------------------------|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Educational Program Design</b> | Framework and Standards | Instructional Framework (Gradual Release of Responsibility Model )                                                                                                                                                                              |
|                                   |                         | Florida Standards and Next Generation Sunshine State Standards                                                                                                                                                                                  |
| <b>Reading</b>                    | Research-Based Program  | Broward County Comprehensive Research-Based Reading Program - (CRRP); the Supplemental Intervention Reading Program (SIRP); and the Comprehensive Intervention Reading Program (CIRP) for students reading one or more years below grade level. |

|                           |                     |                                                                                                                                                                                                                                                        |
|---------------------------|---------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                           | Core curriculum     | <b>Elementary K-5:</b> Houghton Mifflin<br>Harcourt, Journeys<br><br><b>Middle School 6-8:</b> Pearson<br>Longman, Keystone                                                                                                                            |
|                           | Supplemental/online | Soar to Success, Quick Reads, Voyager, Compass Learning, Voyager passport (K-8), iStation Reading, MyOn Digital Reading                                                                                                                                |
| <b>Math</b>               | Core curriculum     | <b>Elementary K-5:</b> Houghton Mifflin<br>Harcourt, Go Math!<br><br><b>Middle School 6-8:</b> Glencoe, Math<br>Connects<br><br>Algebra I - Holt McDougal Florida,<br>Mathematics                                                                      |
|                           | Supplemental/online | Think Central, Khan Academy                                                                                                                                                                                                                            |
| <b>Science</b>            | Core curriculum     | <b>Elementary K-5:</b> Houghton Mifflin;<br>Science Fusion<br><br><b>Middle School 6-8:</b> Houghton Mifflin;<br>Science Fusion & HS<br><br>Holt Science and Technology; (grades<br>6,7,8)<br><br>McDougal Littell Science; Advanced<br>(grades 6,7,8) |
| <b>Social Studies</b>     | Core curriculum     | <b>Elementary K-5:</b> McMillan/McGraw-<br>Hill, Florida Social Studies<br><br><b>Middle School:</b> Pearson, Florida My<br>World History; McGraw-Hill, Florida<br>Civics, Economics & Geography; Holt<br>McDougal, United States History              |
| <b>Spanish Enrichment</b> | Core curriculum     | <b>Elementary K-5:</b> Scott Foresman,<br>Calle de Lectura<br><br><b>Middle School:</b> Descubre Levels 1-3,<br>Lengua y Cultura del Mundo<br>Hispanico                                                                                                |

### **Assessments**

Assessments that are aligned with standards-based curriculum and instruction will be used to measure student progress. Assessments will target knowledge, reasoning, and performance-based skills. The purpose of assessment is three-fold: accountability, data-driven instruction, and program evaluation. Frequent formative and summative assessments are the key to data collection used to drive instruction. Teachers will use data from baseline assessments, interim assessments, and teacher-created assessments in order to focus on selected standards and benchmarks. Each student must participate in statewide assessment tests as required by 1008.22 FS.

### **The Broward County Comprehensive Research-Based Reading Program (CRRP)**

BridgePrep Academy will adopt the Broward County Comprehensive Research-Based Reading Plan. The School will utilize literature programs from Houghton Mifflin; Journeys for elementary K-5 and Pearson Longman; Keystone, Houghton Mifflin Harcourt; Collections for middle school grades 6-8. The programs chosen are research-based, comprehensive reading programs approved by the State of Florida and provide initial instruction as a whole group activity. The research-based programs chosen include the “Big Six” essential components of reading instruction: oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension.

Teachers will utilize texts with increased complexity, which include a balance of informational and literary texts in order to meet the LAFS. Teachers will utilize an interdisciplinary instructional approach to ensure that students have the opportunity to work with informational text. Students will apply reading and writing across the day in all content areas. A variety of assessment opportunities, both informal and formal, are included in the comprehensive core reading programs and are used regularly to monitor students’ progress.

As a key component of the BridgePrep Academy CRRP, phonemic awareness, phonics and vocabulary will be stressed so that students become proficient in reading. These practices will also be emphasized during the Extended Second Language Model to encourage literacy in both English and Spanish. School-wide visuals and labeling of objects (in both languages) will be evident throughout the School. Students identified as struggling readers, upon analysis of the FAIR results and district reading assessments, or teacher tests, will be placed in an appropriate intervention program. The small-group, teacher-led center facilitated during the 90-minute reading block will be an important intervention strategy used with all students. Students in need of additional intervention will be scheduled to attend small-group, immediate intensive intervention sessions in accordance with RtI standards (in addition to the 90-minute reading block provided during the regular school day).

### **ENGLISH LANGUAGE ARTS/READING**

Students will receive a daily minimum of 90 minutes of uninterrupted instruction in English Language Arts/Reading, as documented by BridgePrep Academy’s master schedule and through the ongoing monitoring of teachers’ lesson plans. Students in K-5 will receive an additional 30 minutes of instruction in writing. Additionally, students that require additional intervention will receive intensive intervention sessions using research-based intervention materials. Students in

grades 6-8 who did not meet state proficiency levels on the Florida Standards Assessment (FSA) will be required to take an Intensive Reading course as an elective.

Improving the literacy skills of all students is a top priority at BridgePrep Academy, and instructional decisions are made using scientifically-based reading research that incorporates human analysis and computer recognition of students' cognitive reading abilities. Additional and ongoing research from the Florida Center for Reading Research (FCRR) is utilized in continuous reading improvement. Students are provided with systematic and explicit reading instruction to include the following five skills identified by research as critical components to reading success:

- Phonemic Awareness – the ability to hear and identify sounds in spoken words;
- Phonics – the relationship between the letters of written language and the sounds of spoken language;
- Fluency – the capacity to read text accurately and quickly;
- Vocabulary – the words students know to communicate effectively;
- Comprehension – the ability to understand and gain meaning from what has been read.

To determine students' instructional levels, students are evaluated throughout the year using a variety of assessments such as the Florida Kindergarten Readiness Screener (FLKRS), FAIR, and district diagnostic reading tools. Assessment data, as well as teacher-assessments, will drive the decision-making process and will directly support BridgePrep Academy's curriculum plan to implement strategies and interventions.

Per State Board of Education Rule 6A-6.054, any elementary student who exhibits a substantial deficiency in reading based upon locally determined assessments, statewide assessments, or through teacher observations must be given intensive reading instruction immediately following the identification of the reading deficiency. This immediate intensive intervention must be provided daily to all students in addition to or as an extension of the 90-minute reading block.

Similarly, middle school students in grades 6-8 who exhibit intervention needs in the areas of decoding and/or text reading efficiency must have extended time for reading intervention. This extended time may include, but is not limited to, students reading on a regular basis after school with teacher support, or for students two or more years below grade level a double block of reading to accelerate foundational reading skills to include the following on a daily basis:

- Whole group explicit instruction;
- Small group differentiated instruction;
- Independent reading practice, utilizing classroom library materials, monitored by the teacher.

### **ENGLISH LANGUAGE ARTS INSTRUCTION**

The courses offered for students in grades K-8 are in alignment with the Language Arts Florida Standards (LAFS) and a state adopted textbook/program will be used. The LAFS were designed to engage students so that they gain the critical thinking and problem-solving skills essential for college and career-readiness. The LAFS are categorized by Strands, Clusters, and Standards. A Quick Reference Guide to the LAFS can be found on the FLDOE website at the following address:

<http://www.fldoe.org/core/fileparse.php/7539/urlt/lafsqrq.pdf> . The major Strands and Clusters for grades K-8 are listed below.

- Strand: Reading Standards for Literature
  - 1) Key Ideas and Details
  - 2) Craft and Structure
  - 3) Integration of Knowledge and Ideas
  - 4) Range of Reading and Level of Text Complexity
- Strand: Reading Standards: Foundations Skills (K-5 Only)
  - 1) Print Concepts
  - 2) Phonological Awareness
  - 3) Phonics and Word Recognition
  - 4) Fluency
- Strand: Reading Standards for Informational Text
  - 1) Key Ideas and Details
  - 2) Craft and Structure
  - 3) Integration of Knowledge and Ideas
  - 4) Range of Reading and Level of Text Complexity
- Strand: Writing Standards
  - 1) Text Types and Purposes
  - 2) Production and Distribution of Writing
  - 3) Research to Build and Present Knowledge
  - 4) Range of Writing
- Strand: Standards for Speaking and Listening
  - 1) Comprehension and Collaboration
  - 2) Presentation of Knowledge and Ideas
- Strand: Language Standards
  - 1) Conventions of Standard English
  - 2) Knowledge of Language
  - 3) Vocabulary Acquisition and Use

### **English Language Arts Course Offerings - Grades 6-8:**

The courses that will be offered at BridgePrep Academy for grades 6-8 English/language arts are as follows:

**Language Arts 1:** The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following:

- Using the reading process to construct meaning from a wide range of literary, informational, and technical texts

- Using the writing process to communicate information and ideas
- Using listening, viewing, and speaking strategies
- Understanding the power of language and using language in authentic contexts
- Understanding the common features of a variety of literary forms
- Responding critically to visual, oral, and written texts

**Language Arts 1, Advanced:** The purpose of this course is to provide students, using texts of high complexity, advanced integrated language arts study in reading, writing, speaking, listening, and language for college and career preparation and readiness. Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning. The content should include, but not be limited to, the following:

- Active reading of varied texts for what they say explicitly, as well as the logical inferences that can be drawn
- Analysis of literature and informational texts from varied literary periods
- Writing for varied purposes
- Effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- Collaboration amongst peers

**Language Arts 2:** The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following:

- Using the reading process to construct meaning from a wide range of literary, informational, and technical texts
- Using the writing process to communicate information and ideas
- Using listening, viewing, and speaking strategies
- Understanding the power of language and using language in authentic contexts
- Understanding the common features of a variety of literary forms
- Responding critically to visual, oral, and written texts

**Language Arts 2, Advanced:** The purpose of this course is to provide students, using texts of high complexity, with advanced integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness. The content should include, but not be limited to, the following:

- Constructing meaning and analyzing and evaluating the logic and rhetorical strategies used in a variety of grade-level print and digital informational texts
- Reading and analyzing grade-level print and digital literary texts that represent a variety of genres across cultures and historical periods

- Using recursive process writing strategies to craft various forms of writing expressing ideas with maturity and complexity appropriate to writer, audience, purpose, and context
- Listening purposefully to a variety of speakers and messages in both formal and informal contexts
- Speaking with clarity for a variety of purposes, audiences, and contexts, including formal and informal modes of discourse
- Understanding and making effective language choices to successfully craft
- The meaning, style, and tone of oral and written communication at grade-level and/or higher complexity
- Acquiring an extensive vocabulary through reading, discussion, listening, and directed word study
- Learning and employing an inquiry-based research process, and selecting and using information and communication technologies effectively.

**Language Arts 3:** The purpose of this course is to provide integrated educational experiences in the language arts strands of reading, writing, listening, viewing, speaking, language, and literature. The content should include, but not be limited to, the following:

- Using the reading process to construct meaning from a wide range of literary, informational, and technical texts
- Using the writing process to communicate information and ideas
- Using listening, viewing, and speaking strategies
- Understanding the power of language and using language in authentic contexts
- Understanding the common features of a variety of literary forms
- Responding critically to visual, oral, and written texts

**Language Arts 3, Advanced:** The purpose of this course is to provide students with instruction using well-written, grade-level instructional materials to enhance students' content area knowledge and also strengthen their ability to comprehend longer, complex reading passages on any topic for any purpose. Using the following instructional practices will help student learning with advanced integrated language arts study in reading, writing, speaking, listening, language, and literature in preparation for college and career readiness. The content should include, but not be limited to, the following:

- Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
- Making close reading and rereading of texts central to lessons.
- Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
- Requiring students to support answers with evidence from the text.
- Providing extensive text-based research and writing opportunities (claims and evidence).

**Language Arts 1 through ESOL\***

**Language Arts 2 through ESOL\***

**Language Arts 3 through ESOL\***

***\*Note that Language Arts course instructed “Through ESOL” have the identical course descriptions and objectives as their non-ESOL counterparts. ESOL Language Arts courses are instructed using research-based instructional strategies proven effective in students acquiring a second language. The academic rigor, expectations, and alignment to the State Standards remain the same.***

## **READING**

In compliance with State Board of Education Rule 6A-6.054, middle school students who score below the level of proficiency on state-mandated assessment in reading will be required to complete an intensive reading course. BridgePrep will schedule those students in an intensive reading course. The students will have intervention needs in the areas of decoding and/or text reading efficiency and will have extended time for reading intervention. This extended time will include scheduling those students who are two or more years below grade level into a double block of reading to accelerate foundational reading skills. BridgePrep will seek to hire teachers who have the Reading Endorsement or Certification in Reading (Reading K-12) so they will be highly-qualified in order to teach the following courses.

**Reading 1:** The purpose of this course is to develop and strengthen reading through the integration of reading, writing, listening, speaking, viewing, and critical thinking. The content shall include, but not be limited to, the following:

- Reading as a complex process that includes knowledge of the reader, the author, and the text
- Using effective vocabulary, critical thinking, and study skills
- Developing fluency and appreciation of reading through independent selection of materials
- Reading a variety of materials including fictional, multicultural, informational, and technical texts
- Developing strategic reading through use of before, during, and after reading strategies
- Integrating reading and writing processes
- Using all of the cueing systems (graphophonic, syntactic, semantic, and pragmatic) within a meaningful context to gain meaning from text or non-print media
- Using speaking, listening, and viewing skills to enhance the reading processes

**Reading 2:** The purpose of this course is to develop and strengthen reading through the integration of reading, writing, listening, speaking, viewing, and critical thinking. The content shall include, but not be limited to, the following:

- Reading as a complex process that includes knowledge of the reader, the author, and the text
- Using effective vocabulary, critical thinking, and study skills
- Developing fluency and appreciation of reading through independent selection of materials
- Reading a variety of materials including fictional, multicultural, informational, and technical texts

- Developing strategic reading through use of before, during, and after reading strategies
- Integrating reading and writing processes
- Using all of the cueing systems (graphophonic, syntactic, semantic, and pragmatic) within a meaningful context to gain meaning from text or non-print media
- Using speaking, listening, and viewing skills to enhance the reading processes

**Reading 3:** The purpose of this course is to develop and strengthen reading through the integration of reading, writing, listening, speaking, viewing, and critical thinking. The content shall include, but not be limited to, the following:

- Reading as a complex process that includes knowledge of the reader, the author, and the text
- Using effective vocabulary, critical thinking, and study skills
- Developing fluency and appreciation of reading through independent selection of materials
- Reading a variety of materials including fictional, multicultural, informational, and technical texts
- Developing strategic reading through use of before, during, and after reading strategies
- Integrating reading and writing processes
- Using all of the cueing systems (graphophonic, syntactic, semantic, and pragmatic) within a meaningful context to gain meaning from text or non-print media
- Using speaking, listening, and viewing skills to enhance the reading processes

Students requiring intervention will receive reading and language arts instruction for an uninterrupted 90-minute time period with the same teacher. The components of this daily instruction must include:

- Grade-level reading instruction, including the objectives of the Language Arts Florida Standards
- Guided instruction in reading using materials at the student's instructional level
- Explicit, systematic instruction in oral language, phonemic awareness, phonics, word-attack skills, grammar, syntax, spelling, and vocabulary building
- Instruction in the elements of effective writing
- In-class sustained independent reading and sharing of books selected by the student and/or the teacher (may be in addition to the two-hour block of reading instruction, but must happen daily)
- Opportunities for fluency practice should occur throughout the instructional day
- Reading instruction using ESOL strategies when appropriate
- Reading instruction through ESOL classes for Limited English Proficient students.

## **WRITING**

Writing will be practiced and infused daily across the curricular program at BridgePrep Academy. Writing strategies will be implemented in all content-areas; cooperative groups will be implemented for writing project and or activities. Teachers will receive on-going professional development in writing across the curriculum to build their capacity in this area. In addition, to the daily 30 minutes of

specific writing instruction for students in grades K-5, teachers will incorporate writing into the 90-minute Reading Block as well as all core subject areas to provide opportunities for cognitive growth through increased practice of writing. Additionally, the practice of writing will lead to more meaningful and interactive discussions about text in the content areas and will provide students with a form of communication that they can use immediately and in the future. Students will be expected to perform at or above proficiency to be determined by the writing component of the Florida Standards Assessment.

Students in grades 6-8 will write for a variety of purposes including, but not limited to, opinion pieces, informative/explanatory texts, narrative essays, journal writing, literature responses, quick writes, content summarizations, research, publications, and content-based projects. Literacy skills are enhanced through writing as students discover the reading-writing connection and develop English and grammar skills through revision and editing. BridgePrep may use a state-adopted resource such as *Write Source*, 2nd edition, in addition to materials provided in the core reading series.

As a result of a student's experience with BridgePrep Academy's English Language Arts/Reading curriculum, students will;

- Develop important basic writing concepts and foster creative expression;
- Build upon and extend language concepts developed in earlier grades;
- Develop spelling and vocabulary acquisition skills; and
- Extend composition skills through both formal and creative writing assignments.

Student writing will be reviewed weekly to identify specific student weaknesses in organization, use of supporting details, and accurate use of conventions. In order to develop student proficiency in writing, the School will utilize the test item specifications for the FSA ELA Writing Component which define the content and format of the assessment and test items for each grade level. Teachers will participate in professional development on all updated *FSA Test Item Specifications* to receive greater specificity for items to be field tested in 2017 and beyond.

## **MATHEMATICS**

### **Instructional Principles**

The School will develop students' understanding of mathematical concepts as well as their ability to use skills to reason, communicate, and problem solve, making them able to remain competitive in an ever changing, fast-paced and technology-rich society. The cultivation of these skills will help students develop numerical literacy, wherein they will have acquired the mathematical knowledge, problem solving ability, and communication skills required to excel at or above grade level expectations.

Practical problem-solving in real world situations and the need for abstract thinking is emphasized in the upper grades. Strong critical thinking and problem-solving skills are developed through inquiry-based instruction. Rigorous development of numerical literacy will ensure that students master the Mathematics Florida Standards (MAFS) and are prepared for challenging programs of study as they enter high school.

The primary goal for mathematics instruction at BridgePrep Academy is to provide students with everyday mathematical competence, a requirement in today's rapidly changing technological, and global society. To this end, 60 minutes of uninterrupted instruction in mathematics is provided for students each day. Within each math course, students will engage in real-world problem solving that develops reasoning, reflection, communication, and decision-making skills. Houghton Mifflin; Go Math will be used for instruction in grades K-5. The program emphasizes the critical areas and depth of understanding through engaging lessons, research-supported instructional approaches, and differentiated instructional resources for student success.

The mathematics curriculum will be aligned with the Mathematics Florida Standards (MAFS) by grade level. Additional resources will be used that include the following: Grab and Go Math Centers, access to Think Central (a technology resource), books focusing on math, intervention books for students working below level, enrichment books, hands on activities, assessments and Soar to Success, a supplemental intervention program which students can access online. Additionally, students who demonstrate a lack of progress will receive assistance within the CPS/RI framework.

### **Technology**

The infusion of technology in mathematics will be an essential component of mathematics instruction at BridgePrep Academy. In the global economy, technology will continue to enhance mathematics usage in daily life. Therefore, the use of the adaptive electronic curriculum will play a key role at BridgePrep Academy through the use of the Internet and software programs that provide mathematical contexts and simulations that would otherwise be inaccessible in the classroom. The School will utilize Khan Academy, Think Central. Teachers will be able to generate progress reports on individual students or classes.

Mathematics instruction will serve to provide an in-depth understanding of the Mathematics Florida Standards (MAFS) through interactive and engaging materials and activities during both face-to-face classroom instruction and in a learning lab or in learning centers. Rigorous development of numeracy will ensure that students are prepared for challenging programs of study as they enter high school. Teachers will document their emphasis on the Mathematics Florida Standards and their utilization of Florida State Assessment test item specifications from the State of Florida into their daily lesson plans.

Teachers at the School will focus on the following five (5) standards that describe how content is taught:

1. **Problem Solving:** Engage in task for which the solution method is not known in advance.
2. **Reasoning and Proof:** Think analytically.
3. **Communication:** Share ideas and clarify understanding.
4. **Representation:** Understand ways in which mathematical ideas are represented.
5. **Connections:** Understand how mathematical ideas interconnect and build on one another.

In support of the school-wide STEAM focus and initiative, the School seeks to increase the level of rigor, coherence, and clarity in the application of real-world mathematics. The School will develop students' understanding of mathematical concepts as well as their ability to engage to reason, communicate, and problem solve, making them able to remain competitive in an ever changing, fast-

paced and technology-rich society. The cultivation of these skills will help students develop numerical literacy, wherein they will have acquired the mathematical knowledge, problem solving ability, and communication skills required to excel in our ever-changing world.

### **Assessment**

In addition to state-mandated assessments, BridgePrep Academy will employ authentic assessment techniques such as formative and summative assessments, as well as teacher-made tests to assess students' achievement of the Mathematics Florida Standards and embedded mathematics expectations. This will allow teachers to evaluate students' competencies in real-world contexts. In this way, assessments are a dynamic piece of instruction, allowing students to integrate what they have learned and communicate this learning in an authentic way. BridgePrep Academy considers ongoing assessment to be a daily necessity in providing teachers with valuable information about students' progress; teachers utilize this information for instructional planning purposes.

Students will participate in performance tasks that demonstrate real-world problem solving ability. In addition, mathematics journals and Thinking Maps will provide insight into students' cognitive processing of complex concepts. In reading these entries and engaging in conversations with students, teachers are able to gauge current knowledge and perception of concepts and adjust instruction accordingly. This also provides teachers with the opportunity to provide for intervention instruction as needed.

An exhaustive amount of research on improving student achievement is currently available to educators. This research base has been thoroughly studied and evaluated to create a curriculum and a plan for students' instruction that will prove most effective for ensuring success for all students. This curriculum is specifically designed to meet the needs of all students, including those with exceptionalities, disabilities, and those learning English for the first time. The cornerstone of this curriculum is the establishment of high expectations for every child who attends the School. It focuses on individual student strengths, and is designed to meet individual learning styles through the use of differentiated instruction. It is also designed to advance learning for at-risk students and teachers implements the most effective research-based strategies in every classroom.

Research-based approaches are utilized by the School to ensure an appropriate level of rigor and to accelerate learning for at-risk students, as well as to advance learning for students requiring enrichment. Instruction is centered on the real-life application of the MAFS through an inquiry-based approach, allowing students to become critical thinkers and problem-solvers using hands-on learning, science experimentation, technology integration, cooperative learning activities, reciprocal teaching strategies, and Creating Independence through Student-owned Strategies (CRISS) throughout the curriculum. An interdisciplinary approach will eliminate fragmentation of knowledge and develop the interconnectivity of concepts and abstractions.

### **Literacy Integration**

Literacy skills will be utilized to enhance mathematics instruction each day. This will be accomplished through the use and development of mathematics journals, think-pair-share activities, daily calendar activities, word problems and Thinking Maps. These research-based activities will promote the development of reading, writing, listening, and speaking within the context of mathematics instruction. This has been proven to strengthen both mathematics and reading skills, along with

promoting the relationship between the two. Additionally, the use of math fluency has been proven to have an improvement effect on reading and is incorporated into the 90-minute reading block.

## **MATHEMATICS INSTRUCTION**

The courses offered for students in grades K-8 are in alignment with the Mathematics Florida Standards (MAFS) and a state adopted textbook/program will be used. The MAFS were designed to engage students so that they gain the critical thinking and problem-solving skills essential for college and career-readiness. The MAFS are categorized by Domains, Clusters, and Standards, which may be found at <http://www.fldoe.org/core/fileparse.php/5390/urlt/0081015-mathfs.pdf>. The majors Domains and corresponding Clusters for grades K-8 are listed below.

**Kindergarten:** Mathematics instruction in kindergarten will rely heavily on the use of manipulatives and daily circle time that incorporates relevant vocabulary related to number sense, addition, subtraction, measurement, number sets, shapes, and patterns. Students will draw in math journals and begin to communicate number sense in the Domains and corresponding Clusters listed below.

- Domain: Counting and Cardinality
  - 1) Know number names and count sequence.
  - 2) Count to tell the number of objects.
  - 3) Compare numbers.
- Domain: Operations and Algebraic Thinking
  - 1) Understand addition as putting together and adding to, and understand subtraction as taking from.
- Domain: Number and Operations in Base Ten
  - 1) Use numbers 11-19 to gain foundations for place value.
- Domain: Measurement and Data
  - 1) Describe and compare measurable attributes.
  - 2) Classify objects and count the number of objects in each category.
- Domain: Geometry
  - 1) Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
  - 2) Analyze, compare, create, and compose shapes.

**First Grade:** In first grade, mathematics instruction will build upon previous knowledge in the Domains and corresponding Clusters listed below:

- Domain: Operations and Algebraic Thinking
  - 1) Represent and solve problems involving addition and subtraction.
  - 2) Understand and apply properties of operations and the relationship between addition and subtraction.
  - 3) Add and subtract within 20.
  - 4) Work with addition and subtraction equations.
- Domain: Number and Operations in Base Ten
  - 1) Extend the counting sequence.
  - 2) Understand place value.
  - 3) Use place value understanding and properties of operations to add and subtract.
- Domain: Measurement and Data

- 1) Measure lengths indirectly and by iterating length units.
- 2) Tell and write time.
- 3) Represent and interpret data.
- Domain: Geometry
  - 1) Reason with shapes and their attributes.

**Second Grade:** Mathematics instruction in second grade will focus on building fluency in addition and subtraction and extending student understanding of place value, standard units of measurement, and geometric concepts. Manipulatives and math journals are more complex as students solve real-world problems through inquiry-based learning in the Domains and corresponding clusters listed below.

- Domain: Operations and Algebraic Thinking
  - 1) Represent and solve problems involving addition and subtraction.
  - 2) Add and subtract within 20.
  - 3) Work with equal groups of objects to gain foundations for multiplication.
- Domain: Number and Operations in Base Ten
  - 1) Understand place value.
  - 2) Use place value understanding and properties of operations to add and subtract.
- Domain: Measurement and Data
  - 1) Measure and estimate lengths in standard units.
  - 2) Relate addition and subtraction to length.
  - 3) Work with time and money.
  - 4) Represent and interpret data.
- Domain: Geometry
  - 1) Reason with shapes and their attributes.

**Third Grade:** In third grade, students will develop an understanding of multiplication, division, fractions, and extend knowledge of place value, measurement, shapes and their attributes. Communication of meta-cognition and critical thinking strategies become paramount through the use of math journals, think-pair-share activities, and cooperative learning activities in the Domains and corresponding Clusters listed below.

- Domain: Operations and Algebraic Thinking
  - 1) Represent and solve multiplication and division.
  - 2) Understand properties of multiplication and the relationship between multiplication and division.
  - 3) Multiply and divide within 100.
  - 4) Solve problems involving the four operations, and identify and explain patterns in arithmetic.
- Domain: Number and Operations in Base Ten
  - 1) Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Domain: Number and Operations-Fractions
  - 1) Develop understanding of fractions as numbers.
- Domain: Measurement and Data
  - 1) Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

- 2) Represent and interpret data.
- 3) Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- 4) Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
- Domain: Geometry
  - 1) Reason with shapes and their attributes.

**Fourth Grade:** In fourth grade, mathematics instruction will strengthen and deepen student comprehension of number sense and operations, fractions, geometry, and measurement applications. Higher-order thinking is enhanced through real-world learning and use of instructional strategies that focus on process in the Domains and corresponding Clusters listed below.

- Domain: Operations and Algebraic Thinking
  - 1) Use the four operations with whole numbers to solve problems.
  - 2) Gain familiarity with factors and multiples.
  - 3) Generate and analyze patterns.
- Domain: Number and Operations in Base Ten
  - 1) Generalize place value understanding for multi-digit whole numbers.
  - 2) Use place value understanding and properties of operations to perform multi-digit arithmetic.
- Domain: Number and Operations-Fractions
  - 1) Extend understanding of fraction equivalence and ordering.
  - 2) Build fractions from unit fractions by applying and extending previous understanding of operations on whole numbers.
  - 3) Understand decimal notation for fractions, and compare decimal fractions.
- Domain: Measurement and Data
  - 1) Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.
  - 2) Represent and interpret data.
  - 3) Geometric measurement: understand concepts of angle and measure angles.
- Domain: Geometry
  - 1) Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

**Fifth Grade:** A major portion of fifth grade mathematics instruction will further develop an in-depth understanding of fractions and decimals and their position in the place value system. Enhancing process and application of concepts in real-world scenarios will dominate instruction. The use of math journals, thinking maps, and cooperative learning will heighten the importance of critical thinking in inquiry-based learning within the Domains and corresponding Clusters listed below.

- Domain: Operations and Algebraic Thinking
  - 1) Write and interpret numerical expressions.
  - 2) Analyze patterns and relationships.
- Domain: Number and Operations in Base Ten
  - 1) Understand the place value system.
  - 2) Perform operations with multi-digit whole numbers and with decimals to hundredths.
- Domain: Number and Operations-Fractions

- 1) Use equivalent fractions as a strategy to add and subtract fractions.
- 2) Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
- Domain: Measurement and Data
  - 1) Convert like measurement units within a given measurement system.
  - 2) Represent and interpret data.
  - 3) Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
- Domain: Geometry
  - 1) Graph points on the coordinate plane to solve real-world problems and mathematical problems.
  - 2) Classify two-dimensional figures into categories based on their properties.

**Sixth Grade:** A major portion of sixth grade mathematics instruction will develop an in-depth understanding of ratios and proportional relationships. Enhancing process and application of concepts in real-world scenarios will dominate instruction. The use of math journals, thinking maps, and cooperative learning will heighten the importance of critical thinking in inquiry-based learning within the Domains and corresponding Clusters listed below.

- Domain: Ratios and Proportional Relationships
  - 1) Understand ratio concepts and use ratio reasoning to solve problems.
- Domain: The Number System
  - 1) Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
  - 2) Compute fluently with multi-digit numbers and find common factors and multiples.
  - 3) Apply and extend previous understanding of numbers to the system of rational numbers.
- Domain: Expressions and Equations
  - 1) Apply and extend previous understandings of arithmetic to algebraic expressions.
  - 2) Reason about and solve one-variable equations and inequalities.
  - 3) Represent and analyze quantitative relationships between dependent and independent variables.
- Domain: Geometry
  - 1) Solve real-world and mathematical problems involving area, surface area, and volume.
- Domain: Statistics and Probability
  - 1) Develop an understanding of statistical variability.
  - 2) Summarize and describe distributions.

**Seventh Grade:** A major portion of seventh grade mathematics instruction will further develop an in-depth understanding of ratios and proportional relationships. Enhancing process and application of concepts in real-world scenarios will dominate instruction. The use of math journals, thinking maps, and cooperative learning will heighten the importance of critical thinking in inquiry-based learning within the Domains and corresponding Clusters listed below.

- Domain: Ratios and Proportional Relationships
  - 1) Analyze proportional relations and use them to solve real-world and mathematical problems.

- Domain: The Number System
  - 1) Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
- Domain: Expressions and Equations
  - 1) Use properties of operations to generate equivalent expressions.
  - 2) Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
- Domain: Geometry
  - 1) Draw, construct, and describe geometrical figures and describe the relationships between them.
  - 2) Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
- Domain: Statistics and Probability
  - 1) Use random sampling to draw inferences about a population.
  - 2) Draw informal comparative inferences about two populations.
  - 3) Investigate chance processes and develop, use, and evaluate probability models.

**Eighth Grade:** A major portion of eighth grade mathematics instruction will further develop an in-depth understanding of the process and application of concepts in real-world scenarios will dominate instruction within the Domains and corresponding Clusters listed below.

- Domain: The Number System
  - 1) Know that there are numbers that are not rational, and approximate them by rational numbers.
- Domain: Expressions and Equations
  - 1) Work with radicals and integer exponents.
  - 2) Understand the connections between proportional relationships, lines, and linear equations.
  - 3) Analyze and solve linear equations and pairs of simultaneous linear equations.
- Domain: Functions
  - 1) Define, evaluate, and compare functions.
  - 2) Use functions to model relationships between quantities.
- Domain: Geometry
  - 1) Understand congruence and similarity using physical models, transparencies, or geometry software.
  - 2) Understand and apply the Pythagorean Theorem.
  - 3) Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.
- Domain: Statistics and Probability
  - 1) Investigate patterns of association in bivariate data.

### **Mathematics Course Offerings – Grades 6-8**

BridgePrep Academy will utilize Glencoe-Math Concepts and Holt McDougal Florida-Mathematics for Algebra 1 as its core curriculum. The series provides for the collection of test data, assistance developing instructional timelines and instructional focus; it further provides frequent student

assessment, tutorials, enrichment activities and skill-maintenance involving the use and reinforcement of previously taught skills. The goal of the Mathematics program is for all students to be able to perform mathematical computations and problem-solving maneuvers at or above grade level proficiency after two years in the program.

- **M/J Intensive Mathematics:** For each year in which a student scores below established proficiency levels on the FSA Mathematics, the student will receive intensive mathematics instruction during the following year, which may be integrated into the student's required mathematics course. This course should be tailored to meet the needs of the individual student according to his/her deficiencies. Appropriate standards from the MAFS should be identified to develop an appropriate curriculum. (This intensive math course is an elective and does not substitute the M/J Mathematics courses.)
- **M/J Mathematics 1:** In Grade 6, instructional time should focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. Further information is listed below:
  1. Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates. Thus, students expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions. Students solve a wide variety of problems involving ratios and rates.
  2. Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane.
  3. Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are equivalent ratios, and they use equations (such as  $3x = y$ ) to describe relationships between quantities.

4. Building on and reinforcing their understanding of numbers, students begin to develop their ability to think statistically. Students recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed equally, and also in the sense that it is a balance point. Students recognize that a measure of variability (interquartile range or mean absolute deviation) can also be useful for summarizing data because two very different sets of data can have the same mean and median yet be distinguished by their variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected.

Students in Grade 6 also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposing them into pieces whose area they can determine. They reason about right rectangular prisms with fractional side lengths to extend formulas for the volume of a right rectangular prism to fractional side lengths. They prepare for work on scale drawings and constructions in Grade 7 by drawing polygons in the coordinate plane.

- **M/J Mathematics 1, Advanced:** In this Grade 6 Advanced Mathematics course, instructional time should focus on six critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; (4) developing understanding of statistical thinking; (5) developing understanding of and applying proportional relationships; and (6) developing understanding of operations with rational numbers and working with expressions and linear equations. Further information is listed below:
  1. Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates. Thus students expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions. Students solve a wide variety of problems involving ratios and rates.
  2. Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane.

3. Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are equivalent ratios, and they use equations (such as  $3x = y$ ) to describe relationships between quantities.
4. Building on and reinforcing their understanding of number, students begin to develop their ability to think statistically. Students recognize that a data distribution may not have a definite center and that different ways to measure center yield different values. The median measures center in the sense that it is roughly the middle value. The mean measures center in the sense that it is the value that each data point would take on if the total of the data values were redistributed equally, and also in the sense that it is a balance point. Students recognize that a measure of variability (interquartile range or mean absolute deviation) can also be useful for summarizing data because two very different set of data can have the same mean and median yet be distinguished by their variability. Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected.
5. Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.
6. Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. They use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems.

Students in Grade 6 also build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume. They find areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss,

develop, and justify formulas for areas of triangles and parallelograms. Students find areas of polygons and surface areas of prisms and pyramids by decomposing them into pieces whose area they can determine. They reason about right rectangular prisms with fractional side lengths to extend formulas for the volume of a right rectangular prism to fractional side lengths. They prepare for work on scale drawings and constructions in Grade 7 by drawing polygons in the coordinate plane.

- **M/J Mathematics 2:** In Grade 7, instructional time should focus on four critical area: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. Further information is listed below:
  1. Students extend their understanding of ratios and develop understanding of proportionality to solve single- and multi-step problems. Students use their understanding of ratios and proportionality to solve a wide variety of percent problems, including those involving discounts, interest, taxes, tips, and percent increase or decrease. Students solve problems about scale drawings by relating corresponding lengths between the objects or by using the fact that relationships of lengths within an object are preserved in similar objects. Students graph proportional relationships and understand the unit rate informally as a measure of the steepness of the related line, called the slope. They distinguish proportional relationships from other relationships.
  2. Students develop a unified understanding of number, recognizing fractions, decimals (that have a finite or a repeating decimal representation), and percents as different representations of rational numbers. Students extend addition, subtraction, multiplication, and division to all rational numbers, maintaining the properties of operations and the relationships between addition and subtraction, and multiplication and division. By applying these properties, and by viewing negative numbers in terms of everyday contexts (e.g., amounts owed or temperatures below zero), students explain and interpret the rules for adding, subtracting, multiplying, and dividing with negative numbers. They use the arithmetic of rational numbers as they formulate expressions and equations in one variable and use these equations to solve problems.
  3. Students continue their work with area from Grade 6, solving problems involving area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationship between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms.

4. Students build on their previous work with single data distributions to compare two data distributions and address questions about difference between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.
- **M/J Mathematics 2, Advanced:** In Grade 7 Advanced Mathematics course, instructional time should focus on five critical area: (1) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; (2) drawing inferences about populations based on samples; (3) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (4) grasping the concept of a function and using functions to describe quantitative relationships; and (5) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Further information is listed below:
    1. Students continue their work with area from Grade 6, solving problems involving area and circumference of a circle and surface area of three-dimensional objects. In preparation for work on congruence and similarity in Grade 8 they reason about relationships among two-dimensional figures using scale drawings and informal geometric constructions, and they gain familiarity with the relationship between angles formed by intersecting lines. Students work with three-dimensional figures, relating them to two-dimensional figures by examining cross-sections. They solve real-world and mathematical problems involving area, surface area, and volume of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes and right prisms.
    2. Students build on their previous work with single data distributions to compare two data distributions and address questions about difference between populations. They begin informal work with random sampling to generate data sets and learn about the importance of representative samples for drawing inferences.
    3. Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions ( $y/x = m$  or  $y = mx$ ) as special linear equations ( $y = mx + b$ ), understanding that the constant of proportionality ( $m$ ) is the slope, and the graphs are lines through the origin. They understand that the slope ( $m$ ) of a line is a constant rate of change, so that if the input or  $x$ -coordinate changes by an amount  $A$ , the output or  $y$ -coordinate changes by the amount  $m(A)$ . Students also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question and to interpret components of the relationship (such as slope and  $y$ -intercept) in terms of the situation.
    4. Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the

plane; these intersect, are parallel, or are the same line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems.

5. Students grasp the concept of a function as a rule that assigns to each input exactly one output. They understand that functions describe situations where one quantity determines another. They can translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations), and they describe how aspects of the function are reflected in the different representations.
  6. Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem holds, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.
- **M/J Pre-Algebra:** In Grades 7th and/or 8th, instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Further information is listed below:
    1. Students use linear equations and systems of linear equations to represent, analyze, and solve a variety of problems. Students recognize equations for proportions ( $y/x = m$  or  $y = mx$ ) as special linear equations ( $y = mx + b$ ), understanding that the constant of proportionality ( $m$ ) is the slope, and the graphs are lines through the origin. They understand that the slope ( $m$ ) of a line is a constant rate of change, so that if the input or  $x$ -coordinate changes by an amount  $A$ , the output or  $y$ -coordinate changes by the amount  $m$  ( $A$ ). Students also use a linear equation to describe the association between two quantities in bivariate data (such as arm span vs. height for students in a classroom). At this grade, fitting the model, and assessing its fit to the data are done informally. Interpreting the model in the context of the data requires students to express a relationship between the two quantities in question and to interpret components of the relationship (such as slope and  $y$ -intercept) in terms of the situation. Students strategically choose and efficiently implement procedures to solve linear equations in one variable, understanding that when they use the properties of equality and concept of logical equivalence, they maintain the solutions of the original equation. Students solve systems of two linear equations in two variables and relate the systems to pairs of lines in the plane; these intersect, are parallel, or are the same

- line. Students use linear equations, systems of linear equations, linear functions, and their understanding of slope of a line to analyze situations and solve problems.
2. Students grasp the concept of a function as a rule that assigns to each input exactly one output. They understand that functions describe situations where one quantity determines another. They can translate among representations and partial representations of functions (noting that tabular and graphical representations may be partial representations), and they describe how aspects of the function are reflected in the different representations.
  3. Students use ideas about distance and angles, how they behave under translations, rotations, reflections, and dilations, and ideas about congruence and similarity to describe and analyze two-dimensional figures and to solve problems. Students show that the sum of the angles in a triangle is the angle formed by a straight line and that various configurations of lines give rise to similar triangles because of the angles created when a transversal cuts parallel lines. Students understand the statement of the Pythagorean Theorem and its converse, and can explain why the Pythagorean Theorem holds, for example, by decomposing a square in two different ways. They apply the Pythagorean Theorem to find distances between points on the coordinate plane, to find lengths, and to analyze polygons. Students complete their work on volume by solving problems involving cones, cylinders, and spheres.
- **Algebra 1:** The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Standards for Mathematical Practice apply throughout each course, and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
    1. **Unit 1- Relationships between Quantities and Reasoning with Equations:** By the end of eighth grade students have learned to solve linear equations in one variable and have applied graphical and algebraic methods to analyze and solve systems of linear equations in two variables. This unit builds on these earlier experiences by asking students to analyze and explain the process of solving an equation. Students develop fluency writing, interpreting, and translating between various forms of linear equations and inequalities, and using them to solve problems. They master the solution of linear equations and apply related solution techniques and the laws of exponents to the creation and solution of simple exponential equations. All of this work is grounded on understanding quantities and on relationships between them.
    2. **Unit 2- Linear and Exponential Relationships:** In earlier grades, students define, evaluate, and compare functions, and use them to model relationships between quantities. In this unit, students will learn function notation and develop the concepts of domain and range. They explore many examples of functions, including sequences; they interpret functions given graphically, numerically, symbolically, and verbally, translate between representations, and understand the limitations of various representations. Students build on and informally extend

their understanding of integer exponents to consider exponential functions. They compare and contrast linear and exponential functions, distinguishing between additive and multiplicative change. Students explore systems of equations and inequalities, and they find and interpret their solutions. They interpret arithmetic sequences as linear functions and geometric sequences as exponential functions.

3. **Unit 3- Descriptive Statistics:** This unit builds upon students prior experiences with data, providing students with more formal means of assessing how a model fits data. Students use regression techniques to describe and approximate linear relationships between quantities. They use graphical representations and knowledge of the context to make judgments about the appropriateness of linear models. With linear models, they look at residuals to analyze the goodness of fit.
  4. **Unit 4- Expressions and Equations:** In this unit, students build on their knowledge from unit 2, where they extended the laws of exponents to rational exponents. Students apply this new understanding of number and strengthen their ability to see structure in and create quadratic and exponential expressions. They create and solve equations, inequalities, and systems of equations involving quadratic expressions.
  5. **Unit 5- Quadratic Functions and Modeling:** In this unit, students consider quadratic functions, comparing the key characteristics of quadratic functions to those of linear and exponential functions. They select from among these functions to model phenomena. Students learn to anticipate the graph of a quadratic function by interpreting various forms of quadratic expressions. In particular, they identify the real solutions of a quadratic equation as the zeros of a related quadratic function. Students expand their experience with functions to include more specialized functions—absolute value, step, and those that are piece wise-defined.
- **Algebra I Honors:** While the content focus of this course is consistent with the purpose, critical areas, and units of the Algebra 1 course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level coursework. Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.
  - **Geometry:** The fundamental purpose of the course in Geometry is to formalize and extend students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Important differences exist between this Geometry course and the historical approach taken in Geometry classes. For example, transformations are emphasized early in this course. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school standards. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The critical areas, organized into five units are as follows.

1. **Unit 1-Congruence, Proof, and Constructions:** In previous grades, students were asked to draw triangles based on given measurements. They also have prior experience with rigid motions: translations, reflections, and rotations and have used these to develop notions about what it means for two objects to be congruent. In this unit, students establish triangle congruence criteria, based on analyses of rigid motions and formal constructions. They use triangle congruence as a familiar foundation for the development of formal proof. Students prove theorems using a variety of formats and solve problems about triangles, quadrilaterals, and other polygons. They apply reasoning to complete geometric constructions and explain why they work.
  2. **Unit 2- Similarity, Proof, and Trigonometry:** Students apply their earlier experience with dilation and proportional reasoning to build a formal understanding of similarity. They identify criteria for similarity of triangles, use similarity to solve problems, and apply similarity in right triangles to understand right triangle trigonometry, with particular attention to special right triangles and the Pythagorean Theorem. Students develop the Laws of Sines and Cosines in order to find missing measures of general (not necessarily right) triangles, building on students work with quadratic equations done in the first course. They are able to distinguish whether three given measures (angles or sides) define 0, 1, 2, or infinitely many triangles.
  3. **Unit 3- Extending to Three Dimensions:** Students' experience with two-dimensional and three-dimensional objects is extended to include informal explanations of circumference, area and volume formulas. Additionally, students apply their knowledge of two-dimensional shapes to consider the shapes of cross-sections and the result of rotating a two-dimensional object about a line.
  4. **Unit 4- Connecting Algebra and Geometry Through Coordinates:** Building on their work with the Pythagorean theorem in 8th grade to find distances, students use a rectangular coordinate system to verify geometric relationships, including properties of special triangles and quadrilaterals and slopes of parallel and perpendicular lines, which relates back to work done in the first course. Students continue their study of quadratics by connecting the geometric and algebraic definitions of the parabola.
  5. **Unit 5-Circles With and Without Coordinates:** In this unit students prove basic theorems about circles, such as a tangent line is perpendicular to a radius, inscribed angle theorem, and theorems about chords, secants, and tangents dealing with segment lengths and angle measures. They study relationships among segments on chords, secants, and tangents as an application of similarity. In the Cartesian coordinate system, students use the distance formula to write the equation of a circle when given the radius and the coordinates of its center. Given an equation of a circle, they draw the graph in the coordinate plane, and apply techniques for solving quadratic equations, which relates back to work done in the first course, to determine intersections between lines and circles or parabolas and between two circles.
- **Geometry Honors:** While the content focus of this course is consistent with the purpose, critical areas, and units of the Geometry course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level coursework.

Academic rigor is more than simply assigning to students a greater quantity of work. Through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted, students are challenged to think and collaborate critically on the content they are learning.

## **SCIENCE**

Science instruction at BridgePrep Academy is centered on the Florida Next Generation Sunshine State Standards. Utilizing the Big Ideas presented by the Florida Next Generation Sunshine State Standards (NGSSS), teachers begin with conceptual frameworks already in place from previous learning to springboard into new concepts. Various presentation styles are used to encourage learning of every modality and learning style by incorporating a hands-on approach to learning of the central science themes: matter and energy, force and motion, earth and space, processes of life, and the scientific method. The purpose of the courses offered is to provide students with a broad knowledge of scientific concepts. All of the science courses are designed to promote a sense of inquiry through laboratory experiences designed to develop critical thinking skills.

### **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. Training students to cite from the text.
5. Providing extensive research and writing opportunities (claims and evidence).

### **Materials**

BridgePrep Academy will utilize Houghton Mifflin, Science Fusion for grades K-5 and Houghton Mifflin, Science Fusion & HS and McDougal Littell Science Advanced for its students in grades 6-8. Preparation for taking the science portion of the FCAT 2.0 is provided through interactive vocabulary activities and practice materials provided by the State of Florida. Supplemental instructional materials may be gathered from the National Institute for Science Education, the National Science Teachers Association, and the Florida Association of Science Teachers. In addition, AIMS Education Foundation Teacher Resource Books (State Specific Science Standards) will be used to supplement the elementary science textbook with 20 to 30 hands-on, inquiry-based activities. Each module will integrate science process skills throughout the content with real-world investigations and “discovery by doing” which will develop conceptual understanding of content

### **Inquiry-Based Instruction**

As with other disciplines, instruction in science at BridgePrep Academy will begin with inquiry in order to develop real-world applications. Teachers will provide hands-on opportunities for controlled experiments that will allow students to observe, classify, predict, and infer within simulated real-life scenarios. The teacher will enhance student understanding by modeling inquiry techniques. Experimentation will provide real-life opportunities for the following:

- Scientific Investigation;

- Vocabulary usage;
- Hypothesis formation and prediction;
- Collection and analysis of data;
- Quantitative and qualitative observations;
- Drawing conclusions; and
- Communication of results

### **Interdisciplinary Integration**

The seamless integration of science into other disciplines is crucial for meaningful student learning to take place. Because this approach allows for reduced fragmentation between relevant concepts, it will increase student engagement through more stimulating lessons. The benefits for students will include:

- Enhanced communication skills through critical discussion of inquiry activities
- Problem-based learning
- Enhanced process skills
- Relevant learning in real-world situations
- Technology integration through web quests and Internet field trips
- Application of skills through cooperative learning activities

### **SCIENCE GRADES K-5**

**Topics for Instruction:** The following Big Ideas are instructed to mastery at each grade level as aligned to and indicated by Florida's Next Generation Sunshine State Standards:

#### **Kindergarten:**

- Big Idea 1: The Practice of Science
- Big Idea 5: Earth in Space and Time
- Big Idea 8: Properties of Matter
- Big Idea 9: Changes in Matter
- Big Idea 10: Forms of Energy
- Big Idea 12: Motion of Objects
- Big Idea 13: Forces and Changes in Motion
- Big Idea 14: Organization and Development of Living Organisms

#### **First Grade:**

- Big Idea 1: The Practice of Science
- Big Idea 5: Earth in Space and Time
- Big Idea 6: Earth Structures
- Big Idea 8: Properties of Matter
- Big Idea 12: Motion of Objects
- Big Idea 13: Forces and Changes in Motion
- Big Idea 14: Organization and Development of Living Organisms
- Big Idea 16: Heredity and Reproduction
- Big Idea 17: Interdependence

**Second Grade:**

- Big Idea 1: The Practice of Science
- Big Idea 6: Earth Structures
- Big Idea 7: Earth Systems and Patterns
- Big Idea 8: Properties of Matter
- Big Idea 9: Changes in Matter
- Big Idea 10: Forms of Energy
- Big Idea 13: Forces and Changes in Motion
- Big Idea 14: Organization and Development of Living Organisms
- Big Idea 16: Heredity and Reproduction
- Big Idea 17: Interdependence

**Third Grade:**

- Big Idea 1: The Practice of Science
- Big Idea 3: The Role of Theories, Laws, Hypotheses, and Models
- Big Idea 5: Earth in Space and Time
- Big Idea 6: Earth Structures
- Big Idea 8: Properties of Matter
- Big Idea 9: Changes in Matter
- Big Idea 10: Forms of Energy
- Big Idea 11: Energy Transfer and Transformations
- Big Idea 14: Organization and Development of Living Organisms
- Big Idea 15: Diversity and Evolution of Living Organisms
- Big Idea 17: Interdependence

**Fourth Grade:**

- Big Idea 1: The Practice of Science
- Big Idea 2: The Characteristics of Scientific Knowledge
- Big Idea 3: The Role of Theories, Laws, Hypotheses, and Models
- Big Idea 5: Earth in Space and Time
- Big Idea 6: Earth Structures
- Big Idea 8: Properties of Matter
- Big Idea 9: Changes in Matter
- Big Idea 10: Forms of Energy
- Big Idea 11: Energy Transfer and Transformations
- Big Idea 12: Motion of Objects
- Big Idea 16: Heredity and Reproduction
- Big Idea 17: Interdependence

**Fifth Grade:**

- Big Idea 1: The Practice of Science
- Big Idea 2: The Characteristics of Scientific Knowledge
- Big Idea 5: Earth in Space and Time
- Big Idea 7: Earth Systems and Patterns

- Big Idea 8: Properties of Matter
- Big Idea 9: Changes in Matter
- Big Idea 10: Forms of Energy
- Big Idea 11: Energy Transfer and Transformations
- Big Idea 13: Forces and Changes in Motion
- Big Idea 14: Organization and Development of Living Organisms
- Big Idea 15: Diversity and Evolution of Living Organisms
- Big Idea 17: Interdependence

## **SCIENCE GRADES 6-8**

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

### **Instructional Practices**

Teaching from a range of complex text is optimized when teachers in all subject areas/courses implement the following strategies on a routine basis:

1. Ensuring wide reading from complex text that varies in length.  
Making close reading and rereading of texts central to lessons.
2. Emphasizing text-specific complex questions, and cognitively complex tasks, reinforce focus on the text and cultivate independence.
3. Emphasizing students supporting answers based upon evidence from the text.
4. 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.

The following Science courses for students in grades 6-8 consists of three sequential courses of study in exploratory experiences and activities in concepts of life, earth/space, and physical sciences. The content shall include, but not be limited to:

- scientific method
- cells
- human body
- protists
- plants
- animals
- matter and energy
- geology
- astronomy
- meteorology
- oceanography

**M/J Comprehensive 1 Science:** Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77; NSTA, 2007).

**M/J Comprehensive Science 1, Advanced:** Laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures are an integral part of this course. The National Science Teachers Association (NSTA) recommends that at the middle school level, all students should have multiple opportunities every week to explore science laboratory investigations (labs). School laboratory investigations are defined by the National Research Council (NRC) as an experience in the laboratory, classroom, or the field that provides students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models (NRC, 2006, p. 3). Laboratory investigations in the middle school classroom should help all students develop a growing understanding of the complexity and ambiguity of empirical work, as well as the skills to calibrate and troubleshoot equipment used to make observations. Learners should understand measurement error; and have the skills to aggregate, interpret, and present the resulting data (NRC 2006, p. 77; NSTA, 2007).

**M/J Comprehensive Science II:** Laboratory investigations that include the use of scientific inquiry,

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

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

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

Additional content that may be included in the Grade 8 NAEP Science assessment includes:

- Rocks and rock formations bear evidence of the minerals, materials, temperature/pressure conditions, and forces that created them. (SC.4.E.6.1 and SC.4.E.6.2)

- Earth as a whole has a magnetic field that is detectable at the surface with a compass, with north and south poles and lines of force. (SC.912.P.10.16)
- The Sun is the major source of energy for phenomena on Earth's surface. (SC.3.L.17.2; SC.3.E.5.2; SC.3.E.6.1; SC.4.P.10.4; SC.4.L.17.2)
- Water, which covers the majority of Earth's surface, circulates through the crust, oceans, and atmosphere in what is known as the water cycle. (SC.5.E.7.1; SC.5.E.7.2; SC.5.E.7.6)
- A tiny fraction of the light energy from the Sun is Earth's primary source of energy, heating Earth surfaces and providing the energy that results in wind, ocean currents, and storms. (SC.2.E.7.2; SC.3.E.6.1)
- Following fertilization, cell division produces a small cluster of cells that then differentiate by appearance and function to form the basic tissues of an embryo. (SC.912.L.16.13)
- Characteristics of organisms are influenced by heredity and environment. (SC.4.L.16.2 and SC.4.L.16.3)
- Nuclear reactions take place in the Sun. (SC.912.P.10.10; SC.912.P.10.11)

The NAEP frameworks for Science may be accessed at  
<http://www.nagb.org/publications/frameworks/science-09.pdf>

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

Additional content that may be included in the Grade 8 NAEP Science assessment includes:

- Rocks and rock formations bear evidence of the minerals, materials, temperature/pressure conditions, and forces that created them. (SC.4.E.6.1 and SC.4.E.6.2)
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- The Sun is the major source of energy for phenomena on Earth's surface. (SC.3.L.17.2; SC.3.E.5.2; SC.3.E.6.1; SC.4.P.10.4; SC.4.L.17.2)
- Water, which covers the majority of Earth's surface, circulates through the crust, oceans, and atmosphere in what is known as the water cycle. (SC.5.E.7.1; SC.5.E.7.2; SC.5.E.7.6)
- A tiny fraction of the light energy from the Sun is Earth's primary source of energy, heating Earth surfaces and providing the energy that results in wind, ocean currents, and storms. (SC.2.E.7.2; SC.3.E.6.1)

- Following fertilization, cell division produces a small cluster of cells that then differentiate by appearance and function to form the basic tissues of an embryo. (SC.912.L.16.13)
- Characteristics of organisms are influenced by heredity and environment. (SC.4.L.16.2 and SC.4.L.16.3)
- Nuclear reactions take place in the Sun. (SC.912.P.10.10; SC.912.P.10.11)

The NAEP frameworks for Science may be accessed at <http://www.nagb.org/publications/frameworks/science-09.pdf>.

**Biology:** An integral part of this course will require laboratory investigations that include the use of scientific inquiry, research, measurement, problem solving, laboratory apparatus and technologies, experimental procedures, and safety procedures. School laboratory investigations (labs) will be 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. Laboratory investigations will 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.

**Physical Science:** The purpose of this course is to engage students in 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. School laboratory investigations (labs) will provide students with opportunities to interact directly with natural phenomena or with data collected by others using tools, materials, data collection techniques, and models. Laboratory investigations in the high school classroom will help 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 will understand measurement error; and develop the skills to aggregate, interpret, and present the resulting data.

**Physical Science Honors:** While the content focus of this course is consistent with the Physical Science course, students will explore these concepts in greater depth. In general, the academic pace and rigor will be greatly increased for honors level course work. 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).

## **SOCIAL STUDIES**

The goal of social studies instruction is to produce informed, responsible citizens who are capable of making informed decisions within our democratic society. Citizen partnership in government is essential in forming and sustaining this nation's democracy. Social studies education at the School will promote loyalty and love of country, and prepare students to become informed, responsible and active citizens in our global community. Social studies education fosters the knowledge and skills needed to understand current political and social issues. It will also provide students with an understanding of the democratic principles and ideals upon which good citizenship is founded and an understanding of the world beyond our borders. The comprehensive social studies program at the School will:

- Emphasize content, concepts, and skills from the social sciences, the humanities, and, where appropriate, mathematics, and the natural sciences;
- Reflect a clear commitment to democratic beliefs and values;
- Encourage civic responsibility and active participation;
- Promote high expectations of all students;
- Incorporate a multicultural perspective;
- Reinforce the development of a global perspective;
- Promote understanding of social, political, and economic institutions;
- Encourage student involvement in community service;
- Focus on the identification of the potential solutions to local, national, and world problems;
- Involve students in their learning by using a variety of teaching strategies and instructional materials; and
- Promote an interdisciplinary approach to learning.

Social Studies covers a broad range of knowledge and skills, best instructed through research-based integrated strategies that lead students to evaluate and synthesize information. BridgePrep Academy will base social studies instruction firmly in alignment with the Next Generation Sunshine State Standards. Furthermore, BridgePrep Academy realizes the importance of the Social Studies curriculum as a conduit for literacy benchmarks in the Language Arts Florida Standards. BridgePrep Academy will utilize McMillan/McGraw-Hill; Florida Social Studies for students in elementary grades K-5. For middle school grades 6-8, the School will utilize Pearson, Florida My World History; McGraw-Hill, Florida Civics, Economics, & geography; Holt McDougal, United States History as core programs for social studies.

Traditional education today de-emphasizes the importance of social studies instruction because it is not tested by current standardized tests. BridgePrep Academy understands the value of social studies instruction. In addition, BridgePrep Academy believes that instruction in social studies paves the way to acceptance of all people and celebrates diversity through the study of contributions of culturally diverse individuals to our collective society. In an Extended Second Language Model it is even more important to demonstrate the importance of literacy as applicable to learning. BridgePrep Academy embraces the importance of current events and historical investigation at all grade levels. To further this belief, character education principles are instructed through thematic lessons. Systematic social studies instruction at BridgePrep Academy will:

- Promote loyalty to and love of the United States of America.
- Develop democratic values and responsible citizenship.
- Encourage civic participation and community service.
- Promote the benefits of human diversity and a multicultural perspective.
- Enhance a global perspective.
- Encourage ongoing understanding of current events.
- Provide interdisciplinary instruction.
- Develop strong communication skills through cooperative learning and Socratic discussions.
- Enhance critical thinking and decision-making.
- Provide purposeful experiences that encourage real-world application.

Students will master the NGSSS for social studies through research-based instructional practices. A minimum of one year's worth of progress in a year's time is expected of every student.

## **SOCIAL STUDIES GRADES K-5**

### **Topics for Instruction**

The following topics are instructed to mastery at each grade level and are aligned to the Next Generation Sunshine State Standards:

#### **Kindergarten**

- American History
  - Understand a timeline and use chronology phrases to explain sequential events
  - Recognize national holidays and compare them to other cultures' holidays
  - Recognize the importance of U.S. symbols
  - Retell stories about people in the past who have shown strong character
- Geography
  - Identify cardinal directions and use positional words
  - Understand how maps and globes are used
  - Understand seasonal weather changes
  - Identify landforms and bodies of water
- Economics
  - Recognize that people work to earn money and identify different kinds of jobs
  - Identify the difference between needs and wants
- Civics and Government
  - Explain the purpose of rules and laws at home, school, and community
  - Demonstrate fair conflict resolution and describe ways that groups can make decisions
  - Demonstrate the characteristics of a good citizen

#### **First Grade**

- American History
  - Use sources to answer questions about a historical topic and distinguish between historical fact and fiction
  - Compare life now with life in the past
  - Identify people from the past who have shown character ideals
  - Use proper vocabulary to sequentially order events

- Geography
  - Use maps to locate places in Florida
  - Construct a basic map using key elements including cardinal directions and map symbols
  - Locate Florida, the Atlantic Ocean, and the Gulf of Mexico on maps and globes
  - Understand the effects of location, weather, and physical environment on how people live
- Economics
  - Understand the effects of location, weather, and physical environment on how people live
  - Recognize the importance of saving money and making choices
  - Distinguish people as buyers, sellers, and producers of goods and services
  - Distinguish between goods and services and recognize money as a way of exchanging these things
- Civics and Government
  - Explain the rights and responsibilities students have and describe characteristics of responsible citizenship in BridgePrep Academy community
  - Show respect and kindness to others through fair conflict resolution
  - Recognize symbols and individuals that represent American constitutional democracy
  - Give examples of authority figures in school and community and explain authority to make and enforce rules

## **Second Grade**

- American History
  - Compare cultures of Native American tribes and describe the impact of immigrants on their way of life
  - Explore the daily life of Colonial America
  - Discuss the importance of immigration, Ellis Island, and the Statue of Liberty
  - Identify terms and designations of time sequence
- Geography
  - Use different types of maps to identify map elements
  - Locate student's home town, Florida, North America, the state and national capitals
  - Label on a map or globe the continents, oceans, Equator, Prime Meridian, North and South Pole
  - Use a map to locate the countries in North America
- Economics
  - Recognize that people make choices because of limited resources
  - Understand supply and demand
  - Understand that the U.S. trades with other nations to exchange goods and services
  - Explain the personal benefits and costs involved in saving and spending
- Civics and Government
  - Explain citizenship through birth and naturalization and define characteristics of responsible citizenship
  - Evaluate the contributions of people from various cultures and backgrounds
  - Identify the Constitution as the document with establishes the structure, functions, powers, and limits of American government
  - Identify ways citizens can make a positive contribution in their community

### **Third Grade**

- American History
  - Analyze primary and secondary sources
  - Utilize technology resources to gather information from primary and secondary sources
  - Define terms related to the social sciences
- Geography
  - Use basic map elements and analyze geographic information
  - Label the continents and oceans on a world map
  - Compare maps and globes to understand distortion and identify types of scale
  - Identify the five regions of the U.S. and label the states in each region
  - Describe climate, vegetation, natural resources, environment, and cultures of the U.S., Mexico, Canada, and the Caribbean.
  - Identify contributions from various ethnic groups to the U.S.
- Economics
  - Give examples of how scarcity results in trade
  - Discuss characteristics of money
  - Recognize exchange of goods and services through trade or money
  - Distinguish between currencies used in the U.S., Canada, Mexico, and the Caribbean
- Civics and Government
  - Explain government through our Constitution and how it gains power from the people
  - Identify levels of government and how each level of government is organized
  - Recognize that the Constitution of the U.S. is the supreme law of the land

### **Fourth Grade**

- American History
  - Compare Native American tribes in Florida and the effects of European colonization on them
  - Identify the significance of St. Augustine, Fort Mose, and the effects of Spanish rule in Florida
  - Explore nations that controlled Florida before it became a U.S. territory, how it became a U.S. territory, and pioneer life in Florida
  - Explain Florida's involvement in the Civil War and the challenges facing Floridians during the Reconstruction
  - Describe economic development of Florida's major industries, contributions of immigrant groups, and contributions of significant individuals
- Geography
  - Identify physical features of Florida
  - Label cultural features on a Florida map
  - Explain how weather impacts Florida
  - Interpret Florida maps using map elements
- Economics
  - Identify entrepreneurs from various social and ethnic backgrounds who have influenced Florida and local economy
  - Explain Florida's role in the national and international economy
- Civics and Government
  - Explain how Florida's constitution protects the rights of citizens

- o Discuss public issues in Florida and ways citizens work together to influence government through public service, voting, and volunteering
- o Identify the three branches of government in Florida
- o Distinguish between state and local government

### **Fifth Grade**

- American History
  - o Utilize primary and secondary sources and timelines to discuss time periods in U.S. history
  - o Compare cultural aspects of ancient American civilizations and of Native American tribes from different geographic regions
  - o Investigate European explorers and technological developments that shaped exploration
  - o Explore the colonial settlements, including daily life, impact of slavery, individuals responsible for development, and trade
  - o Explore the American Revolution, including important individuals, circumstances leading to, major battles, role of women, and contribution of alliances
- Geography
  - o Construct maps, charts, and graphs to display geographic information
  - o Use latitude and longitude
  - o Identify on a map the original 13 colonies and the existing states and capitals
  - o Use geographic knowledge and concepts in discussion of current events
- Economics
  - o Identify how trade promoted economic growth in North America
  - o Describe a market economy
  - o Trace the development of technology and important inventions
  - o Recognize positive and negative effects of voluntary trade
- Civics and Government
  - o Explain development and purpose of the U.S. government, the purpose of the Constitution, Declaration of Independence, Articles of Confederation, and Bill of Rights
  - o Compare Federalist and Anti-Federalist views of government
  - o Compare political ideas and political participation during the American Revolution
  - o Evaluate the importance of civic responsibilities in American democracy and ways good citizens improve government
  - o Describe the organizational structure and powers of the federal government and how checks and balances are described in the Constitution and Bill of Rights
  - o Compare powers granted to the federal government and those reserved for the states and outline the role of the courts
  - o Describe the amendment process and give examples

### **SOCIAL STUDIES GRADES 6-8**

BridgePrep Academy will provide the following courses to students in grades 6-8:

**Grade 6 - M/J World Cultures** – The social studies curriculum for this course consists of the following content area strands: World History, Geography, and Economics. The primary content for this course pertains to the study of the significant contributions of world cultural groups. Students will

use social studies concepts, tools, and skills to draw conclusions regarding the varied characteristics of cultural groups. Content should include, but is not limited to the characteristics of a cultural group, the development of cultural societies, and the complexity of global issues. Students will study methods of historical inquiry and primary and secondary historical documents.

### **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 purpose. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Grade 7 – M/J Civics & Career Planning\*:** The primary content for the course pertains to the principles, functions, and organization of government; the origins of the American political system; the roles, rights, responsibilities of United States citizens; and methods of active participation in our political system. The course is embedded with strong geographic and economic components to support civic education instruction.

**\*Career and Education Planning** - Per section 1003.4156, Florida Statutes, the Career and Education Planning course must result in a completed personalized academic and career plan for the student; must emphasize the importance of entrepreneurship skills; must emphasize technology or the application of technology in career fields; and, beginning in the 2014-2015 academic year, must provide information from the Department of Economic Opportunity's economic security report as described in section 445.07, Florida Statutes.

**Special Notes:** Additional content that may be included in the Grade 8 NAEP Civics assessment includes:

- Distinctive characteristics of American society
- Unity/diversity in American society
- Civil society: nongovernmental associations, groups
- Nation-states
- Interaction among nation-states
- Major governmental, nongovernmental international organizations

The NAEP frameworks for Civics may be accessed at  
<http://www.nagb.org/publications/frameworks/civicsframework.pdf>

### **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 purpose. Using the following instructional practices also helps student learning:

1. Reading assignments from longer text passages, as well as shorter ones when text is extremely complex.
2. Making close reading and rereading of texts central to lessons.
3. Asking high-level, text-specific questions and requiring high-level, complex tasks and assignments.
4. Requiring students to support answers with evidence from the text.
5. Providing extensive text-based research and writing opportunities (claims and evidence).

**Grade 8 - M/J United States History:** Primary content emphasis for this course pertains to the study of American history from the Exploration and Colonization period to the Reconstruction Period following the Civil War. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the development of the United States and the resulting impact on world history. So that students can clearly see the relationship between cause and effect in historical events, students should have the opportunity to explore those fundamental ideas and events which occurred after Reconstruction.

**Integrating Mathematics with Social Studies:** Instruction of U.S. History should include opportunities for students to interpret and create representations of historical events using mathematical tables, charts, and graphs.

**Special Notes:** Additional content that may be contained in the NAEP Grade 8 United States History assessment includes material from all time periods on the following topics: Change and Continuity in American Democracy: Ideas, Institutions, Events, Key Figures and Controversies

- The Gathering and Interactions of Peoples, Cultures, and Ideas
- Economic and Technological Changes and Their Relationship to Society, Ideas, and the Environment
- The Changing Role of America in the World

The NAEP frameworks for United States History may be accessed at [http://www.nagb.org/publications/frameworks/history\\_06.pdf](http://www.nagb.org/publications/frameworks/history_06.pdf)

The comprehensive social studies program at BridgePrep Academy will meet state requirements for instruction in African-American History, the Holocaust, and Hispanic Contributions to the U.S., Women's Contributions to the U.S., Veterans' Contributions to the U.S., and Character Education, including all nine core values (citizenship, cooperation, fairness, honesty, integrity, kindness, pursuit of excellence, respect, and responsibility).

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

An exhaustive amount of research on improving student achievement is currently available. This research has been thoroughly studied and evaluated to create the most effective curriculum to ensure success for all students. This curriculum is specifically designed to meet the needs of all students, including those with exceptionalities, disabilities, and those learning English for the first time. The cornerstone of this curriculum is the establishment of high expectations for every child who attends BridgePrep Academy by focusing on individual student strengths, gearing curriculum to meet individual learning styles, differentiating instruction to meet all needs, enhancing learning for at-risk students, and implementing the most effective research-based strategies in every classroom. The curriculum is based on the state and district curriculum in addition to the Extended Second Language Model components found in all aspects of the School.

Research-based approaches will also be utilized by BridgePrep Academy to accommodate the advancement of learning for students requiring enrichment of the regular curriculum. Instruction is centered on the real-life application of LAFS, MAFS, and the NGSSS through an inquiry-based approach, allowing students to become critical thinkers and problem-solvers through hands-on learning, science experimentation, technology integration, cooperative learning activities, reciprocal teaching strategies, and Creating Independence through Student-owned Strategies (CRISS). The CRISS program will also require professional development before the School opens with continued support in this area on an ongoing basis. An interdisciplinary approach will eliminate fragmentation of knowledge and develop interconnectivity of concepts.

Research proven effective by the National Reading Panel provides a research base for BridgePrep Academy's reading curriculum. As indicated by the Panel, BridgePrep Academy will recognize the importance of early identification and intervention of students with reading difficulties. The earlier a struggling reader can get on track, the better chance that student has of maintaining success and becoming a successful reader. The constant monitoring of student progress will serve to enhance early intervention as well as provide vital information to inform instructional decisions. Instructional practices studied and verified by the Panel and endorsed by *Just Read, Florida* is evident throughout the delivery of the curriculum.

The comprehensive reading program at BridgePrep Academy is founded on *Just Read, Florida!* The systematic framework for scientifically-founded literacy instruction will center on Florida's Formula for Reading Success: **6+4+ii+iii**, further explained in part C of this section. The Florida Formula encompasses a combination of reforms—rigorous academic standards, standardized measurement, data-based accountability, effective teaching, outcome-based funding, and school choice—to improve the quality of education for Sunshine State students. Since the A+ Plan was launched in 1999, Florida has reversed a generation of decline in education. Measuring knowledge in reading and math annually from third to tenth grade, grading schools on a scale of A – F, ending social promotion for third graders who can't read, funding strategies that create an incentive for success, rewarding teachers for demonstrating excellence in the classroom and an unprecedented array of educational choices for parents – these are the policies that have yielded an extraordinary turnaround in schools. The results are remarkable. In 1998, nearly half of Florida's fourth graders were functionally illiterate. Today, Florida's fourth graders and eighth graders are above the national average in reading and fourth graders are above the national average in math with eighth graders closing in on that benchmark. Best of all, Florida's Hispanic and African-American students are making the greatest gains, narrowing the achievement gap for

the first time in our lifetime. Every leading indicator—test scores, graduation rates, national rankings, participation and achievement in Advanced Placement—continues to rise.

Florida's success dispels common myths about education. Poverty, an absence of parental involvement, language barriers, disabilities, broken homes, even catastrophic natural disasters like hurricanes, are not valid excuses for a lack of learning in the classroom. The progress also proves all students can learn, all students should learn at least a year's worth of knowledge in a year's time, all students will achieve when schools are organized around the singular goal of learning and all students will excel when education is customized to maximize their strengths and overcome their weaknesses.

*Powerful Learning: What We Know about Teaching for Understanding* by Linda Darling-Hammond, et.al (2008) is another source of research that BridgePrep Academy will continue to use to influence curricular and instructional decisions. The research highlighted in this book focuses on materials and methodologies that engage students in higher-order, purposeful thinking as they use prior knowledge and apply learning to real-world situations. The following research-based practices have been reviewed and will be implemented in classrooms at BridgePrep Academy: cooperative learning, project-based instruction, problem-based learning, performance-based assessment, and design-based instruction. These methodologies align closely with BridgePrep Academy's student-centered paradigm, allowing students' educational experiences to be richer and more meaningful.

**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.**

BridgePrep Academy's goal is for students to become lifelong readers and critical thinkers. The School believes that proficiency in reading is the key to educational success. Students need to read for comprehension at or above their grade level to succeed in all of their class work and in other educational endeavors, as well as in their daily lives. BridgePrep Academy will implement a rigorous school-wide reading and literacy program in keeping with the guidelines promulgated by *Just Read Florida!* The School will utilize the resources of the *Florida Center for Reading Research*, *Just Read Florida*, and the CPS/RtI process to implement a comprehensive and scientifically-based program that focuses on the six areas of reading instruction--oral language, phonemic awareness, phonics, fluency, vocabulary, and text comprehension--and that offers all students an opportunity to meet or exceed grade level expectations for reading in accordance with the Language Arts Florida Standards.

Implementing high quality initial instruction will be the School's first goal in creating reading success for all students. BridgePrep Academy will adopt the Broward County School District's Comprehensive Research-Based Reading Program. Resources will include, but are not limited to, explicit, systematic instruction, phonemic awareness, phonics, decoding, word building, and spelling. These components will be addressed according to grade level expectations and the individual needs of the students. Instruction will include a continuum of skills that focus on the

development of foundational skills and integrate reading, writing, speaking and listening. Teachers will incorporate questions and tasks that require the use of textual evidence, including supporting logical inferences from the text. The LAFS will require students to become more adept at drawing evidence from the text and explaining that evidence orally and in writing. Techniques such as modeling, previewing and predicting, and direct instruction in strategic reading will be consistently utilized.

### **CORE READING PROGRAM - GRADES K-5**

The required time frame for K-5 is 90-minutes which will consist of whole group instruction and small group differentiated instruction. For small group instruction, students will be grouped according to shared instructional needs and abilities and regrouped as their instructional needs change. Group size, allocated instructional time, and instructional content will vary among groups. Time will be extended so that additional instruction is provided for struggling students. The following instructional materials will be used: Houghton Mifflin; Journeys.

**Collaborative group/small group teacher-led instruction** will occur at least twice a week. Teachers will utilize the implementation model shown below:

| <b>90 Minute Reading Block (Implementation Model)</b>                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Opening Routine- (5-10 minutes)</b>                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                             |
| <b>Whole Group (Explicit – Systematic Instruction) Gradual Release Model (30 minutes)</b>                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                             |
| <b><u>Teacher:</u></b> <ul style="list-style-type: none"> <li>Provides the standard</li> <li>Provides with explicit modeling of the standard with guiding instruction/essential question</li> <li>Provides the connection/purpose</li> <li>Teaches the lesson through modeling</li> <li>Guided Practice by students (teacher supports and monitors)</li> </ul> | <b><u>Students:</u></b> <ul style="list-style-type: none"> <li>Active student engagement through listening, discussion, participation and hands on activities</li> <li>Guided practice activities</li> <li>Technology</li> </ul>            |
| <b>Small Group (Differentiated Instruction 40-45 minutes)</b>                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                             |
| <b><u>Teacher:</u></b> <ul style="list-style-type: none"> <li>Conducts Guided Reading Groups, Teacher led interventions or Strategy Groups</li> <li>Conferences with Students</li> <li>Provides data-driven differentiated instruction based on student needs.</li> </ul>                                                                                      | <b><u>Student:</u></b> <ul style="list-style-type: none"> <li>Reads independently</li> <li>Reads with a partner</li> <li>Reads with the teacher in guided reading groups</li> <li>Participates in literature circles/novel study</li> </ul> |
| <b>Closing/Wrap-Up/Reflection (Whole Group 5-10 Minutes)</b>                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                             |
| <b><u>Teacher:</u></b> <ul style="list-style-type: none"> <li>Student Sharing</li> <li>Assesses Student Progress</li> <li>Reflection/Exit Slips with the response to the Essential Question</li> </ul>                                                                                                                                                         | <b><u>Student:</u></b> <ul style="list-style-type: none"> <li>Shares reading work and reflection; how has the mini-lesson (skill/strategy) helped them improve as readers? Students' responses are written or oral.</li> </ul>              |

|                                                                                                          |
|----------------------------------------------------------------------------------------------------------|
| <b>Skills Block to Support Enhancement of Reading Skills<br/>(Additional Time Beyond the 90 Minutes)</b> |
|----------------------------------------------------------------------------------------------------------|

**ENGLISH/LANGUAGE ARTS - GRADES 6-8**

The School will utilize Pearson Longman, Keystone and Houghton Mifflin Harcourt, Collections as its core curriculum for students in grades 6-8. These research-based programs are designed to assist in differentiating teaching using intensive reading and writing instruction and interventions that help all students succeed. This instruction will be augmented through studies of appropriate novels, and reading in the content area. The Socratic Method of inquiry with materials from Junior Great Books will be used to support systematic reading instruction as needed.

**Supplemental Intervention Reading Programs (SIRP)**

These programs will provide instruction that primarily focuses on essential components of reading (oral language, phonemic awareness, phonics, fluency, vocabulary or comprehension) and extend beyond the initial instruction of the Comprehensive Research-Based Reading Program (CRRP). BridgePrep Academy will use the following approved research-based programs:

- Voyager Passport (K-8 )
- Soar to Success
- Quick Reads
- Compass Learning
- iStation Reading
- MyON Digital Reading

The administrative team (Principal, AP and/or Curriculum Specialist Team), department chairpersons and grade level chairpersons will create a curriculum map and pacing guide for the use of the above-stated materials. It will be the responsibility of the AP/Curriculum Specialists to monitor material use, teacher effectiveness, need for additional professional development, and expansion of effective tools so as to assist students, effectively utilize school resources, and support student success.

**Comprehensive Intervention Reading Program (CIRP)**

These CIRP will be intended for students who are reading **one** or more years below grade level, and who are struggling with a broad range of reading skills and/or have been identified with additional ELL or ESE needs. The instruction provided through these programs should accelerate growth in reading with the goal of returning students to grade level proficiency. This intervention will provide more frequent assessments of student progress and more systematic review in order to ensure proper pacing of instruction and mastery of all instructional components.

Reading instruction will center on Florida's Formula for Reading Success: 6 + 4 + ii + iii as shown below.

- **6 Areas of Reading**
  - Oral Language
  - Phonemic Awareness

- o Phonics
  - o Fluency
  - o Vocabulary
  - o Comprehension
- **4 Types of Assessment**
  - o Screening
  - o Progress Monitoring
  - o Diagnostic
  - o Outcome Measures
- **ii (Initial Instruction)**
  - o Minimum 90 minutes of uninterrupted reading instruction – grounded in scientifically based reading research and aligned to the LAFS
- **iii (Strategies for Immediate Intensive Intervention)**
  - o Identification of students, diagnosis of the nature, prescription of instruction, provision of intensive instruction and grounded in LAFS. On-going monitoring and continued support.
  - o Small group or one-on-one
  - o Designed for students with reading deficiencies
  - o Minimum of 20 minutes each day as needed to remediate

**Six areas of reading instruction that will be incorporated into comprehensive instruction include:**

- o Assessment data used to steer instruction
- o Effective, research-based instructional strategies including
- o Direct and explicit instruction
- o Print-rich environments
- o Whole group/small group instruction
- o Differentiated instruction

### **Literacy Leadership Team**

A Literacy Leadership Team will be established as a collaborative effort to oversee implementation of BridgePrep Academy's comprehensive reading program and to monitor the use of instructional materials. Administrators/Curriculum Specialist, Testing Chair, and Department Chairs will comprise may be members of the Literacy Leadership Team. The Team will analyze progress-monitoring data on a quarterly basis and use this data to support focused professional development for its teachers. Assessment data will indicate areas where improvement is needed in instructional methods practices so that necessary interventions may be made, thereby allowing for highly focused professional development (including site-based modeling and coaching). The Literacy Leadership Team will coordinate professional development related to the reading plan.

### **Small Group Reading Instruction**

All students will participate in small group reading instruction based upon their current reading level as determined by diagnostic measures (i.e., FAIR, available district assessments, interim assessments, and informal inventories). Teachers will provide direct reading instruction, focusing on the ultimate goal of reading comprehension, as students actively engage in reading

text at their instructional level. This will be a crucial part of a student's day, as every student is provided instruction that meets his/her exact needs at the exact moment needed during engagement with text.

### **Differentiated Instruction/Collaborative Groups/Learning Centers**

Learning centers will be set up throughout the room in various areas to allow students to work independently or in a small group setting during teacher-directed Guided Reading rotations. Students will use a variety of instructional materials and computer-assisted technology to explore and expand their literacy knowledge. The planned activities will not only reinforce students' literacy learning, they will extend their literacy learning as students' progress to become independent 21st century critical thinkers. Teachers will constantly monitor literacy stations to assure that they are providing the necessary instruction for enhancing student success.

Teachers will constantly strive to provide instruction in rich vocabulary through both direct and indirect methods. This includes utilization of synonyms, antonyms, and multiple meaning words through discussions, writing opportunities, thinking maps, graphic organizers, and in book talks. Rich and robust vocabulary usage will be reinforced as a school-wide initiative.

Teachers will be expected to establish a classroom library that meets the diverse needs of all students and includes a variety of genres, reading levels, and interest levels books. The classroom library selections will include easy and emergent reader book collections, fiction texts, and poetry. Emphasis will be placed on non-fiction text, as students prepare for the Florida State Assessments. Students will be able to apply the skills and strategies learned during core reading instruction and apply them to a variety of text complexities.

Resources available from the classroom libraries will also be utilized as a teaching tool during small group guided reading activities to re-teach, provide the independent practice of a skill, or enrich the learning of all students. Students will be encouraged to use reading response journals to establish the reciprocity between the reading and writing process.

### **Print Rich Environment**

Each classroom will maintain a classroom library to include a collection of quality literature written at a variety of reading levels and in a variety of genres inclusive of both fiction and nonfiction. The students will be provided with reading materials that will support their individual interests while providing differentiated support of their abilities. Classroom libraries will be organized by genre and Lexile levels to provide students with the opportunity to improve their reading proficiency. Teachers will organize classroom libraries to afford students with ample opportunities for and easy access to reading materials throughout the day and during structured independent reading time. It will be the responsibility of the administrative team to ensure that each classroom has a classroom library.

### **Word Walls**

Teachers will implement the use of word walls that consist of high frequency words, word patterns, and vocabulary words as they are introduced to students to reinforce word study. Students will participate in word wall activities to practice vocabulary automaticity.

### **Sustained Silent Reading**

Independent, sustained silent reading will be included in the reading classroom to help students build stamina for reading tasks for longer and more challenging text. Teachers will be responsible for the monitoring the process and for students' accountability of participation and engagement with the text. Reaction journals, reading logs, book passes, and a variety of other instructional practices will help students make connections to text.

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

Through rigorous instructional practices and a focus on high expectations, all students will be engaged in and benefit from the curriculum, including exceptional students (ESE) and/or students who enter school performing below grade level. The results of statewide assessments, diagnostic assessments, and teacher-made tests, will be used to determine students' level of mastery in reading and other core areas. Student performance data will be used to guide instruction for each student.

All applicable provisions of 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, are strictly adhered to and followed at BridgePrep Academy. Per State Statute 6A-6.054, immediate intensive intervention must be provided daily to all students scoring below proficiency levels on the state-mandated assessments in reading in addition to or as an extension of the 90-minute reading block.

### **Multi-Tiered System of Supports (MTSS)**

Implementation of the CPS/RtI process will ensure that all students who enter the School performing below grade level are immediately placed in groups scheduled to receive the needed interventions that will assist them in making academic progress. A student who exhibits a substantial deficiency in reading skills, based on results of assessments and teacher recommendation, will be placed on a Progress Monitoring Plan (PMP) to ensure that he or she is provided with intensive intervention immediately following the identification of the deficiency, until the reading deficiency is remedied. The School's Collaborative Problem Solving (CPS) Team, consisting of a general education teacher, a curriculum specialist, an administrator, and an ESE teacher, will collaborate to assist students in need of immediate intervention. Intervention instruction is closely monitored and modified based on ongoing progress-monitoring data. Intervention instruction may be modified through changes in frequency, instructor, duration, curricular program, and/or intensity.

The Collaborative Problem-Solving/Response to Intervention process allows for effective identification of student learning needs based upon data. This process will be ongoing throughout the School as an integral part of diagnosis and decision-making for instruction. Assessment will be ongoing and diagnostic in nature to provide teachers with the most crucial information needed to adjust instruction and provide the appropriate immediate intensive intervention to impact student achievement. Within the MTSS/RtI framework, three tiers are implemented that provide increasing levels of intensity:

- Tier 1 – Core Instruction and Support: Academic instruction within the comprehensive core program is provided, along with scaffolding and support, to all students.
- Tier 2 – Targeted Supplemental Interventions: Targeted intervention instruction is provided with increased levels of intensity, in addition to differentiated small group instruction.
- Tier 3 – Intensive, Individualized Interventions: This highly intensive level of intervention is based entirely upon individual student need. Frequency of interventions is increased along with individualized instructional time.

This tiered approach involves the following four steps:

1. Identify the problem.
2. Analyze the problem and determine why there is a discrepancy.
3. Establish performance goals, develop and implement intervention plan to monitor students' progress throughout implementation.
4. Use data, collected during progress monitoring, to evaluate effectiveness of the intervention. Adjust or modify intervention instruction as needed to promote student progress.

The key to success with the CPS/RtI process will be communication between the teachers, administration, and the parents/guardians. It is through these communication meetings that the teachers, specialists and administration quickly and regularly identify the students needing assistance, communicate with the parents/guardians, share ideas that have been used by other educators in the school, and, where necessary, implement special education services. Through expanded communication, students will receive ongoing support.

### **Progress Monitoring Plan**

Each student who does not meet state or district levels of performance in reading, writing, science, and/or mathematics for his/her assigned grade is provided with additional diagnostic assessments 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. Strategies may include one or more of the following, or others as deemed appropriate:

- Counseling at School
- Direct Instruction
- Daily Student Planner
- Daily/Weekly Assignment Sheet
- Reduced Student/Teacher Ratios
- Remedial Course
- ESOL Support
- Retention
- After School Program

- Assignment Accommodations
- "Read at Home" Plan
- Reading Area: Oral Language
- Reading Area: Phonemic Awareness
- Reading Area: Phonics
- Reading Area: Fluency Development
- Reading Area: Comprehension
- Reading Area: Vocabulary

The plan, which will be tailored to the individual student's needs, will identify the assistance that will be provided to remedy a student's diagnosed deficiencies. The purpose of the PMP is to detail the current services provided to the student and the intensive, supplemental instructional and support services that are provided to the student to meet the desired level of performance. A PMP must be developed for any student (including ESE and ELL) who has been retained or identified as not meeting state or district expectations for proficiency in reading in kindergarten or for proficiency in reading, writing, mathematics, or science in grades 1-5. A PMP must be developed in consultation with the student's parent or legal guardian and must include the intensive remedial instruction that is given in the areas of weakness.

A copy of the PMP is given to the parent. Students at any grade who have been identified as having a deficiency in reading must have an academic improvement plan that identifies the student's specific area of deficiency in phonemic awareness, phonics, fluency, comprehension, and vocabulary as well as desired levels of performance in these areas, in keeping within the RtI guidelines and best practices. BridgePrep Academy will also provide for the frequent monitoring of the student's progress in meeting the desired levels of performance. Any student who exhibits a substantial deficiency in reading, based upon locally determined assessments or statewide assessments, must be given intensive reading instruction immediately following the identification of the reading deficiency. Each student who does not meet minimum performance expectations for the statewide assessment tests in reading, writing, science, and mathematics must continue remedial instruction or supplemental instruction until expectations are met.

To determine students' instructional levels and to ensure the curriculum is aligned to teaching the LAFS, MAFS, and NGSSS, students are evaluated throughout the year using state-mandated tests as well as a variety of diagnostic and progress monitoring assessments, and classroom assessments. Assessment data, as well as teacher input, will drive the decision-making process and will directly support BridgePrep Academy's plan to implement strategies and interventions that are used to increase student achievement.

It is the responsibility of the school leaders and all staff to promote a school culture of high expectations and success. Research supports that having a school culture that encourages all students to succeed is the most successful way to assist students achieving below grade level (Rothstein-Fisch, 2008). As part of the School's professional development plan, and during all staff meetings, the school leader will promote school values and promote a school culture that ensures students are encouraged and supported at all levels.

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

**EXTENDED SECOND LANGUAGE MODEL**

BridgePrep Academy will implement an Extended Second Language Model for all students in grades K-8. By adding an additional 30 minutes to the instructional day at the elementary level, an Extended Second Language Model is implemented to all students (native and non-native Spanish speakers). In grades 6-8, students will be required to take a Spanish course each year. The course will consist of an hour of instruction daily and will be available at the following levels: Beginning, Intermediate or Advanced.

The goal of the program is to produce students who master both English and the Spanish language, and who can function easily when learning subject matter in either language and can interact effectively with members of both cultures. Because of the intensity in terms of time and scope in which the target language (Spanish) is offered to English language origin students, a major objective of the program is to make the target language a second language for these children. In the situation where a child is a native Spanish speaker, this program will allow for their foundational language to continue to flourish.

The Extended Second Language Model at BridgePrep Academy will begin in Kindergarten and continue through the 8<sup>th</sup> grade. Students in grades K-5 will receive 30 minutes of Spanish Language Arts and 30 minutes of Spanish Literacy instruction daily. The 60-minute block will be an uninterrupted block scheduled five days per week, totaling 300 minutes of Spanish Language Arts per week. Students in middle grades will take Spanish for Spanish Speakers or Beginning, Intermediate and Advanced Levels as one of their electives each year. In addition, the Language Arts Florida Standards (LAFS) and 2011 Next Generation Sunshine State Standards (NGSSS) for World Languages, the Spanish language program will incorporate the following:

- One hour of instruction in Spanish language daily for K-5 students and 1 block of Spanish instruction for all middle school students. This will be accomplished by extending the school day by 30 minutes each day for all K-5<sup>th</sup> grade students. This process will not impact instructional time in all other core subject areas.
- Spanish instruction will have the same emphasis as other core academic subjects. It reflects the vision of a linguistically interdependent world and prepares students to meet 21<sup>st</sup> century challenges.

The students will be exposed to quality instruction of the Spanish language using research-based materials. Students in grades K-5 will receive Spanish instruction using Scott Foresman-Pearson, Calle de la Lectura in which differentiated instruction is embedded through leveled readers. The Spanish curriculum will extensively incorporate phonic awareness in grades K-1 thus building a solid foundation in reading, grammar, and writing. The technological component includes online assessments that guide data driven instruction ensuring differentiated instruction as well as online activities. Students in Middle School grades will receive Spanish instruction using Descubre 1, Descubre 2, and Descubre 3 from Vista Higher Learning. The Spanish curriculum encompass systematic development of phonemic awareness, reading, writing, and listening skills

through learning strategies for native and non-native Spanish speaking students. These skills reinforce a full understanding of the Spanish language and Hispanic culture. The technological component consists of an interactive website with program videos and audio reinforcing listening and comprehension skills along with student resources, online assessments, and auto graded activities as well as class management tools.

- High quality teachers with certification in Spanish will be interviewed and selected. Candidates will participate in a bilingual interview in order to check for fluency in both languages. In addition, the teacher will be required to provide a writing sample in the Spanish language.
- Instructional methods will enhance literacy skills and language acquisition. The program will be designed to help students:
  - Communicate effectively and appropriately in a wide range of situations for a variety of purposes in a language other than the student's first language.
  - Develop awareness of the importance of effective communication in an increasingly global society.
  - Utilize computer-assisted learning to enhance the acquisition of a second language
  - Discuss current events in Spanish, as well as the geography, history and culture of Spanish-speaking countries.

The 2011 NGSSS for World Languages will be the source of all instruction in this course. Instruction will encompass the nine standards that are universal to every student level and benchmark.

### **World Languages Modes of Communication**

1. **Interpretive Listening:** The student will be able to understand and interpret information, concepts, and ideas orally from a variety of culturally authentic sources on a variety of topics in the target language.
2. **Interpretive Reading:** The student is able to understand and interpret information, concepts, and ideas in writing from a variety of culturally authentic sources on a variety of topics in the target language.
3. **Interpersonal Communication:** The student is able to engage in conversations and exchange information, concepts, and ideas orally and in writing with a variety of speakers or readers on a variety of topics in a culturally appropriate context in the target language.
4. **Presentation Speaking:** The student will be able to present information, concepts, and ideas to an audience of listeners on a variety of topics in a culturally appropriate context in the target language.
5. **Presentation Writing:** The student will be able to present information, concepts, and ideas to an audience of readers on a variety of topics in a culturally appropriate context in the target language.

## Intercultural Standards

1. **Culture:** The student will be able to use the target language to gain knowledge and demonstrate understanding of the relationship among practices, products, and perspectives of cultures other than his/her own.
2. **Connections:** The student is able to acquire, reinforce, and further his/her knowledge of other disciplines through the target language.
3. **Comparisons:** The student is able to develop insight into the nature of the target language and culture by comparing his/her own language(s) and cultures to others.
4. **Communities:** The student is able to use the target language both within and beyond the school setting to investigate and improve his/her world beyond his/her immediate surroundings for personal growth and enrichment.

In support of its unique Extended Second Language Model, middle school students will be required to take one Spanish course as an elective in grades 6, 7, and 8 as described below.

- **M/J Spanish, Beginning:** This course introduces students to the target language and its culture. Students will learn beginning skills in listening and speaking and an introduction to basic skills in reading and writing. Also, culture, connections, comparisons, and communities are included in this one-year course.
- **M/J Spanish, Intermediate:** This course is a continuation of M/J Beginning Spanish. Students will expand their knowledge of the language and its culture. Students will be able to engage in basic listening and speaking activities. Basic skills in reading and writing, and culture, connections, comparisons, and communities are included in this one-year course.
- **M/J Spanish, Advanced:** This course is a continuation of M/J Intermediate Spanish. Students apply their knowledge of the language and its culture. Students will be able to engage in listening and speaking activities, and demonstrate understanding of reading and writing selections on familiar topics. Culture, connections, comparisons, and communities are included in this one-year course.
- **M/J Spanish for Spanish Speakers, Beginning:** The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar.
- **M/J Spanish for Spanish Speakers, Intermediate:** The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. Language Arts Standards are also included in this course to enable students to become literate in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

- **M/J Spanish For Spanish Speakers, Advanced:** The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain, and enhance proficiency in their heritage language by reinforcing and acquiring skills in listening, speaking, reading, and writing, including the fundamentals of Spanish grammar. Language Arts Standards are also included in this course to enable students to become literate in the Spanish language and gain a better understanding of the nature of their own language as well as other languages to be acquired.

## **PHYSICAL EDUCATION AND HEALTH EDUCATION**

Physical activity is important for the prevention of teen obesity and to ensure the health of adolescents. Florida statute recognizes physical education as “the development and maintenance of skills related to strength, agility, flexibility, movement, and stamina, including dance; the development of knowledge and skills regarding teamwork and fair play; the development of knowledge and skills regarding nutrition and physical fitness as part of a healthy lifestyle; and the development of positive attitudes regarding sound nutrition and physical activity as a component of personal well-being.” BridgePrep Academy will provide a minimum of 150 minutes of physical education per week (30 consecutive minutes per day), aligning all instruction to the NGSSS for Physical Education, per Florida Statute 1003.455(3).

Health objectives will educate students in maintaining a healthy lifestyle through habits that contribute to overall health and well-being. BridgePrep Academy will maintain a robust drug and alcohol prevention campaign across all grade levels and is designated as a “Drug-Free School Zone.”

BridgePrep Academy’s physical education program will teach students to cultivate healthy and active lifestyles. Students will develop motor skills needed to actively and successfully participate in a myriad of physical activities, and they will learn the benefits that are derived from a regular exercise regimen. The physical education program will include opportunities for students to self-reflect, communicate, collaborate, and cooperate with their peers.

Students will master the NGSSS for physical education through research-based instructional practices. A minimum of one year’s worth of progress in a year’s time is expected of every student.

## **PHYSICAL EDUCATION GRADES K-5**

**Topics for Instruction:** As required by the Physical Education NGSSS, the following standards and indicators will be taught to mastery at each grade level:

### **Kindergarten**

- Movement Competency
  - Use a variety of loco motor skills
  - Develop skills relating to balance, bouncing, catching, throwing, rolling, and striking objects
  - Participate in introductory water skills

- Perform a creative movement sequence
- Cognitive Abilities
  - Identify body parts
  - Recognize physical activities have safety rules and procedures
  - Recognize there are deep and shallow areas of a pool
  - Recognize movement concepts
- Lifetime Fitness
  - Participate in physical activity every day and identify opportunities for physical activity before and after school
  - Recognize the signs of physical activity and a healthy body
  - Participate in a variety of games that increase breathing and heart rate
  - Differentiate between healthy and unhealthy food choices
- Responsible Behaviors and Values
  - Use equipment safely
  - Willingly try new activities and continue to participate when not successful
  - Treat others with respect

### **First Grade**

- Movement Competency
  - Use loco motor skills while changing directions, pathways, and speeds
  - Strike, dribble, and catch various objects including the use of overhand and underhand throws
  - Perform a variety of balanced positions, rolls, jumps, hops, and leaps safely
  - Chase, flee, and dodge to avoid or catch others
- Cognitive Abilities
  - Identify safety rules and procedures for physical activities
  - Identify the rules for safe water activities
  - Name examples of warm-up and cool-down exercises
  - Recognize the importance of practicing to improve performance
- Lifetime Fitness
  - Participate in moderate to vigorous physical activity every day and demonstrate involvement in physical activities before and after school
  - Set physical activity goals
  - Identify pedestrians, vehicles, and traffic
  - Identify the signs and benefits of physical activity and strengthening muscles
  - Name the food groups
- Responsible Behaviors and Values
  - Choose playmates without regard to personal differences
  - Follow directions during activities
  - Display consideration on the playground
  - Identify physical activity preferences

### **Second Grade**

- Movement Competency
  - Move in different directions to catch, strike, and dribble an object
  - Perform at least one skill that requires the transfer of weight to hands

- Chase, flee, and dodge while maneuvering around obstacles
- Cognitive Abilities
  - Utilize technology to enhance experiences in physical activity
  - Understand the importance of wearing a life jacket when on a boat or near water
  - Define offense and defense
  - Apply teacher feedback to effect change in performance
- Lifetime Fitness
  - Participate in moderate to vigorous physical activity every day and demonstrate involvement in physical activities before and after school
  - Set and meet physical activity goals
  - Identify the proper crossing sequence
  - Recognize the principles of physical fitness, including heart rate, breathing, stretching, flexibility, etc.
  - Categorize food into food groups
- Responsible Behaviors and Values
  - Accept the feelings resulting from challenges, successes, and failures in physical activity
  - Successfully resolve conflicts with others
  - Use physical activity to express feeling
  - Begin to function as a member of a cooperative group

### **Third Grade**

- Movement Competency
  - Strike both moving and stationary objects with a variety of objects
  - Maintain control while dribbling with hands or feet
  - Perform a dance accurately and a self-designed gymnastics sequence
  - Continuously jump a self-turned rope
- Cognitive Abilities
  - Identify the importance of purposeful movement and its impact on quality of performance
  - Explain different items that can be used for assisting in a water-related emergency
  - Describe basic offensive and defensive tactics
  - Analyze peer performance and provide feedback
- Lifetime Fitness
  - Participate in moderate to vigorous physical activity every day and demonstrate involvement in physical activities before and after school
  - Identify lifestyle changes that can be made to increase the level of physical activity, including involvement before, during, and after school
  - Participate in formal and informal physical fitness assessment and use the assessment to identify individual strengths and weaknesses
  - Know how to safely stretch major muscle groups
  - Identify different somatotypes
  - Read food labels for specific nutrition facts
- Responsible Behaviors and Values
  - Take responsibility for own behavior, cooperate with classmates, willingly try new activities, and show respect for other viewpoints
  - Seek personally challenging physical activity experiences
  - Choose to participate in group physical activities

- o Celebrate accomplishments without gloating and appreciate good performance in others

#### **Fourth Grade**

- Movement Competency
  - o Apply movement concepts to the performance of loco motor skills in a variety of movement settings, including dribbling, passing, striking objects, catching, and throwing
  - o Perform two or more dances accurately and a self-designed gymnastics sequence
  - o Run and hurdle a succession of low to medium level obstacles
- Cognitive Abilities
  - o Understand safety in all physical activities, including proper warm-up and cool-down, and protecting the body from the harmful rays of the sun
  - o Identify offensive and defensive tactics for modified invasion and net activities
  - o Detect errors in personal movement patterns
  - o Compare and contrast skills/sports that use similar movement patterns
- Lifetime Fitness
  - o Participate in moderate to vigorous physical activity every day and demonstrate involvement in physical activities before and after school
  - o Make observations about one's personal level of physical activity and implement at least one lifestyle behavior to increase physical activity
  - o Discuss the importance of wearing a bicycle helmet
  - o Recognize that physiological responses to exercise are related to levels of personal fitness
  - o Recognize and develop strategies for improving fitness and maintaining a healthy body composition
  - o Understand appropriate serving size
- Responsible Behaviors and Values
  - o Recognize the influence of individual differences on participation in physical activities and demonstrate respect and caring for all individuals through encouragement
  - o Choose to practice skills for which improvement is needed
  - o Recognize the connection between skill competence and enjoyment of physical activity

#### **Fifth Grade**

- Movement Competency
  - o Apply movement concepts to the performance of loco motor skills in a variety of movement settings, including dribbling, passing, striking objects, catching, and throwing
  - o Throw a leading pass overhand to a moving partner using a variety of objects
  - o Catch a variety of objects while traveling and being defended
  - o Apply dribbling skills in modified games focusing on offensive strategies
- Cognitive Abilities
  - o Design a new game incorporating skills, rules, and strategies
  - o Explain different types of water rescue techniques
  - o Practice conditioning principles that enhance performance
  - o Detect, analyze, and correct errors in personal movement patterns
  - o Categorize offensive and defensive tactics for modified invasion and net activities
- Lifetime Fitness
  - o Participate in moderate to vigorous physical activity every day and demonstrate involvement in physical activities before and after school

- o Discuss the importance of being visible, being predictable, and communicating when cycling
- o Differentiate between muscular strength and muscular endurance
- o Participate in activities that maintain each component of physical fitness
- o Identify the heart rate intensity that is necessary to enhance cardio respiratory endurance
- Responsible Behaviors and Values
  - o Recognize the positive attributes that individuals of varying gender, age, disability, race, culture, and skill level bring to physical activities
  - o Work productively with a partner to improve performance
  - o Defend the benefits of physical activity
  - o Recognize that participation in physical activity is a source of self-expression and meaning

### **PHYSICAL EDUCATION GRADES 6-8**

Middle school students will take a Physical Education class as required. The program will include many components including team sports, health education, and instruction regarding appropriate dietary habits. One semester of each school year of P.E. is required for students in grades 6-8. This requirement shall be waived for students who are required to enroll in a remedial course or whose parent indicates in writing that the student should be enrolled in another course offered or is participating in physical activities outside the school day equivalent to or in excess of mandated requirement.

One semester of Health or Personal Development is required for students in Grades 7 or 8, unless the principal elects to cover the health standards in a science course which requires that the science teacher be certified in both science and health, and proper notification must be provided to the District/Governing Board prior to the beginning of the school year ensuring that all standards for both courses will be met.

Fitness assessments will be a regular component of these classes. All students will be encouraged to participate in after school soccer, cheerleading, and/or basketball programs to encourage personal fitness, cooperation and long-term quality of life. These activities will support the health and fitness objectives that follow.

#### **Sixth Grade**

- Movement Competency
  - o Demonstrate the principles of training and conditioning, and perform at least three activities having value for cardio respiratory fitness
  - o Design and perform various dance and gymnastics sequences incorporating tumbling, stunts, with/without equipment, with/without partners, or working with a group
  - o Use proper safety techniques, including proper warm-up and cool-down
  - o Use technology to assess, enhance, and maintain motor skill performance
- Cognitive Abilities
  - o Study safety procedures that should be followed when engaging in activities to improve cardio respiratory endurance, muscular strength, muscular endurance, flexibility, and body composition
  - o Describe the long-term benefits of regular physical activity

- Classify activities as aerobic or anaerobic
- Determine personal target heart rate zone and explain how to adjust intensity to stay within the desired range
- Explain the effects of physical activity on heart rate during exercise, recovery phase, and while the body is at rest
- Lifetime Fitness
  - Participate in moderate to vigorous physical activity every day and demonstrate involvement in physical activities before and after school
  - Demonstrate program planning skills by setting goals and devising strategies for a personal physical fitness program
  - Use a variety of resources to assess, design, and evaluate the personal physical fitness program
  - Recognize health-related problems associated with inadequate levels of cardio respiratory endurance, muscular strength, muscular endurance, flexibility and body composition
- Responsible Behaviors and Values
  - Recognize that peer pressure can be positive and negative
  - Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical activity settings
  - Study games, sports, and/or physical activities from other cultures

### **Seventh Grade**

- Movement Competency
  - Participate in modified versions of team sports demonstrating mature patterns while using a variety of manipulative skills, including the use of basic offense and defense strategies
  - Demonstrate appropriate relationships between the body and an opponent in dynamic game situations
  - Utilize proper equipment and implement appropriate safety procedures for participation in a variety of sports or activities
  - Demonstrate principles of biomechanics necessary for safe and successful performance
- Cognitive Abilities
  - Demonstrate an understanding of the basic rules for team sports
  - Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors
  - Explain offensive and defensive strategies in modified games or team sports
  - Describe how movement skills learned in one physical activity can be transferred and used in other physical activities
- Lifetime Fitness
  - Participate in moderate to vigorous physical activity every day and demonstrate involvement in physical activities before and after school, including participating in a variety of team sports
  - Use a variety of resources including available technology to assess, design, and evaluate a created personal physical activity plan
  - Participate in a variety of team sports, outdoor pursuits, and aquatics activities that promote effective stress management
- Responsible Behaviors and Values
  - Identify situations in which peer pressure could negatively impact one's own behavior choices
  - Demonstrate acceptance and respect for persons of diverse backgrounds and abilities in physical activity settings

- Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities
- Give examples of appropriate personal, social, and ethical behaviors that apply to specific physical activities

### **Eighth Grade**

- Movement Competency
  - Demonstrate competency in motor skills for a variety of individual/dual and extreme/alternative sports
  - Demonstrate body management for successful participation in a variety of modified games and activities
  - Apply principles of biomechanics necessary for safe and successful performance
  - Demonstrate appropriate speed and generation of force when running sprints or distance, throwing, jumping, striking, or kicking
  - Apply skill-related components of balance, reaction time, agility, coordination, power, and speed to enhance performance levels
- Cognitive Abilities
  - Provide feedback on skill patterns of self and partner by detecting and correcting mechanical errors
  - Identify the critical elements for successful performance in a variety of sport skills or physical activities
  - Describe how movement skills and strategies learned in one physical activity can be transferred and used in other physical activities
  - List safety procedures and equipment necessary for a variety of sports and physical activities
- Lifetime Fitness
  - Participate in moderate to vigorous physical activity every day and demonstrate involvement in physical activities before and after school
  - Participate in a variety of individual/dual and alternative/extreme sport activities that promote effective stress management
  - Select a variety of physical activities when developing a personal fitness program
  - Discuss training principles appropriate for enhancing cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition
- Responsible Behaviors and Values
  - Act independently of peer pressure both in and out of school
  - Develop strategies for including persons of diverse backgrounds and abilities while participating in a variety of physical activities
  - Compare and contrast games, sports, and/or physical activities from other cultures
  - Demonstrate appropriate etiquette, care of equipment, respect for facilities, and safe behaviors while participating in a variety of physical activities

### **ART AND MUSIC GRADES K-8**

Visual and performing arts will be integrated into core curriculum subjects to enhance instruction and demonstration of subject area mastery. In addition, exploration of the arts will allow students to explore their heritage as well as the heritage of various other cultures. BridgePrep Academy will provide opportunities for students to display their talents in the arts through displays, shows,

and competitions. The NGSSS for Music and Visual Arts are the foundation for all instruction. Students in grades K-5 will participate in music and visual arts through a rotating schedule of “special area” courses. Students are involved in these courses one or two days per week, depending on the rotation.

- **Music:** In alignment with the NGSSS, music instructors will develop student awareness, appreciation, and understanding of musical skills and knowledge in various genres. The music program will provide instruction in skills and techniques involved in singing, playing instruments, musical interpretation, and creative expression. Music instructors will collaborate with core curriculum instructors to assist in interdisciplinary projects or assignments. This allows for cohesiveness among subject areas and allows students to see the relationships between music, mathematics, reading, and other subjects.
- **Art:** The goal of art instruction is to allow students the opportunity to explore and develop their creative potential. The NGSSS for Visual Art is the basis of all instruction. Some aspects of art that are covered are history, production, criticism, and aesthetics. Art instructors will collaborate with core curriculum instructors to emphasize interdisciplinary connections between art and the core subject areas. Authentic assessments will be used. Students will be involved in festivals, exhibitions, and community-based art experiences as often as available.

**Instruction in the Arts** (music and art): The following Enduring Understandings will be taught as aligned to the NGSSS in both Music and Visual Arts instruction.

- Critical Thinking and Reflection
  - Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
  - Assessing our own and others’ artistic work, using critical thinking, problem-solving, and decision-making skills is central to artistic growth.
  - The process of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.
- Skills, Techniques, and Processes
  - The arts are inherently experimental and actively engaging learners in the processes of creating, interpreting, and responding to art.
  - Development of skills, techniques and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.
  - Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.
- Organizational Structure
  - Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.
  - The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.
  - Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.
- Historical and Global Connections
  - Through study in the arts, students learn to honor others and the worlds in which they live (d).

- The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.
- Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.
- Innovations, Technology and the Future
  - Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.
  - Careers in and related to the arts significantly and positively impact local and global economies.
  - The 21<sup>st</sup> century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

**Grades 6-8:** Middle school students will have the opportunity to choose a fine arts component as their second elective during the regular school day. The courses that may be offered include music and art as described below. Physical Education will be offered on an annual basis for a single semester or rotating wheel.

### Visual Arts

- **M/J Digital Art & Design 1:** In this course, students explore the fundamental concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials.
- **M/J Digital Art & Design 2 & Career Planning:** In this course, students develop and refine concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This course incorporates hands-on activities, the use of technology, and consumption of art materials. In tandem with their learning opportunities in Digital Art Design 2, they investigate careers in a wide variety of fields, guided by the competencies required by Florida Statute.
- **M/J Digital Art and Design 3:** Students become proficient in, and refine, their use of concepts, terminology, techniques, and applications of digital imaging to create original work. Students produce digital still and/or animated images through the single or combined use of computers, digital cameras, digital video cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Students' increasingly independent approach to their work promotes risk-taking in the completion of conceptually based, self-directed work. Through the critique process, students evaluate and respond to their own work and that of their peers to measure artistic growth. This

course incorporates hands-on activities, the use of technology, and consumption of art materials.

## **Music**

- **M/J Exploring Music 1:** Students explore the essential elements of 20th- and 21st-century music in America (e.g., jazz, rock, soul, blues) and global cultures (e.g., Latin, Hollywood, European, Asian, world drumming). Students reflect on the significance of social influences and historical events on the development of music. Participants focus on the creation, use, and performance of music; and the modes of listening, distributing, and gaining access to music. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.
- **M/J Exploring Music 2:** Students survey the growth of American music from its early years to 21st-century consumers, focusing on the settling of the nation and the effects of emigration. Learners explore the historical connections, cultural influences, and innovations of music development from the perspective of Native American music and that which was brought to American shores from other nations. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.
- **M/J Exploring Music 3:** Students engage in a study of global music traditions through history examining genres, significant composers, and compositions over time. As they review the expressive elements of music and compositional tools, students create music, develop structural mapping skills, self-assess, and connect music to its origins. Public performances may serve as a resource for specific instructional goals. Students may be expected to attend one or more performances outside the school day to support, extend, and assess learning in the classroom.

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

BridgePrep Academy will evaluate the effectiveness of the curriculum by meeting in school wide data teams to review and analyze student performance results and determining achievement levels of the observable and measurable goals as described in section 5 of this application. Teachers will meet in subject area teams to review and analyze student achievement results relative to the specific subject areas. For the first year of operation, student achievement will be measured and compared against each student's previous data prior to attendance at BridgePrep Academy. It is expected that student achievement will be at the same level or higher than it was before attendance at the School. From the second year onward, curriculum effectiveness will be measured by the objectives outlined in BridgePrep Academy's Improvement Plan. This provides for annual student learning gains in the context of the LAFS, MAFS, and the NGSSS.

The results of the most recent standardized assessments, classroom assessments, portfolios, presentations, and projects will be used to determine student achievement levels in reading, writing,

and mathematics. This information, coupled with the prior year's standardized tests results and student records, will be used to determine if the curriculum is effectively meeting the needs of all students and to identify areas for improvement and professional development. This program analysis will assist in determining objectives submitted in the BridgePrep Academy Improvement Plan.

BridgePrep Academy was recommended for AdvancED SACS Accreditation in May 2015. The School will ensure that the AdvancED Quality Standards are adhered to in an effort to make continuous improvement across all aspects of the educational program (see Appendix A).

## **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.**

The School will participate in the state assessment program designed to measure annual student learning and school performance.

BridgePrep Academy strongly believes that student data serves as a valuable means to assess the quality and effectiveness of the instructional delivery in the classroom as well as student learning. Through effective utilization of the Broward County Data Management System, student assessment data will allow the School to focus on results. Administrators and teachers will collaborate to review data through the lens of the Data Management System and modify instruction accordingly.

All curriculum goals will be closely aligned with expectations set forth in Language Arts Florida Standards (LAFS), Mathematics Florida Standards (MAFS), and Science Next Generation Sunshine State Standards (NGSSS). The annual gains will be measured by the student's developmental scale score on the assessments and on internal pre- and post-tests to be administered at the beginning and end of each school year.

### **EDUCATIONAL GOALS**

#### **GRADES K-5 English Language Arts/Reading:**

##### **Kindergarten**

- At the end of Kindergarten, 80% of students will demonstrate readiness to enter first grade by achieving a score equivalent to or above the first grade level on the DRA Running Records Assessment.

##### **Grades 1-2**

- After instruction in reading, 80% of students will demonstrate at least one year's growth as measured by the score on the Spring assessment of the DRA Running Records when compared to the Ability Score on the Fall assessment.

##### **Grades 3-5**

- After instruction in English language arts, 75% of students in grades 3-5 will score at or above proficiency as measured by the state-mandated assessment in English language arts (FSA-ELA). After year one of operation, the percentage of students scoring at or above proficiency in reading will increase by five percent each year as measured by the state-mandated assessment in reading (FSA-ELA).
- After instruction in English language arts, 65% or more of students scoring in the lowest 25<sup>th</sup> percentile will demonstrate learning gains as measured by the state-mandated assessment in English language arts (FSA-ELA).

## **GRADES K-5 Mathematics:**

### **Grades K-1**

- At the end of kindergarten, 80% of students will demonstrate readiness to enter first grade by scoring at or above grade-level on the End-of-Year Math assessment for kindergarten (from Go Math!)

### **Grade 2**

- After instruction in math, 80% of students will score at or above grade level proficiency on the CogAT-Quantitative section.

### **Grades 3-5**

- After instruction in mathematics, 75% of students in grades 3-5 will score at or above proficiency as measured by the state-mandated assessment in mathematics (FSA-Mathematics). After year one of operation, the percentage of students scoring at or above proficiency in mathematics will increase by five percent each year as measured by the state-mandated assessment in mathematics (FSA-Mathematics)
- After instruction in mathematics, 65% or more of students scoring in the lowest 25<sup>th</sup> percentile will demonstrate adequate progress as measured by the state-mandated assessment in mathematics (FSA-Mathematics).

## **GRADES 4-5 Writing:**

- After instruction in writing, 70% of students in grades 4-5 will achieve proficiency goals for each category of the FSA ELA-Writing Component. After year one of operation, the percentage of students scoring at or above proficiency in writing will increase by five percent each year as measured by the FSA ELA Writing Component.

## **GRADE 5 Science:**

- After instruction in science, 60% of students in Grade 5 will score at or above proficiency as measured by the FCAT 2.0 in Science. After year one of operation, the percentage of students scoring at or above proficiency in science will increase by five percent each year as measured by the FCAT 2.0 in Science.

## **GRADES K-5 Spanish:**

- After participation in the Extended Second Language Model, 80% of students in kindergarten to grade 2 will score 80% or higher on the End-of-Year test from *Calle de la Lectura*, Scott Foresman-Pearson.

## **GRADES 6-8 Reading:**

- After instruction in English language arts, 80% of students in grades 6-8 will score at or above proficiency as measured by the state-mandated assessment in English language arts (FSA-

ELA). After year one of operation, the percentage of students scoring at or above proficiency in reading will increase by five percent each year as measured by the state-mandated assessment in English language arts (FSA-ELA).

- After instruction in English Language arts, 65% or more of students scoring in the lowest 25<sup>th</sup> percentile will demonstrate adequate progress as measured by the state-mandated assessment in English language arts (FSA-ELA).

#### **GRADES 6-8 Writing:**

- After instruction in writing, 70% of students in grades 6-8 will achieve proficiency goals each on the FSA ELA -Writing Component. After year one of operation, the percentage of students scoring at or above proficiency in writing will increase by five percent each year as measured by the FSA ELA-Writing Component.

#### **GRADES 6-8 Mathematics:**

- After instruction in mathematics, 80% of students in grades 6-8 will score at or above proficiency as measured by the state-mandated assessment in mathematics (FSA-Mathematics). After year one of operation, the percentage of students scoring at or above proficiency in mathematics will increase by five percent as measured by the state-mandated assessment in mathematics (FSA-Mathematics).
- Given instruction in mathematics, 65% or more of students scoring in the lowest 25<sup>th</sup> percentile will demonstrate adequate progress as measured by the state-mandated assessment in mathematics (FSA-Mathematics).

#### **GRADE 8 Science:**

- After instruction in science, 60% of students in Grade 8 will score at or above proficiency as measured by the FCAT 2.0 in Science. After year one of operation, the percentage of students scoring at or above proficiency in science will increase by five percent each year as measured by the FCAT 2.0 in Science.

#### **GRADE 7 Social Studies:**

- After instruction in science, 65% of students in grade 7 will score at or above proficiency as measured by the End-of-Course (EOC) exam in Civics. After year one of operation, the percentage of students scoring at or above proficiency in Civics will increase by five percent each year as measured by the EOC in Civics.

#### **GRADES 6-8 Spanish:**

- After participation in the Extended Second Language Model, 80% of students in grades 6-8 will score 85% or higher on the end-of-year test from *Descubre 1*, *Descubre 2*, or *Descubre 3*, Vista Higher Learning.

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

### **Placement**

BridgePrep Academy will follow the pupil placement and promotion standards set by the district in accordance with Broward County's Student Progression Plan and the Florida Department of Education guidelines. In accordance with the Florida Statute, F.S. 1003.21, children who are five years of age on or before September 1 of the school year will be eligible for admission in the School's kindergarten class during that school year. Children who are six years of age on or before September 1, and have successfully completed the requirement for Kindergarten, shall progress according to the district's student progression plan.

### **Promotion**

Each student must meet specific levels of performance in reading, writing, mathematics, and science in order to be promoted. For each student who does not meet state performance levels in reading, writing, mathematics, and/or science, the school will implement a School-wide Progress Monitoring Plan (PMP) to assist the student in meeting expectations for proficiency. In consultation with the parent/guardian, student performance will be evaluated and reported based on mastery of standards to determine a student's eligibility for promotion. Instructional staff members will utilize such evaluative devices and techniques as may be needed to report individual achievement in relation to school goals, acceptance norms, and student potential.

Instructional staff will utilize such evaluative devices and techniques as may be needed to report individual achievement in relation to school goals, acceptance norms, and student potential. The academic grades in all subjects are to be based on the student's degree of mastery of the instructional objectives and competencies for the subject. The determination of the specific grade a student receives will be based on careful consideration of all aspects of each student's performance during a grading period. Class work, observations, tests, portfolios, district and state assessments, and written progress reports and report cards (at the end of every nine weeks of school) should serve as the primary means of communicating student progress and achievement of the standards for promotion. The student's mastery of course, in which the student is enrolled, as determined by the teacher, is a further condition for passing the course.

### **Student Promotion Grades K-5**

The School shall provide all courses required for elementary grade promotion, and appropriate instruction will be designed to ensure that students meet the adopted Florida Standards (Florida Standards/ Next Generation Sunshine State Standards) in the following subject areas: reading, language arts, mathematics, social studies, science, health and physical education, music, art, media, and other such disciplines as may be considered necessary for a comprehensive school program.

The specific levels of performance on the FSA required for grade 3 reading must be attained by the end of grade 3 for promotion to grade 4. Grade 3 students who do not meet the criteria for promotion on the FSA ELA must be retained unless exempt from mandatory retention for good cause as specified in paragraph 6(b) of 1008.25, F.S. No student may be assigned to a grade level based solely on age or other factors that constitute social promotion as per state legislation.

### **Middle School Promotion Grades 6-8**

In accordance with the Broward County Student Progression Plan, no single assessment will be the sole determiner of promotion. For promotion from grades six to seven and seven to eight, student must pass a minimum of four subjects, two of which must be in English, mathematics, science or social studies. A student will earn points (A = 4; B = 3; C = 2; D = 1; F = 0) for the letter grade achieved in each marking period (i.e., quarter) of a middle school course. A passing grade for a full year will be computed based upon the student earning four points in the course. In order for a student to be promoted to high school, the student must successfully complete the following courses:

- a. Three middle grades or higher courses in English Language Arts (ELA).
- b. Three middle grades or higher courses in mathematics.

Program requirements will be established to ensure that students promoted from grade 8 have the necessary academic skills for success in high school, as delineated in the District's Student Progression Plan:

#### **1. General Academic Requirements**

##### **Grade 6**

Language Arts (or Language Arts through ESOL) - 1 year

Mathematics - 1 year

Comprehensive Science I - 1 year

World History - 1 year

Electives as offered by the School \*

##### **Grade 7**

Language Arts (or Language Arts through ESOL) - 1 year

Mathematics - 1 year

Comprehensive Science II - 1 year

Civics, Economics, and Geography - 1 year

Electives as offered by the School \*

##### **Grade 8**

Language Arts (or Language Arts through ESOL) - 1 year

Mathematics - 1 year

Comprehensive Science III - 1 year

United States History, including Florida History - 1 year

Electives as offered by the School \*

\*Intensive Reading is required for eligible students and replaces an elective course opportunity.

For each year in which a student scores below the established proficiency levels on the FSA ELA, the student must receive remediation or be enrolled in an intensive reading course the following year. For students in grades 6-8, placement of less proficient readers in either an intensive reading course or a content area course in which reading strategies are delivered shall be determined by diagnosis of reading needs. Reading courses shall be designed and offered pursuant to the comprehensive reading

plan. For each year in which a student scores below established proficiency levels on the FSA Mathematics, the student must receive remediation the following year, which may be integrated into the student's required mathematics course.

Career and Educational Planning is required for all middle school students and may be completed in either Grade 7 or 8 within an eligible existing course (or as an elective course itself if the School offers it).

## **2. Electives**

The School will require each student to complete a Spanish course each year as an elective. Other electives offered include Art, Music and P.E., Reading.

## **3. Health/Personal Development Requirement**

One semester of Health or Personal Development is required for students in Grades 7 or 8, unless the principal elects to cover the health standards in a science course which requires that the science teacher be certified in both science and health, and proper notification must be provided to the District/Governing Board prior to the beginning of the school year ensuring that all standards for both courses will be met.

## **4. Physical Education**

One semester of each school year of P.E. is required for students in Grades 6-8. This requirement shall be waived for students who are required to enroll in a remedial course or whose parent indicates in writing that the student should be enrolled in another course offered or is participating in physical activities outside the school day equivalent to or in excess of mandated requirement.

## **5. Computer Literacy**

Students must master the basic skills in the area of computer literacy.

## **6. Civics**

Students are required to complete at least one semester of civics education. The civics education course must address the roles and responsibilities of federal, state, and local governments; the structures and functions of the legislative, executive, and judicial branches of government; and the meaning and significance of historical documents, such as the Articles of Confederation, Declaration of Independence, and Constitution of the United States. Students will be required to take the End-of-Course (EOC) assessment in civics.

## **English Language Learners**

In grades K-5, promotion decisions will take into account a student's proficiency in writing (based on proficiency levels to be determined by the district and/or the Florida Department of Education) and science (based on proficiency levels to be determined by the district and/or the Florida Department of Education) (F.S. 1008.25(2)). The evaluation of each student's progress will be based upon classroom work, teacher observations, district-approved and statewide formative and summative assessments, and other relevant information.

Parents will be notified when it appears that a student may be retained. Parents of English Language Learners (ELL) students will be notified in their native language (Meta Consent Decree, 1990). ELL students cannot be retained solely due to lack of proficiency in English. A formal retention recommendation regarding an ELL student shall be made through action of an ELL committee (Meta Consent Decree, 1990) in which the parent must be invited.

**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.**

Not applicable as this is a K-8 school.

**D. Describe how baseline achievement data will be established, collected, and used. Describe the methods used to identify the educational strengths and needs of students and how these baseline rates will be compared to the academic progress of the same students attending the charter school.**

The baseline levels of academic achievement established during the first academic year will be compared to academic achievement levels throughout the year in order to assess rates of academic progress for each student. Each student's prior records will be collected from previous schools, including, but not limited to, attendance, report cards, standardized and other test scores, behavioral reports, Individual Education Plan (IEP), and individual ELL plans. This information, along with pre- and post-testing, will provide a crucial baseline to measure progress in the initial and subsequent years a student is enrolled at the School. This data will be compared with data obtained throughout students' attendance at BridgePrep Academy to provide evidence that students are improving and making learning gains.

In addition to providing methods for measuring school and class effectiveness, cumulative data collected from all sources will be available to the classroom teacher to help make identification and placement decisions. Baseline data will also be made available to stakeholders and the community at-large, as reported in the annual School Improvement Plan.

Pre- and post-testing in Year 1, as well as reports from previous school records (including, but not limited to, student grades and scores, IEPs for ESE students, Education Plan (EP), for gifted students, and LEP plans for ELL students), will be collected as a baseline to measure progress in Years 1, 2, 3, and beyond, and as an integral part of the planning and refinement of instructional strategies. Baseline data will include standardized test scores, report card grades, attendance reports, behavioral records, and IEP/EP and or individual ELL Plans (as applicable). This data will be compared to data at the end of each school year. For example, FSA scores from 2016 will be compared to FSA scores from 2017. Based on the School's instructional framework which includes Differentiated Instruction (DI), the School will use data (state and district requirements, report cards, test scores) to assist the student in meeting expectations for proficiency.

The School will use data (state and district requirements, report cards, test scores) to assist the students in meeting expectations for proficiency. Data will also be used to drive instruction as it will assist teachers in implementation of the instructional framework which includes

Differentiated Instruction (DI). Students will be grouped for targeted small-group instruction based on data results. The School will also use data to assess the effectiveness of its instructional program and to measure its progress towards its goals and objectives as stated in section 5.

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

The School will participate in all Statewide and District assessment programs and will use the state standardized assessment scores, district assessment scores and school-based assessments to measure student progress toward mastery of the LAFS, MAFS, and the NGSSS at all grade levels. The types and frequency of assessments are shown below. The types of District Assessments administered to students may vary according to year. The School will implement the appropriate tests.

- Florida Standards Assessment ELA Writing component: Annually (grades 4-8)
- Florida Standards Assessment ELA and Mathematics: Annually (grades 3-8)
- FCAT 2.0 Science: Annually (grades 5, 8)
- Florida Kindergarten Readiness Screener (FLKRS): Annually
- Florida Assessment For Instruction In Reading (FAIR): Annually
- Florida Alternate Assessment Administration (FAA): As necessary
- Florida Algebra 1 End-Of-Course Assessments: Annually
- Florida Geometry 1 End-Of-Course Assessments: Annually
- Florida Civics End-Of-Course Assessment: Annually
- Florida Biology 1 End-Of-Course Assessments: Annually
- Comprehensive English Language Learning Assessment (CELLA): Annually to identified ELL students
- Developmental Reading Assessment (DRA) (grades 1<sup>st</sup>-2<sup>nd</sup>) Three times per year
- Broward Assessments of Florida Standards (BAFS) Reading, Mathematics, Science and Writing (grades 3<sup>rd</sup>-8<sup>th</sup>): Three times per year
- Portfolio Assessment Reading Comprehension: As required (grade 3 Alternative Assessment for Promotion)
- District End-of-Year Assessment for Social Studies, Science, Biology, Civics and Algebra: Annually

As stakeholders in the educational process, students and their parents will be an active part of the assessment program. The School will develop a testing calendar aligned to its instructional program (and state and district requirements) which will be posted throughout the School, published on its website, and sent home. Additionally, the School will encourage and promote positive test preparation such as eating a balanced breakfast and getting at least eight full hours of sleep. Following the release of assessment results, school personnel will disseminate the information to parents and engage students in data chats. A data chat serves as an effective instructional tool; it allows the student to see where exactly he/she made progress and where improvement is needed, resulting in increased motivation and understanding. School-Based Assessments in all courses include the following:

- Weekly teacher-generated quizzes
- Monthly teacher-generated chapter tests
- Quarterly projects and/or investigations based on focus lessons
- Midterm and Final Examinations
- Portfolios and presentations
- Class participation rubrics

Third Grade Assessment Portfolios will be created for all third grade students. The assessment portfolio contains a full collection of student's work demonstrating mastery of the LAFS. Should a third grade student score below the required proficiency level on the FSA ELA, this portfolio may be used to determine promotion/retention based upon proof of mastery of the LAFS as reflected on the student's 3<sup>rd</sup> grade portfolio.

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

Administrators and faculty collaboratively will develop an instructional calendar with a timeline for addressing targeted strands as denoted in assessed standards. The calendar will reflect item specification formats and the percentage of students who attained proficiency during prior year assessment. Through the use of the calendar, student assessment data will drive decisions for continuous improvement of the teaching and learning process. Data will be used to understand and improve school effectiveness by targeting standards indicating which students need additional support to master specific grade level skills. The School leadership team –consisting of the principal, assistant principal and/or curriculum specialist, grade level chairs, ESE and ESOL teachers will monitor and analyze data to maintain a problem solving system that brings out the best in the School, teachers, and students. The leadership team will meet on a monthly basis to address the following:

- 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 to enhance students' achievement levels decisions, and practice new programs and skills; and
- Facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation.

Students' performance in the classroom will also be assessed by the classroom teacher, and students not making adequate progress towards the Florida Standards (FS) and the Next Generation Sunshine State Standards (NGSSS) as evidenced by teacher-developed evaluations will also be identified, and appropriate measures for improvement will be instituted. Ongoing communication between the School and the parents will be maintained through on-line reporting systems such as web-based grade book and progress reports, parent conferences, and other forms of written and oral communication that are provided to parents. Data generated from the formative and common assessment system will be analyzed and compared to instructional data

on a bi-monthly basis. This accountability cycle will keep our pacing guides aligned to students' needs while ensuring 100% coverage of the FS and NGSSS.

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

Students at the School will be encouraged to take an active role in their education by learning to monitor and evaluate their own work. BridgePrep will participate in all applicable components of the Florida Assessment Program and other grade-appropriate tests that may be required or recommended by the sponsor. In accordance with its mission, students will have an active role in their education by learning to monitor and evaluate their work. FSA Student and Parent Reports received from the FLDOE will be sent to parents and shared with students in planning students' academic programs and services for the following school year.

Teachers will use assessment rubrics as teaching tools in the classroom by helping students to interpret their performance and comprehend their results. If a child's performance is below target (not making adequate progress towards the LAFS, MAFS, and NGSSS), the parent/guardian will be advised in a special conference and remedial strategies will be communicated. If a child's performance is on target for his or her immediate stage of development, the parent will be advised. Individual meetings and conferences will be held to review student performance and assessment data as part of a holistic approach to using student performance and assessment data to improve instruction and learning.

Assessment data will be shared with parents and documented through parent contact logs which will be maintained by every teacher. Student performance information will be available to parents via the School's online grade book. Parents will have access to their child's grades in each subject area. If a child's performance is above target for his immediate stage of development, the School may recommend to the parent advanced level placement such as multi-age setting in elementary level courses, as applicable by subject, or advanced courses at the middle school level. This collaborative effort among teachers, students and parents will empower students to take ownership for their growth and development and create positive and practical format for parents to have a voice in their children's education.

Parents will be notified when students are in danger of not meeting promotion requirements. The School will assist students in meeting their requirements through a variety of options, which include, but are not limited to:

- In class interventions
- Extended learning
- Special counseling
- Volunteer and/ or peer tutors
- School-sponsored help sessions

Additionally, the School will utilize a Collaborative Problem-Solving/Response to Intervention (CPS/RTI) process that integrates assessment and intervention within a multi-tiered system of

supports to maximize student achievement and to reduce behavior problems. The School will identify students who are at-risk for poor learning outcomes, monitor student progress, provide evidence-based interventions and adjust the intensity and nature of those interventions depending on a student's responsiveness; and identify students with learning disabilities or other disabilities. The CPS/RtI implementation at the School will contribute to more meaningful identification of learning/behavior problems, improve instructional quality, provide all students with the best opportunities to succeed at the School, and assist with the identification of learning difficulties and problems.

## **Section 6: Exceptional Students**

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

BridgePrep Academy will serve students with disabilities whose needs can be met in a regular classroom environment with reasonable supplementary supports and services and/or modifications and accommodations as per the students' Individual Education Plan (IEP). The goal for the majority of students with special needs will be that they spend at least 80% of the day in the general education classroom. This is the primary level of service that the School will provide to students with disabilities.

Exceptional Student Education (ESE) teachers will be hired to service students with disabilities, in accordance with the level of support needed and proper budgetary allocation of set units to implement the related services and specialized instruction detailed in the IEP.

BridgePrep Academy will not discriminate against students based on any type of disability. Upon review of the Individual Education Plan (IEP), the School will consult with its sponsor in order to adequately service or find proper placement for all students. Three models of support for students with disabilities will be considered when providing students with the most appropriate instruction and support.

1. Consultative Model: The general education teacher and ESE teacher meet face-to-face on a regular basis to plan, implement, and monitor instructional alternatives designed to ensure that the student with a disability is making appropriate progress in the general education classroom. (Frequency will be determined by the most recent IEP).
2. Support Facilitation Model: Services are provided to identified students "in class" with the ESE teacher. The ESE teacher will provide services to an individual or small group of students within the general education classroom but not as a co-teacher. A small group of students may include both students with and without disabilities. Support facilitation will be an in-class support model provided during regularly scheduled intermittent or varying times of the day and/or week.
3. Co-Teaching Model: The general education and ESE teacher will provide instruction through co-teaching in accordance with Section 1003.03(5) (c), F.S. Both teachers will share responsibility for planning, delivering, and evaluating instruction for all students in a class/subject for the entire class period.

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

Admission into BridgePrep Academy will be open to any student residing in the county and will not be based on race, religion, ethnic origin, or exceptionality in any circumstance. Enrollment will be available to any eligible student who has applied in the appropriate manner and time frame, and whose parents have accepted the conditions of the Parental Involvement Contract, except when the number of applicants exceeds the capacity of the program or facility. If the number of applicants exceeds the

capacity of the facility, a lottery is conducted to provide random and fair selection. A waiting list system will allow continued availability to BridgePrep Academy as seats become available. This includes but is not limited to:

- A non-discriminatory policy regarding identification, location, evaluation, and selection;
  - Child Find Requirements
  - Collaborative Problem-Solving Team/RtI Process
- Free appropriate public education (FAPE);
- Individual Education Plans (IEP) to include an IEP meeting with the student's family, the LEA and appropriate charter school staff; and
- Educational Plans (EP) for students who are gifted.

To this end, the School will welcome a wide diversity of students, including students with disabilities, and no information on the student application shall request whether an applicant qualifies for ESE services. The programming, marketing and communication materials the School produces will be inclusive and clear about welcoming and accommodating students with disabilities as well as other populations of potentially at risk students.

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

The School will work collaboratively with the district to determine the Least Restrictive Environment (LRE) and proper placement of the student in accordance with his/her IEP. The School acknowledges that in Florida, the district serves as the Local Education Authority (LEA), and the School agrees to adopt and implement the sponsor's policies and procedures with respect to Exceptional Student Education (ESE). It is the School's mission to place students in an environment where they can reach their highest potential. A student whose needs cannot be adequately addressed at BridgePrep Academy will be appropriately referred, and staff will work together with the sponsor's personnel to ensure that the needs of these students are met.

Operating under the auspices of the sponsor as the Local Education Agency (LEA), BridgePrep Academy will assume responsibility for programming and delivering related services to exceptional students, especially with respect to the responsibilities that exist for providing a free appropriate public education to children with disabilities, as identified in the student's IEP with adherence and fidelity to sponsor's policies,

BridgePrep Academy students with disabilities will be provided with programs and services implemented in accordance with federal, state, and local policies; specifically, the Individuals with Disabilities Education Act (IDEA); Section 504 of the Rehabilitation Act of 1993; Sections 1000.05 and 1003.57, Florida Statutes; Chapter 96-186, Laws of Florida; and Chapter 6A-6 of the Florida Administrative Code. Accordingly, BridgePrep Academy will adopt and fully implement the sponsor's policies regarding Exceptional Student Education to ensure that each student is provided with an appropriate education as defined by Free Appropriate Public Education (FAPE). Specifically, BridgePrep Academy will work with the sponsor to ensure the following:

- Education services are designed to meet the individual education needs of students with disabilities as adequately as the needs of nondisabled students are met;
- Evaluation and placement procedures are maintained within the appropriate timeframe to guard against misclassification or inappropriate placement of students, and a periodic reevaluation of students who have been provided special education or related services;
- Due process procedures are followed which allow parents and guardians to:
  - receive required notices
  - review consent for evaluation and placement
  - review their child's records
  - collaborate in the design of the IEP
  - challenge identification, evaluation, and placement decisions
- Due process procedures must provide for an impartial hearing with the opportunity for participation by parents, representation by counsel, and a review procedure; and
- Education Plans (EP) for gifted students are maintained, and appropriate meetings are held within the guidelines provided by the sponsor.

### **Least Restrictive Environment**

BridgePrep Academy will provide the least restrictive and most effective environment for all of its students. Instruction will take place in a diverse student-centered learning environment, which will empower all students to grow and succeed. In collaboration with students, parents, regular educators, and community partners, students with disabilities will be provided with individualized, research-based instructional strategies in the least restrictive environment. In order to monitor and maintain individual growth for all students, highly qualified staff will promote cognitive, physical, social, vocational, and emotional development.

### **Multi-Tiered System of Supports**

Within its Multi-Tiered System of Supports (MTSS), BridgePrep Academy will use a Collaborative Problem-Solving/Response to Intervention (CPS/RTI) framework for the implementation of research-based instruction and interventions. This CPS/RTI model will integrate assessment and intervention within a multi-level system of supports to maximize student achievement and to reduce behavior problems. BridgePrep Academy will identify at-risk students based on insufficient learning gains, provide evidence-based interventions, monitor student progress, adjust the intensity and nature of those interventions depending on a student's responsiveness, and subsequently begin the process to identify students with learning disabilities or other disabilities. The CPS/RTI process at BridgePrep Academy will contribute to more meaningful identification of learning/behavioral problems, improved instructional quality, provide all students with the best opportunities to succeed at BridgePrep Academy, and assist with the identification of learning difficulties and problems.

The CPS/RTI process at BridgePrep Academy will have four essential components: 1) a school-wide, multi-level instructional and behavioral system for preventing school failure; 2) screening/progress monitoring; 3) data-based decision making for instruction, and 4) movement within the multi-level system of supports. Regardless of the number of interventions BridgePrep Academy implements, each is classified under one of the three levels of prevention. This will allow for a common understanding across the entire process.

- Tier 1: Research-based core instructional and behavioral methodologies, practices, and supports designed for all students provide the foundation in general education.
- Tier 2: Supplemental instruction and interventions that will be provided in addition to and in alignment with core instruction and behavioral supports to targeted groups of students identified as needing additional assistance.
- Tier 3: Targeted to those students that require intensive instructional or behavioral intervention in addition to and in alignment with core instruction. At this tier, instruction and intervention intensity will be reflected in increased frequency, greater duration and/or more individualization.

BridgePrep Academy will identify the appropriate staff (administrator, ESE and general education teacher(s), curriculum specialist team member, counselor, etc.) to serve on a school-based Collaborative Problem-Solving Team. The School will appoint a CPS Team Coordinator to facilitate the activities of the team. The identification of barriers to student achievement at all three Tiers of instruction/interventions, development of intervention plans, and monitoring of student progress will be a collaborative effort amongst all members of the CPS Team, including parents.

### **Identification**

Within the MTSS, BridgePrep Academy teachers will identify problems at the classroom level by utilizing performance data. When identifying a problem, teachers will look at the whole picture. This information will assist the teacher in determining if there is a universal problem (large group problem) that needs to be addressed using Tier 1 interventions and/or a small group/individual problem that will require Tier 2 and Tier 3 interventions. In defining a problem, the teacher will then request the assistance of the CPS Team.

The CPS Team will meet to review Tier 1 data to determine the effectiveness of core instruction and interventions. Then the Team will utilize the problem-solving process to identify possible barriers to learning. Once those barriers are identified, the team will develop interventions to reduce or eliminate the barriers. If a student is not meeting established benchmarks with Tier 1 core instruction/interventions, then the Team will develop Tier 2 interventions for the identified student based on student data. Tier 2 interventions will include targeted small group instruction and supplementary remediation software programs which are customized to meet individual student needs. The Team will review the progress monitoring data after three to five data points are collected to evaluate the student's response to Tier 2 interventions. In some cases, a student may require immediate intensive, individualized Tier 3 interventions which may include one-to-one tutoring and alternate classroom assignments. In these cases, the Team will utilize the problem-solving process to develop and implement appropriate intensive, individualized intervention(s). The Team will ensure that the interventions are implemented with fidelity and that progress monitoring is conducted as often as appropriate for the particular intervention. The CPS Team will then meet to review Tier 3 progress monitoring data to determine if the student's response was positive, questionable or poor. If necessary, the Team may refer a student for an appropriate evaluation.

### **Referral**

Once a student has participated in the multi-tiered process of increasingly individualized and intensive interventions, the CPS Team may determine that a referral for a psycho educational and/or a language evaluation is warranted. Parental consent will be obtained prior to any type of evaluation. Once parental consent is obtained, BridgePrep will work with the sponsor to ensure that initial evaluations of students suspected of having a disability are completed within sixty (60) school days (cumulative) of which the student is in attendance. Referrals for evaluations of students suspected of being gifted will be treated like other initial evaluations, and every effort will be made to complete gifted evaluation within sixty (60) school days as well.

The School will also work with the sponsor to ensure that evaluations are conducted by qualified examiners physicians, school psychologists, psychologists, speech language pathologists, teachers, audiologists, and social workers as evidenced by a valid license or certificate to practice in Florida. Tests of intellectual functioning will be administered and interpreted by a professional person qualified in accordance with Rule 6A-4.0311, F.A.C., or licensed under Chapter 490, F.S. BridgePrep Academy recognizes that the responsibility for determining who is qualified to administer and interpret a particular assessment instrument lies with the sponsor.

### **Evaluation**

As part of an initial evaluation, the CPS Team and other qualified professionals, as appropriate, will take the following actions:

1. Review existing evaluation data on the student to include evaluations and information provided by the student's parents; current classroom-based and/or state assessments, classroom-based observations, and observations by teachers and related services providers.
2. Identify, on the basis of that review and input from the student's parents, what additional data, if any, are needed.

Assessment is one foundation of the planning process in BridgePrep Academy. The purpose of this step in the referral process is to determine whether the student has a disability, whether special education is required, and what types of services are needed. Evaluations will be conducted by multidisciplinary teams made up of professionals who have expertise in each area of concern. Each member will help to evaluate the student's unique strengths and needs. For example, if language impairment is suspected, a Speech Language Pathologist is a member of the team. If there may be a hearing problem, an Audiologist participates, and so on. Information can come from a broad range of sources, including the student's parents and family members. The professional who coordinates the identification process, the assessment team leader is the school psychologist.

At this step, many different types of data will be used to inform the CPS Team about the student's abilities. Medical history, information about social interactions at school and at home, adaptive behavior in the community, educational performance, and other relevant factors are considered. Evaluations will include an array of assessment instruments and procedures. Information will be collected, perhaps from family members, about individuals' major life activities: performance at home, at school, in interpersonal relationships, and during leisure time. Formal tests of intelligence, academic achievement, and acuity (e.g., vision and hearing) will be

part of the information used to make decisions about students and their potential special education status. Tests about a student's learning style will be included to help identify accommodations that may be effective to support the individual's successful access to the general education curriculum. Less formal assessments (school observations of social behavior, examples of academic assignments, direct measurements of academic performance, and portfolio samples of classroom performance) are also important pieces of evidence for this step in the process. One result of the evaluation step of the CPS/RtI process can be determination that the individual does not have a disability. For those individuals who do have disabilities, this phase of the process results in a baseline of performance that guides the development of the individualized education plan and later will help evaluate the program's effectiveness.

### **Individualized Education Plan (IEP) Development**

Students are guaranteed a free appropriate public education and evaluation as well as consequent placement and implementation of an appropriate IEP. The IEP for each student will include measurable annual learning goals and behavioral goals that may involve the evaluation of behavior through a Functional Assessment of Behavior (FAB) and the development of a Behavior Intervention Plan (BIP). Additionally, program components including specialized instruction and related services, goals, progress reports to parents on goals, diploma options, and curriculum, whether standard and/or modified, and assessment may also be addressed therein. Supplementary aids and related services will also be identified as well as necessary accommodations and modifications are clearly delineated in this written plan. BridgePrep Academy will ensure that appropriate personnel are trained in using the IEP system currently being used by the sponsor.

The IEP ensures that the student in BridgePrep Academy has access to a free appropriate education and should consider student's strengths, parent concerns, assessment results and areas of need related to academic and developmental areas. The Individualized Education Plan is a written, legal document that will include:

- Student's present level of performance
- Strengths, weaknesses, abilities and educational needs
- Area(s) of eligibility (based on the 13 categories named in IDEA)
- Annual measurable goals and objectives
- Program placement
- Accommodations and level of participation in assessments
- Transition plan

For any IEP meeting, BridgePrep Academy will ensure that adequate meeting time is appropriated, and that it is held in a private or semi-private location. At every IEP meeting, BridgePrep Academy will ensure that the parent receives a copy of procedural safeguards (parent rights).

BridgePrep Academy will ensure that the student's IEP is implemented as it was written. Parents will be provided with a copy of the IEP as will each of the student's teachers. Service providers will have access to the IEP and knows his or her specific responsibilities for carrying out the IEP.

This includes the accommodations, modifications, and supports that must be provided to the student, in keeping with the IEP.

BridgePrep Academy will ensure that the student's progress toward the annual goals is measured, as stated in the IEP. His or her parents are regularly informed of their student's progress and whether that progress is enough for the child to achieve the goals by the end of the year. These progress reports will be given to parents at least as often as parents are informed of their nondisabled student's progress.

If parents do not agree with the IEP and placement, they may discuss their concerns with other members of the CPS Team and try to work out an agreement. There are several options, including additional testing, an independent evaluation, or asking for mediation (if available) or a due process hearing. They may also file a complaint with the state education agency.

### **Related Services**

A student may require any of the following related services in order to benefit from special education:

- Audiology services
- Counseling services
- Early identification and assessment of disabilities in children
- Orientation and mobility services
- Parent counseling and training
- Psychological services
- Social work services in schools
- Speech-language pathology services
- Transportation

If a child needs a particular related service in order to benefit from special education, the related service professional should be involved in developing the IEP. He or she may be invited by the school or parent to join the CPS/RtI Team as a person “with knowledge or special expertise about the child”.

### **Evaluation and Reviews**

IDEA requires accountability for each IEP developed. The purpose of the annual IEP review meetings is to ensure that students are meeting their goals and making educational progress. Reevaluation review meetings will be conducted every three years. Because accountability measures determine whether the student is making progress, educators will be careful to describe expectations for tasks and skills the student needs to learn in terms that can be evaluated. The expectation is that frequent assessments of the individual's performance will occur, even if major IEP reviews occur once a year or only every three years.

### **Section 504**

A student with a physical or mental impairment that substantially limits life activities may be entitled to Section 504 accommodations. Any student who is experiencing difficulty in the

classroom, or for whom a disability is suspected, is immediately referred to the CPS Team so that proper procedures may take place to determine appropriate accommodations and/or services. Possible sources for determining eligibility include teacher observation, information from parents or medical providers, test scores, grades, or other sources of information as necessary. Parents must be notified of and invited to attend all meetings regarding eligibility, as their input is crucial to the decision-making process. The parents, student, a school administrator, and school personnel working directly with the student should attend the meetings.

### **General Education Interventions**

The School will follow the CPS/RtI process in response to student interventions. Students will follow tier I, tier II and tier III intervention programs. If the student is identified as continuing to struggle after consistent daily, intensive interventions and still no progress is noted, the student may be suspected of having a learning deficiency. At this point, a referral for evaluation under Section 504 may be made.

### **Section 504 Referral**

BridgePrep Academy will accept Section 504 referrals from parents, teachers, the CPS Team Coordinator, and/or the School's CPS/RtI Team.. The presenting problem(s) and previous interventions are considered and reviewed as part of the referral packet. The referral should include all current known information, including any medical or psychological diagnoses which evidence a disability. Some reasons a student might be referred for Section 504 consideration include but are not limited to: a student returns to school after a serious illness or injury; a student is referred for special education evaluation and either does not qualify under IDEA or it was determined not to do an evaluation under IDEA; a student exhibits a chronic health condition; a disability of any kind is suspected; a student shows a pattern of not benefiting from classroom instruction.

### **Section 504 Notification**

The CPS Team Coordinator will notify the parents or guardians, in writing, of the school's reason and intent to conduct an evaluation. The notice will include parents' rights during the 504 processes.

### **Section 504 Written Consent**

Written consent from the parent or guardian will be obtained prior to the initial evaluation.

### **Section 504 Evaluation**

The School may evaluate a student suspected of having a disability before making determinations for eligibility and consideration of appropriate accommodations. To be eligible for a 504 plan, the student must have both a disability and a substantial limit on a major life skill caused by that disability.

### **Section 504 Eligibility**

The CPS Team will meet and analyze the evaluation data to determine if the student has a mental or physical impairment that substantially limits a major life activity as compared to the average student of approximately the same age and impacts the student's education.

### **Section 504 Services**

If the student is found eligible, the CPS Team will develop an accommodation plan to be implemented in the general education environment. Specific accommodations will list that the student needs to have an opportunity commensurate with nondisabled students of approximately the same age in the district. Parents/guardians will be consulted and given opportunity for input regarding the accommodations.

### **Section 504 Review**

Each student's accommodations and/or services will be reviewed periodically. An annual review will be recommended but may be waived if the 504 Team and parent/guardian agree that there have been no changes to the student's disability or the substantial impact of that disability. During the review, the CPS Team Coordinator overseeing the Section 504 process at the School may require additional documentation, evaluation or other information to continue, revise or terminate the 504 plan.

### **Section 504 Reporting**

Unless exempted by Chapter 1002 Florida Statutes, BridgePrep Academy will complete all federal, state, and other reports as required by the sponsor and the State Department of Education within appropriate time frames and guidelines.

BridgePrep Academy will comply with the Americans with Disabilities Act Amendments Act of 2008, effective January 1, 2009, which amended the Americans with Disabilities Act of 1990 (ADA). In accordance with this amendment to the Rehabilitation Act of 1973, which affected the meaning of disability in Section 504, the BridgePrep Academy CPS Team will write a 504 plan for any student who the team identifies as having a physical or mental impairment that substantially limits one or more major life activities. This will include any student who has a record of such impairment, or is regarded as having impairment. Major life activities as defined in the Rehabilitation Act of 1973 include caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working. The team will meet to determine the eligibility and write a Section 504 plan that will detail and outline the accommodations that BridgePrep Academy teachers will provide to support the student's educational program. An annual review of the 504 plan will be conducted, and the team may update the plan at any time to reflect changes and recommendations based on observations and evaluations from the general education classroom teacher. As outlined under Section 504, teachers will ensure they are flexible in their teaching techniques and expectations for students with disabilities and make necessary accommodations as specified in the Section 504 accommodation plan.

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

BridgePrep Academy's ultimate goal is to provide the least restrictive environment for all exceptional education students by providing them with the opportunity to grow alongside their peers, both academically and emotionally. To achieve this goal, the School will make adaptations and modifications to school facilities as necessary and in accordance with provisions of the law.

In addition, BridgePrep will employ universal design in classrooms and with instructional equipment/materials to maximize inclusion, accommodation of different learning styles, and to minimize the potential for injury, eye fatigue, and distractions. Other supplementary aids and services will be provided as indicated within the student's IEP or 504 plans.

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

BridgePrep Academy's effectiveness in meeting the needs of each student within its ESE population can be evaluated through alignment of learning gains and annual goals specified in the student's IEP with actual, measurable results. Three primary processes will be utilized to determine the School's effectiveness in serving exceptional students, namely the student's IEP, the formative assessments administered throughout the year (including benchmark assessment and progress monitoring), and the state's accountability system which is tied to state testing instruments. BridgePrep Academy will ensure each of these measures is addressed through appropriate personnel and in a timely manner. BridgePrep Academy's Collaborative Problem-Solving Team will ensure that ESE students as a whole are making appropriate progress along with their non-disabled peers. The goals for effectiveness in this area are directly aligned with the goals specified for all students.

BridgePrep Academy's ability to meet Annual Measurement Achievement Objectives (AMAO) in the "students with disabilities" subgroup will also serve to demonstrate effectiveness. The sponsors' annual ESE compliance will further assist in measuring the School's effectiveness in educating its ESE population.

The goals for determining the School's effectiveness in serving special education students is consistent with goals set for all students of the School (see section 5) or as specified in the child's IEP and in making learning gains towards mastery of the LAFS/MAFS/NGSSS. The School will support the education of students with special learning needs within the regular classroom setting as the first choice of placement and with a commitment to providing services necessary for full implementation of the child's IEP.

Additionally, at the conclusion of every marking period (and/or during mid-term progress report sessions), the School will evaluate the student's progress towards goals identified in the student's IEP as well as overall success with current courses. The CPS/RtI Coordinator will meet with a student, general education and special education teachers, parents and school psychologist/speech language therapist/OT/PT (when applicable) to review results and informally discuss the student's progress towards goals indicated in Individual Educational Plan.

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

Because every student with a disability has complex and unique needs, the strategies and tools of instruction will be modified as necessary at BridgePrep Academy so that each student will experience

success in learning. BridgePrep Academy's curriculum will include alternatives to make it accessible and appropriate for individuals with different backgrounds, learning styles, abilities, and disabilities in widely varied learning contexts. The curriculum will reflect an awareness of the unique nature of each learner and the need to accommodate differences, creating learning experiences that suit the learner and maximize his or her ability to progress. 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 are provided with additional diagnostic assessments to determine the nature of the student's difficulty and areas of academic need.

BridgePrep Academy's curriculum will be designed to serve students of all ability levels. Therefore, students in need of remediation or not making adequate progress towards mastery of the LAFS/MAFS/NGSSS and/or students with special learning needs will have access to supervised study time and tutoring/intervention services. As referenced in Section 4-Curriculum Plan, the implementation of an individual tailored Progress Monitoring Plan (PMP) will serve to accommodate the needs of struggling learners as well as any students identified for ESE, and/or ESOL, in order to assist student in meeting proficiency levels in reading, writing, mathematics, and science.

A student will become eligible for remediation any time he/she fails to make adequate progress toward mastery based on Florida's LAFS/MAFS/NGSSS and/or needs additional help in order to meet the progression requirements for his/her assigned grade. A student who needs remediation will be given diagnostic testing to determine the area of deficiency. 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

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

BridgePrep Academy, Inc. currently has six charter schools in operation in Florida. During this time, the schools have provided different levels of service every year. Services that have been provided include, but are not limited to, the following: Counseling, Speech and Language, Occupational Therapy, Consultation Model, Facilitation Model, and a variety of 504 Plans. BridgePrep Academy is designed for any student within the community without regard to disability or exceptionality. Because BridgePrep Academy is open and available to the community-at-large, it is anticipated that the projected population of students with disabilities at BridgePrep Academy will mirror that of the Broward community.

According to the FLDOE 2014 Enrollment Report for Broward County School District, approximately 16.7% of students qualify for ESE services. A breakdown of this percentage by disability is shown in the table shown below.

| Broward ESE Prevalence          |      |                              |              |
|---------------------------------|------|------------------------------|--------------|
| Autism Spectrum Disorder        | 1.6% | Orthopedically Impaired      | 0.1%         |
| Developmentally Delayed         | 0.8% | Speech Impaired              | 1.9%         |
| Deaf or Hard of Hearing         | 0.1% | Specific Learning Disability | 3.8%         |
| Dual Sensory Impaired           | 0.0% | Traumatic Brain Injury       | 0.0%         |
| Emotional/Behavioral Disability | 0.4% | Visually Impaired            | 0.0%         |
| Established Conditions          | 0.0% |                              |              |
| Hospital Homebound              | 0.1% |                              |              |
| Intellectual Disabilities       | 0.7% | <b>Total Disabled</b>        | <b>12.4%</b> |
| Language Impaired               | 1.3% |                              |              |
| Other Health Impaired           | 1.5% | Gifted                       | 4.3%         |

A detailed estimate of the ESE population the School expects to serve is shown below.

| Detailed ESE Estimates      |           |           |           |           |           |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
|                             | Year 1    | Year 2    | Year 3    | Year 4    | Year 5    |
| Kindergarten                | 5         | 8         | 8         | 9         | 11        |
| 1st Grade                   | 6         | 8         | 10        | 12        | 12        |
| 2nd Grade                   | 6         | 8         | 8         | 10        | 12        |
| 3rd Grade                   | 6         | 6         | 8         | 8         | 12        |
| 4th Grade                   | 4         | 6         | 6         | 9         | 11        |
| 5th Grade                   | 4         | 4         | 6         | 6         | 11        |
| 6th Grade                   | 4         | 6         | 10        | 10        | 10        |
| 7th Grade                   | 0         | 4         | 6         | 10        | 10        |
| 8th Grade                   | 0         | 0         | 4         | 6         | 10        |
| <b>Total ESE Enrollment</b> | <b>35</b> | <b>50</b> | <b>66</b> | <b>80</b> | <b>99</b> |

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

Based on the projection above, the School will allocate appropriately certified ESE staff to service the School's special education program in the ratios shown below.

### ESE Staffing Assumptions

|                    | Ratio | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------------------|-------|--------|--------|--------|--------|--------|
| Total ESE Students |       | 35     | 50     | 66     | 80     | 99     |
| Total ESE Teachers | 1:30  | 1.2    | 1.7    | 2.2    | 2.7    | 3.3    |

An experienced and highly qualified ESE teacher will serve as the ESE Coordinator. The ESE Coordinator will ensure the implementation of all IEPs and will consult with the general education teachers to provide direct instructional support to special education students. Consultation provided by the ESE Coordinator will include:

- Adjustments to the learning environment
- Modifications of instructional methods
- Adaptation of curricula, and the use of appropriate accommodations to meet the needs of individual students

BridgePrep Academy 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. The number of special education staff will be based on the number of students in the Special Education Program identified upon student enrollment.

Speech-language, occupational, and physical therapy services will be contracted services that BridgePrep Academy will provide for students who qualify for those services. Similarly, related services will be provided by a psychologist, social worker, or mental health professional who meet all required licensure and/or certification requirements pertaining to their area of related service.

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

In accordance with State Board Rule 6A6.03019, the BridgePrep Academy will implement the following procedures for meeting the needs of gifted students:

##### **Identification of Gifted Students**

Gifted students will be identified for special instructional programs for the gifted if the student demonstrates the following:

1. A need for a special program
2. A majority of characteristics of gifted students according to a standard scale or checklist
3. Superior intellectual development as measured by an intelligence quotient of two standard deviations or more above the mean on an individually administered standardized test of intelligence

The minimum evaluations for determining eligibility will address the following:

- Need for a special instructional program,
- Characteristics of the gifted
- Intellectual development (minimum IQ of 112); and

- May include evaluation procedures in accordance with the District's plan to increase the participation of students from underrepresented groups in programs for the gifted

The following criteria will be used in identifying a student's need:

- High academic achievement, as indicated by student performance on the state-mandated assessments or course work grades of A or B.
- Above average creative output in artistic, literary, scientific, or mathematics endeavors
- Very rapid learning rate or unusually insightful
- Multiple nominations from teachers and staff who observe unique talent
- Parental reports of advanced developmental behavior, such as early reading, verbal precocity and use of complex syntax, or evidence of mechanical aptitude
- Outstanding academic, creative, or leadership abilities, self-reported or peer reported

### **Referral**

Once a student has been identified as potentially gifted, a student profile will be developed for the student being referred to the Collaborative Problem-Solving Team that includes:

- Standardized test scores
- Teacher Nomination Form for Gifted Programs
- Documented need for gifted services
- Classroom performance indicators such as report card grades, class work, and/or projects

A CPS Team meeting will be convened in order to review the information gathered in the student's profile. The CPS Team will make the determination of whether or not to continue the evaluation process, based on the supporting documentation.

### **Evaluation**

Once a student has been referred for evaluation, the CPS Coordinator will notify the student's parent, teachers, and school psychologist. The CPS Coordinator at the school site will fill out the appropriate forms as per the School's gifted plan and notify the parents in order to obtain permission for the testing. Upon completion of the evaluation, a meeting will be scheduled to determine eligibility. If the student meets the eligibility criteria an Educational Plan (EP) will be developed.

### **Educational Plan (EP)**

The School will identify appropriate members of the school staff to serve on an Educational Plan team. The EP team will include the following participants:

- The student's parents
- The student
- School psychologist
- The School's CPS Team Coordinator
- At least one teacher within the gifted program; and one general education teacher of the student who, to the extent appropriate, is involved in the development and review of a student's strengths and needs

- Staffing Specialist

Parents will be considered partners with the School in developing, reviewing and revising the EP for their child. The role of parents in developing the EPs will include providing critical information regarding the strengths of their child; expressing concerns for enhancing the education of their child so that they receive a free appropriate public education; participating in discussions about the child's need for specially designed instruction; participating in deciding how the child will be involved and progress in the general curriculum; and participating in the determination of what services the School will provide to the child and in what setting.

The Educational Plan (EP) for each student will include:

1. A statement of the student's present levels of performance which may include, but is not limited to, the student's strengths and interests, performance on state assessments, and evaluation results;
2. A statement of goals, including long and/or short term objectives;
3. A statement of the specially designed instruction to be provided to the student;
4. A statement of how the student's progress toward the goals will be measured and reported to parents; and
5. The projected date for the beginning of services, and the anticipated frequency, location, and duration of those services;

### **Review and Revision**

The EP team shall consider the strengths of the student and needs resulting from the student's giftedness and the results of recent evaluations, including class work and state assessments. In the case of an English Language Learner student, the language needs of the student as they relate to the EP will be considered when reviewing and revising the plan.

### **Implementation**

The EP will be implemented immediately following the meeting and will be made accessible to each of the student's teachers who are responsible for the implementation. Each teacher of the student will be notified of specific responsibilities related to implementing the student's EP. The School will offer services based on student enrollment and each individual EP.

### **Timelines**

An EP will be in effect at the beginning of each school year for all gifted students for the duration of one or two years as applicable to each case. Timelines for EP meetings for students who are gifted shall include the following:

- An EP will be developed within 30 calendar days following the determination of eligibility for specially designated instruction.
- Meetings may be held to develop and revise the EP at least every one or two years for the student. Plans may be reviewed earlier as needed.

### **Instruction**

The School will employ gifted endorsed staff members in the ratio illustrated below in order to facilitate the services offered to students who are gifted. These services will include

acceleration, modifications of content through differentiated curriculum, curriculum compacting, and enrichment. Other services may include social skills development and/or counseling. Instructional strategies will include an effective and differentiated approach designed for the abilities of gifted students.

#### **Gifted Staffing Assumptions**

|                           | Ratio | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------------|-------|--------|--------|--------|--------|--------|
| <b>Total ESE Students</b> |       | 11     | 15     | 22     | 25     | 29     |
| <b>Total ESE Teachers</b> | 1:40  | 0.3    | 0.4    | 0.6    | 0.7    | 0.8    |

The following curriculum differentiation strategies will be in place to ensure that each individual student progresses in the curriculum to the maximum extent appropriate:

- 1) Specially Designed Instruction and Curriculum Modifications Acceleration through:
  - Curriculum Compacting
  - Flexible Grouping
  - Research and Independent Study
  - Content Acceleration - the practice of presenting curriculum content earlier or at a faster pace.
- 2) Enrichment through:
  - Learning Centers
  - Problem-Based Learning –opportunities to solve authentic problem situations
  - Open-Ended Tasks- activities in various directions and diverse outcomes
  - Service Learning/Enrichment Clusters- learning with service to the community

The School will service gifted students with a researched-based engineering model program--Engineering is Elementary (EIE)--which will be used by students in grades 1-8. The program was developed by The Boston Museum of Science and will be implemented twice per week for a one hour period.

#### **Centers for Gifted Studies**

The goal of the BridgePrep Academy will be to provide a full-time gifted program experience for students or a five-hour a week model. The curriculum philosophy of the BridgePrep Academy is grounded in the belief that gifted students require comprehensive and on-going differentiated curriculum and instruction in order to develop their abilities appropriately. The curriculum will be integrated across the broad concepts of change, systems and models, and uses an interdisciplinary approach. This unique curriculum design will promote in-depth learning and creative, critical and complex thinking. Curriculum highlights will include:

- Advanced and enriched content
- Accelerated courses earning high school credits
- Curriculum integrated across the concepts of change, systems and models
- Interdisciplinary connections

**Advanced Academics (Gifted Elective)**

Advanced Academics: Literature (Grades 6 - 8): This course may be offered based on number of qualified students. It will be similar to the elementary pullout program in that it will provide students with the opportunity to study topics not usually offered at the middle school level. The 6th-8thgrade curriculum is an exploration of literature with an emphasis on literary analysis. The focus of this course will be on literary genres, such as novels, comedy, drama, mythology, mystery, poetry, satire and science fiction. Literary skills emphasized are designed to help prepare students for course work in high school English honors and later, Advanced Placement /college dual enrollment classes.

## **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.**

BridgePrep Academy will comply with the requirements for identification, eligibility, and programmatic assessments of English Language Learners per F.S. 6A-6.0902.

BridgePrep Academy will follow Broward County's English Language Learners (ELLs) Plan and will abide by the requirements of the LULAC et.al. vs. State Board of Education Consent Decree (1990) in servicing ELLs. The decree ensures the identification and provision of services to students whose native language is other than English, who come from a home environment where a language other than English is spoken, and/or is an American Indian or Alaskan native coming from an environment where a language other than English has had a significant impact on his/her level of English language proficiency. The goal is to provide comprehensive instruction for ELLs in order for them to gain proficiency in English and mastery of the Language Arts Florida Standards, Math Florida Standards and the Next Generation Sunshine State Standards. The development of literacy in English will positively impact students' achievement and promote lifelong learning.

BridgePrep Academy will comply with the guidelines set forth by the Consent Decree, which is the State of Florida's framework for agreement with the following federal and state laws regarding the education of English Language Learners:

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

### **The terms of the Consent Decree settlement focus on the following six criteria:**

#### **1. Identification and Assessment**

To be identified as an English Language Learner (ELL) and/or transferring from a school in another country, placement must comply with appropriate procedures for students in the English for Speakers of Other Languages (ESOL) programs found within the District's ELL Plan. Upon registration to BridgePrep Academy, all students will complete a required Home Language Survey (HLS) as a part of the registration packet. The HLS will be available in three languages and is comprised of three questions regarding a student's language spoken at birth and within the home. Additional processes and procedures are detailed below.

2. Equal Access to Appropriate Programming

The primary goal of English Language Learners programs is to develop each child's English language proficiency and cognitive academic language proficiency as quickly as possible. Such programs also provide positive reinforcement of the self-image and self-esteem of participating students, promote cross-cultural understanding, and provide equal educational opportunities. The purpose of Title III is to ensure that English Language Learners, including immigrant children and youth, develop English proficiency and meet the same academic content and academic achievement standards that non-ELL students are expected to meet. To achieve these expectations, only high-quality programs that have been proven to be successful for ELL students are implemented. English Language Learners must be provided adequate instructional materials that address a comprehensive Language Arts/Reading/English for Speakers of Other Languages (ESOL) curriculum.

3. Equal access to appropriate categorical and other programming for English Language Learners

Equal access to appropriate programming will include both access to intensive English language instruction and instruction in the basic subject areas of mathematics, science, social studies, and computer literacy which are:

- Equal and comparable in amount, scope, sequence, and quality to that provided to English proficient students.
- Documented through the use of an ELL student plan with appropriate recommendations for the student's program of study.
- Comprehensible to the ELL student given his/her level of English language proficiency.

4. Personnel

Personnel are required to attain ESOL endorsement through college level courses and participate in professional development trainings for differentiated instruction and strategies to improve instruction for ELL students. Teachers are required to meet periodically to discuss and plan lessons to meet the needs of all ELL students.

5. Monitoring

ELL students will be assessed through state-mandated assessments, CELLA, District Assessments, other assessments as per the curriculum. ELL students will be offered state-approved accommodations on all state assessments. ELL students will be re-evaluated annually and monitored for two years following program exit.

6. Outcome measures

The outcome measures will be followed in accordance with the Broward County Public Schools' ELL Policies and Procedures as per the Florida Department of Education.

**Procedures for Identification**

During initial enrollment into BridgePrep Academy, each new enrollee will complete a Home Language Survey, unless such a form already exists in the student's permanent record. This is required by the *League of United Latin American Citizens (LULAC) et al. v. State Board of Education Consent Decree*. The Home Language Survey will be provided in three languages and includes the following three questions:

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?

The Home Language Survey is a required component of the student registration procedure. The information on the Home Language Survey, the parent/guardian language, the student language, and the national origin of each student is recorded and shall be reported and maintained in accordance with the Florida Department of Education's data collection procedures.

A “Yes” response to any of the Home Language Survey questions will require students to be assessed using the Idea Language Proficiency Test 1 for grades K-5 and the Idea Language Proficiency Test II for grades 6-8 within 20 school days from the date of the student’s enrollment. The students will be assessed by a trained language assessor at the School. If assistance is needed, the School will request assistance from the ESOL department of Broward County Schools. Based on the results of the proficiency assessment, students will be classified and placed in the English for Speakers of Other Languages (ESOL), in accordance with the policies and procedures of the Broward County Public Schools’ ELL plan.. If students perform at the fluent English speaking (FES) on the listening and speaking section of oral/aural assessment, the School will request a reading and writing assessment from the district to determine if the student needs ESOL services. If the student scores at or above the 32<sup>nd</sup> percentile on the reading and writing portion of the norm-referenced assessment,, then he or she does not qualify for ESOL services. If he or she does not score proficient in the reading/writing section, placement in the ESOL program will commence as appropriate.

#### **Academic/Programmatic Assessment**

Programmatic assessment of out-of-state or out-of-country students will take place at BridgePrep Academy, with staff documenting the prior school experiences each new student possesses by using the student’s school records, transcripts, and other evidence of educational experiences to determine a recommended grade level placement. The Principal or designee, in cooperation with the faculty, will take appropriate steps to assess the student’s level of learning in the core content areas and recommend the most appropriate placement for the student. The School will use testing, faculty interviews, and/or the advice given by the sponsor to determine proper placement. Students new to the district will assessed for reading proficiency to determine if remediation is appropriate. Students without educational records or incomplete records shall be placed according to the student’s age as of September 1st of the academic school year.

#### **The ESOL Coordinator**

BridgePrep will employ ESOL-endorsed or certified staff according to the staffing plan located in the budget. The School will identify a teacher to serve as the ESOL Coordinator. This staff member will assume additional responsibilities that include developing and updating all students’ ESOL Student Portfolios, including keeping records of parental contact. The ESOL Coordinator will also be responsible for the following:

- Inform the student, parent, and teachers on the students’ ESOL language level
- Monitor students’ progression

- Establish meetings between the teachers, the parents, and the students to discuss academic progress
- Provide methods for evaluation and provisions for monitoring and reporting students' progress
- Provide for parental and teacher involvement to ensure students are being properly serviced
- Provide for student exit from and reclassification into the program.
- Schedule meetings to review the students' progress and make recommendations after thoroughly reviewing all necessary data.
- Invite parent(s)/guardian(s) to attend all meetings, discuss and explain all recommendations
- Ensure that the parent(s)/guardian(s) understand the proceedings of the meeting, which may include arranging for an interpreter for the parent(s)/guardian(s) whose native language is other than English.
- Organize meetings in a timely manner and record recommendations in the students' Individual ELLSEP.
- File in the ELLSEP folder a copy of a letter inviting parents to attend the ELL Committee.
- Organize an ELL committee for students with six semesters or more in the ESOL program.
- Organize an ELL committee for exited ESOL program students within the two-year monitoring period who demonstrate academic concerns.

### **The ELL Student Education Plan (ELLSEP)**

All students classified as ELL will have an individual ELL Student Education Plan, which will be maintained in accordance with state and district mandates. The ELLSEP will be part of the permanent student cumulative record folder upon entry into the ESOL program. The plan will include biographical student information (name, grade, and home language); initial assessment and placement data; ESOL program and updated information program participation; amount of instructional time and/or schedule; exit information; post program review; ELL committee information, and Progress Monitoring Plan, if needed. The plan will be updated on an ongoing basis to include programmatic changes, assessments, level updating, and ELL committee meeting information. The ELLSEP available for all ELL students will contain all items required and indicated in Broward County's current ELL Procedures Manual.

### **The ELL Committee**

BridgePrep Academy will identify a permanent school-based ELL Committee whose main function will be to monitor the progress of and/or resolve any issues affecting the instructional program of an ELL student. The ELL Committee will be composed of ESOL teacher(s), an administrator or designee, the student's parent(s), and other educators, as needed. The role of the ELL Committee will be to:

- Determine if a student is eligible for the ESOL program.
- Determine if a student is ready to exit the ESOL program.
- Develop and review ELLSEP plans.
- Review progress of former ESOL students who are making insufficient progress.

### **Parents as Partners**

As previously mentioned, BridgePrep Academy will encourage parental involvement through its Parents as Partners group. One component of this effort will be the formation of a Parent Leadership Council consisting of a majority of parents of ELL students. Parents who serve on the

School's Parent Leadership Council will be provided with appropriate training to ensure appropriate parental involvement and participation in ELL students' educational programming and academic achievement.

### **Evaluating ELL Progress (Progress Monitoring)**

BridgePrep Academy will re-evaluate students annually to determine program options for continuation or exit. The School will use the Comprehensive English Language Learning Assessment (CELLA) to measure the progress towards proficiency in English in the areas of Listening, Speaking, Reading and Writing. CELLA will provide data for reporting Annual Measurable Achievement Objectives (AMAOs) required by Title III of NCLB. CELLA will confirm program accountability per Title III of NCLB, chart students' progress over time for AMAO, provide information for placement decisions, and provide diagnostic information about individual students' strengths and weaknesses in English. BridgePrep Academy will also monitor all ELL student progress through report cards, test scores, classroom performance, and standardized test scores in order to determine mastery of the LAFS/MAFS/NGSSS.

### **Grade Level and Course Placement Procedures**

Programmatic student placement takes place at BridgePrep Academy. Students who have educational records from their home country must be placed in grade level courses based on these records. Any adjustment resulting in lowering grade level placement must be thoroughly documented with home language assessment data (e.g., tests, class work) and in compliance with State and District procedures. Parent(s)/guardian(s) must be informed prior to grade level adjustment. If school site personnel are unable to interpret a transcript from a foreign country, we will seek assistance in order to get a detailed interpretation, translation, and conversion of all coursework taken at each grade level in the foreign country, along with the equivalent grade earned in each subject area. However, the student's enrollment in school shall not be delayed while the School evaluates records. Special care should be exercised to ensure that a student's limitation in ability to communicate in English is not a factor in determining grade placement. Information considered when making placement decisions should include the following:

- Age-appropriateness
- Documented prior educational services (transcripts)
- Assessments - Diagnostic/placement test
- Parent/Guardian and student interview

Student services personnel will follow these steps to enter previous schooling information in the data management system:

1. Student transcripts are evaluated by counselor, registrar, or sponsor.
2. Information is transferred.
3. Credits are added to the student's official records.

### **Re-evaluation of ELLs**

If a student transfers from another district within the state of Florida and the records indicate ELL status, staff will review the individual ELLSEP and/or Cumulative Student folder, assign the most appropriate ESOL level, and place the student in the ESOL program. Every effort will be made to contact the sending district; however, in the event that no records are provided, the

student will be reassessed with the methods required by district and state mandates and standard placement procedures are followed.

If an ELL student previously classified as non-English speaking (NES) or Limited English-speaking (LES), re-enters BridgePrep Academy after leaving the state or the country after 90 consecutive calendar days, he/she will be reassessed to determine English language proficiency level.

### **Exiting ESOL**

Students may be exited the ESOL program only if they meet the criteria specified for exit as outlined in the Broward County Plan for ELLs. Students in grades K-2 are eligible for exit from ESOL upon scoring proficient on the Listening/Speaking, Reading, and Writing sections of the Comprehensive English Language Learning Assessment (CELLA). Students in grades 3-8 are eligible for exit if they score proficient on all four sections of the CELLA in addition to scoring at or above the established proficiency levels on the FSA ELA. If a student meets exit criteria, his or her progress in Reading/English Language Arts will be monitored for two years from the exit date at specific checkpoints during each academic year.

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

BridgePrep will employ certified ESOL instructors based on the number of students in the program as delineated in the budget (see Appendix G). An ESOL teacher will fulfill the ESOL Coordinator responsibilities. There will be training for all staff on ESOL strategies and requirements prior to the beginning of school and periodically throughout the school year. Strategies will be embedded in lesson plans and discussed at PLC meetings. The principal of the school will be responsible for ensuring that these guidelines are met by monitoring the process at the school level through classroom observations and walk-throughs and documentation provided in teacher lesson plans. In addition, ELL students will be progress monitored to ensure they are making adequate progress.

BridgePrep Academy will ensure that experienced and qualified ESOL certified and/or endorsed teachers are hired to serve ELL students at BridgePrep Academy. BridgePrep Academy will require that all core curriculum personnel instructing ELL students have the appropriate ESOL endorsement or certification in ESOL. Those teachers who do not already have ESOL endorsement upon hire will be required to complete the necessary coursework to become ESOL endorsed within the established timelines. The Principal/Staffing Committee will monitor each teacher's training status or progress towards this requirement on an annual basis. Additionally, BridgePrep Academy will work with the sponsor in informing staff of the sessions or web-based courses available to meet the training requirements for serving all identified English Language Learners.

The School will also meet the district requirements concerning the hiring of additional personnel. As per Section IV of the META Consent Decree, "ELLs in ESOL basic subject area classrooms shall have access to an aid or teacher, proficient in their languages, in addition to a trained ESOL

subject area teacher, when the school has at least 15 students speaking the same native language.”

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

A review will be conducted by the ELL committee with parental participation to address the students' needs and develop an appropriate progress monitoring plan which may include: interventions, intensive reading remediation, and/or tutoring or additional instruction in the core subject areas. ESOL endorsed teachers will utilize appropriate strategies with ELL students during core content areas to facilitate learning for these students, particularly those who are working below grade level. Small-group or one-on-one direct instruction will be used to address students' needs. Each ELL student will be paired with another student who is performing at grade level and is proficient in English. ELL students will have access to bilingual dictionaries and will be provided appropriate testing accommodations. Collaborative learning, project based learning, and other methods and best practices will assist ELL students who are working below grade level.

ELL students not meeting district and/or state student performance levels in language, arts/reading/ESOL and/or mathematics will have a Progress-Monitoring Plan (PMP) developed. Reading proficiency of recently classified ELL students will be assessed following procedures stipulated in the district's K-12 CRRP by the end of the first nine-weeks in an approved ESOL program. Students who do not meet grade level expectations in reading will be required to be included in the PMP process. For students with disabilities, the IEP will constitute involvement in the PMP process.

Promotion to the next grade level as established in the Student Progression Plan adopted by the sponsor will be followed by BridgePrep Academy. Retention recommendations for ELL students in the ESOL program will be supported by documentation that shows lack of progress (not performing on grade level) in reading, writing, and mathematics in English or the student's home language. This information will be documented within the individual ELL Student Portfolio.

Research has shown that learning a second language has a positive effect on intellectual growth and mental development and improves a child's understanding of his/her native language. The Extended Second Language Program will support ELL students in attaining language acquisition and literacy skills. The extended day Extended Second Language Program implemented at the School will benefit the English Language Learners who are being serviced. The Extended Second Language Program at BridgePrep Academy will begin in Kindergarten and continue through middle school. Students in K-5 will receive 30 minutes of Spanish Language Arts and 30 minutes of Spanish Literacy instruction daily. The uninterrupted 60-minute block will take place five days a week, totaling 300 minutes of Spanish Language Arts and Literature per week. Students in the middle grades will take Spanish for Spanish Speakers or Beginning, Intermediate, and Advanced Spanish as one of their electives each year. The Spanish teacher will work closely with ELL students to ensure that they are working on grade level. Remediation strategies will also be used in the Extended Second Language Program. Research has shown that learning a second language has a positive effect on intellectual growth and mental development and improves a child's understanding of his/her native language.

## **Section 8: School Climate and Discipline**

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

Academic gains can only be made in a school environment where a proactive systematic approach to behavior management has been developed and put in place. BridgePrep Academy will opt in to implement the Broward County Public Schools' Code of Student Conduct, Board Policy 5.8.

The Code of Student Conduct provides specific information regarding the rules that all students are expected to adhere to, as well as consequences for violations of policies set forth in this document. Administrators, teachers, staff, students, and parents will work together to create a positive school environment and establish an effective character education program which promotes and encourages positive behavior. BridgePrep Academy will implement a school-wide Positive Behavioral Support (PBS) system sustaining the principles established by the character education program. These principles will include an emphasis on academic achievement, behavioral expectations, consequences for one's actions, and connections across individual classrooms, school wide behavioral consequences, listening to students, professional development, family support, and data collection to monitor program effectiveness, and student outcomes.

As a key objective of the character education program, BridgePrep Academy will identify a PBS team to oversee all components of the PBS system at the School. The PBS school implementation will be administered by the school counselor and all corresponding parties. The PBS team will develop an incentive plan where students are recognized and rewarded for displaying appropriate behavior. Incentives will be in place, i.e. school bucks, to ensure and promote positive student behavior. All PBS practices will be founded on the expectations and belief that all children can exhibit appropriate behavior as noted below by the Broward County Public Schools' Code of Student Conduct.

Students will demonstrate the responsibility to:

- Attend school regularly, on time, and report to all classes and scheduled activities,
- Treat others courteously and with respect,
- Treat school property and the property of others with respect,
- Respect the privacy of others,
- Have in their possession only those items allowed by law and/or School Board Rules or policies,
- Listen courteously to the opinions and points of view of others,
- Come to class with all necessary materials and be prepared to learn,
- Maximize their learning opportunities,
- Not interfere, impede, limit, or restrict the educational opportunity of any other student(s),
- Comply with all instructions and staff directions,
- Truthfully answer all questions posed by school staff,
- Deliver to their parents or guardians of all assigned consequences for inappropriate behavior, and

- Report hazardous or dangerous situations to an adult in authority so as to not act negligently or recklessly by placing other people at risk for injury or placing property in danger for damage.

As a result, it will be the school administrators' responsibility to identify the contextual setting events and environmental conditions that will enable demonstration of appropriate behavior.

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

In accordance with the BridgePrep Academy Matrix of Infractions and Consequences, the PBS team will create a descriptive behavioral expectations matrix inclusive of all campus settings (i.e. classrooms, cafeteria, playground, etc.). The matrix will list approximately three positively stated examples such as a monitoring proctoring tool to identify conduct, effort, and sustainability with all protocols dealing with behavior. A student will indicate progress in his/her behavior and an intrinsic/extrinsic will be implemented to reward the displayed behavior. The PBS team will develop an action plan based on these behavioral expectations. The School administration will collect and analyze behavior data on a regular basis, implementing interventions as needed. Students violating behavioral expectations will be disciplined in accordance with the procedures and consequences established by the PBS team matrix and as outlined in the Broward County Public Schools' Code of Student Conduct.

| PBIS Behavior Matrix  |                                                                                                                                                                         |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                             |                                                                                                                                                                                                                          |                                                                                                                                                                                                                          |
|-----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                       | Hallway                                                                                                                                                                 | Playground                                                                                                                                                                                                                                                                        | Cafeteria                                                                                                                                                                                                   | Bus                                                                                                                                                                                                                      | Classroom                                                                                                                                                                                                                |
| <b>Be Safe</b>        | <ul style="list-style-type: none"> <li>• Walk.</li> <li>• Stay in your line.</li> <li>• Keep your backpack zipped and on your back.</li> </ul>                          | <ul style="list-style-type: none"> <li>• Follow safety rules.</li> <li>• Stay within boundaries.</li> </ul>                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Eat your own food.</li> <li>• Have a calm body while waiting in line and eating.</li> <li>• Seat to seat until you are dismissed.</li> </ul>                       | <ul style="list-style-type: none"> <li>• Back to back.</li> <li>• Seat to seat.</li> <li>• Backpack in lap.</li> <li>• Feet on floor.</li> <li>• Stay in your personal place.</li> <li>• Follow safety rules.</li> </ul> | <ul style="list-style-type: none"> <li>• Stay in your personal space.</li> <li>• Walk.</li> <li>• Use materials or equipment appropriately.</li> </ul>                                                                   |
| <b>Be Responsible</b> | <ul style="list-style-type: none"> <li>• Go directly to where you need to be.</li> <li>• Follow directions.</li> <li>• Stay to the right on the stairs.</li> </ul>      | <ul style="list-style-type: none"> <li>• Dress appropriately for the weather.</li> <li>• Be a problem solver.</li> <li>• Tell an adult if you see an unsafe choice.</li> <li>• Line up when the signal is given and use a voice level 1.</li> <li>• Follow directions.</li> </ul> | <ul style="list-style-type: none"> <li>• Make room for all of your friends at the table.</li> <li>• Be a problem solver.</li> <li>• Clean up your space.</li> <li>• Follow directions.</li> </ul>           | <ul style="list-style-type: none"> <li>• Get on and off bus carefully.</li> <li>• Follow directions.</li> <li>• Be a problem solver.</li> </ul>                                                                          | <ul style="list-style-type: none"> <li>• Clean up after yourself.</li> <li>• Follow directions and classroom routines.</li> <li>• Do quality work.</li> <li>• Be a problem solver.</li> </ul>                            |
| <b>Be Respectful</b>  | <ul style="list-style-type: none"> <li>• Enjoy the artwork: look with your eyes only.</li> <li>• Stay in your personal space.</li> <li>• Voice level 0 or 1.</li> </ul> | <ul style="list-style-type: none"> <li>• Use kind language.</li> <li>• Take turns.</li> <li>• Be a good sport.</li> <li>• Respect nature.</li> <li>• Follow game rules.</li> <li>• Voice level 0-3.</li> </ul>                                                                    | <ul style="list-style-type: none"> <li>• Use good manners.</li> <li>• Raise your hand if you need an adult's help.</li> <li>• Wait patiently and quietly in line.</li> <li>• Voice level 0 or 1.</li> </ul> | <ul style="list-style-type: none"> <li>• Use kind language.</li> <li>• Voice level 0 or 1.</li> </ul>                                                                                                                    | <ul style="list-style-type: none"> <li>• Work cooperatively.</li> <li>• Listen carefully while others speak.</li> <li>• Be considerate.</li> <li>• Show kindness to others.</li> <li>• Voice level 0, 1 or 2.</li> </ul> |

Voice level 0= Silent Voice level 1= whisper Voice level 2= normal voice Voice level 3= outside voice

BridgePrep Academy will make every reasonable effort to correct student misbehavior through a school-wide use of a character education program and to support students in learning the skills necessary to enhance a positive school environment and avoid negative behavior. Teachers will address the vast majority of disciplinary issues at the classroom level. In all instances, school discipline will be reasonable, timely, fair, age appropriate, and will match the severity of the student's misbehavior. Systems will be implemented to ensure that parents and all stakeholders are informed of progress and lack thereof regarding their child's behavioral continuum. During the behavioral continuum several tools are utilized in alignment with the behavior and its consequences. Parents will

be contacted immediately in terms of discipline referrals in accordance with the Code of Student Conduct. Parents will be contacted by phone and receive notice of suspension immediately.

The following strategic actions in response to the student's misbehavior will be conducted throughout the school year:

### **Suspension**

The principal of the School may suspend a student from School for up to ten days for persistent refusal to obey the guidelines set forth in the Broward County Public School District's Code of Student Conduct. BridgePrep Academy may use external suspension when the student's behavior presents a physical danger to the student or others.

For students with disabilities, suspensions shall follow applicable laws, School Board policies, and provisions in compliance with the Individual Education Plan (IEP). In the event that a student with a disability should engage in behavior that violates the Code of Student Conduct and results in dismissal or change of placement for more than ten (10) days, BridgePrep Academy will immediately notify the minor students' parents/guardians of the rendered decision. The student's CPS Team will conduct a review in accordance with the requirements under IDEA to determine the relationship between the student's disability and the behavior subject to the disciplinary action. If the result of the review is a determination that the behavior was not a manifestation of the student's disability, the disciplinary procedures applicable to students without disabilities will be applied. Otherwise, the CPS Team will review the student's plan and modify it, as necessary, to address the behavior. All due-process requirements will be followed in meeting federal and state laws governing the discipline of students with active IEP's or 504 plans as described by Broward County Schools' policies and procedures.

In support of the school's mission, all teachers will establish a classroom management plan for discipline and student behavior that is supportive of the Broward County Code of Student Conduct, the Parent/Student Handbook, and lifelong learning principles:

- Learn and demonstrate self-discipline through mutual respect and concern for all Persons
- Accept personal responsibility for his/her actions
- Pursue learning diligently
- Respect the rights of others
- Comply with the rules of school/work
- Account to teachers/supervisors for personal conduct and work

In addition, parents will be instrumental in encouraging positive behavior in their children as well as taking an active role in their children's education. Parent meetings with the principal and other appropriate School staff will be conducted to address concerning student discipline issues. The School administration and parent(s) will express high expectations and set goals for behavioral modification. These goals will reflect the need for a positive relationship between school staff, parents, and students. The Broward County Public School District's Code of Student Conduct defines parents' contribution to good behavior as listed below.

- Maintaining a positive attitude toward education,
- Showing an interest in their child's progress through regular communication,
- Teaching their child to be neat, clean, and dressed in an appropriate manner,
- Ensuring their child's regular daily attendance,
- Reporting and explaining promptly any absence to the School,
- Teaching their child respect for authority,
- Informing the school immediately of any condition or circumstance which may affect their child's ability to learn, to attend school regularly, or to participate in school activities, and
- Cooperating with school personnel in solving disciplinary problems.

In addition, the Code of Student Conduct policies will address expectations for all students in terms consistent with technology usage, student publications, student activities, student records, and the right to appeal, including grievance procedures. Parents and students will be required to read, discuss, and accept the policies. Student culture and behavior will not be addressed only when there is a problem. Through a well-established culture and a proactive positive behavior support program, students will succeed consistently in school. In order to maintain and promote a positive culture, all staff members, will receive 18 hours of professional development per school year focused on the importance of student rapport, staff camaraderie, and understanding school culture. The School's counselor and/or instructional team, as well as administrative staff, will all take part in conducting the 18 hour of professional development to ensure that PBS is implemented with fidelity and indicating success for all students at hand.

#### **Dismissal or Recommendation for Expulsion**

The Broward County Code of Student Conduct lists violations and disciplinary actions that must be taken in order to address misconduct. All students of BridgePrep Academy must abide by the minimum behavioral standards set forth in the Broward County Code of Student Conduct and the BridgePrep Academy Parent/Student Handbook. Any unacceptable behaviors will be subject to disciplinary action as outlined in that document of policies and procedures. This matrix will be followed when disciplinary action is required. Only the Sponsor may dismiss or expel a student. The School may not make this determination in and of themselves.

## II. ORGANIZATIONAL PLAN

### Section 9: Governance

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

BridgePrep Academy, Inc., a non-profit Florida corporation, is the legal entity that will operate the School as per the Articles of Incorporation and Bylaws (see Appendix B).

The Governing Board will provide continuing oversight of school operations. Members of the Board are committed to promoting the mission of the School and are aware of their responsibility to effectively and properly manage public funds. The Board of the School serves as the ultimate policy-making body that has responsibility for the management and oversight of the School. The Board will provide advice and direction to the School's Principal and administrative staff on an on-going, continuous basis. This 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.

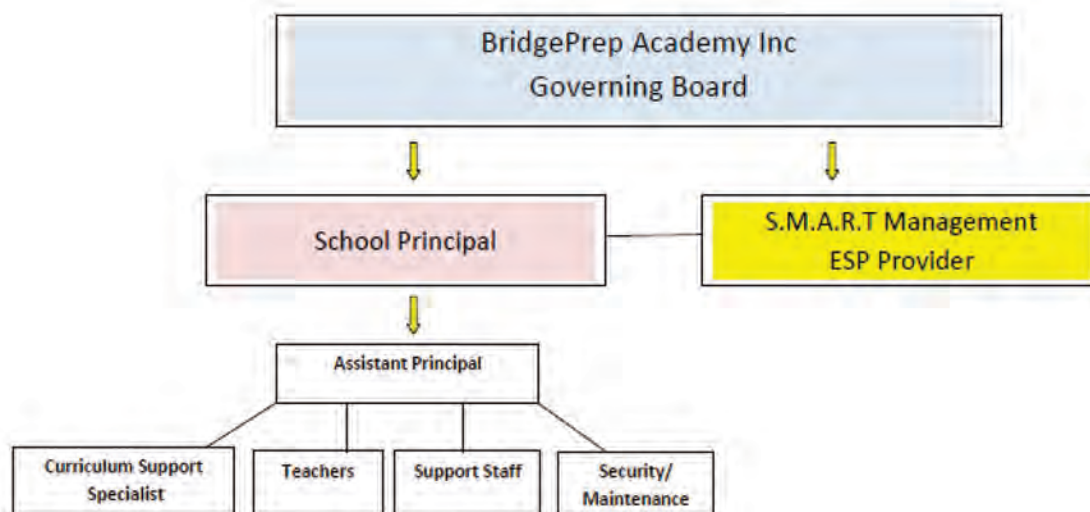
The members of the Board of the School shall serve as unpaid fiduciaries. At no time shall any member of the Board be employed at the School, contracted for services, provide procured goods, or otherwise receive remuneration of any kind whatsoever while serving on the Board. Board members may be reimbursed for reasonable expenses incurred for activities directly related to Board responsibilities. Such reimbursement shall be presented by the Board Chairperson and approved by a majority vote of the Board at a regularly scheduled and noticed public meeting. The Board is fully aware of their responsibility to provide effective and proper management of the School and be good stewards of the public funds allocated to the School.

The Board members:

- 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 evaluate 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 implement 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.

**BridgePrep Academy, Inc.  
Executive Flow Chart**



The Governing Board of BridgePrep Academy is the ultimate policy-making body that establishes the curriculum, academic path and operation of the School and is responsible for providing continuing oversight of school operations, including the responsibility of properly managing funds. The board will hire administrators which are responsible for executing the procedural guidelines and budgetary limits approved by the Governing Board. The School's faculty and staff who will report directly to the administrators will ensure that the School's mission and vision are fulfilled.

The School principal, hired by the board, is responsible for all aspects of school operations within the scope of his or her job description including implementing policies and procedures and budgetary functions as adopted and approved by the Governing Board and in alignment to Florida Statute 1002.33.

In accordance with SS 1001.452 and seeing as how parents are part of the composition of the School Advisory Council, the parent representative appointed by the Governing Board will serve as liaison during the Governing Board's meeting with the School Advisory Council.

The School has clearly defined the roles, responsibilities and relationship between the key parties involved in the planning, development, operation and oversight of the School. The Board understands that it is the ultimate policy-making body with the responsibility for the oversight of the affairs and management of the School and its 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 a Principal 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.

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

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

The Governing Board is the ultimate policy-making body for the School, and will have the responsibility for the affairs and management of the School. The Governing Board will provide continuing oversight of school operations, including a responsibility to effectively and properly manage public funds.

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), SB 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 abide 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.

**Chairperson**

As further specified in the attached Bylaws, the Chairperson is the chief executive officer of the corporation and has, subject to the control of the Board, general supervision, direction and control of the business and officers of the corporation. The Chairperson shall preside at all meetings of the Board. The Chairperson has the general management powers and duties usually vested in the office of the President and general manager of a corporation as well as such other powers and duties as the Board may prescribe from time to time.

**Secretary**

The secretary shall perform such powers and perform duties as may be prescribed from time to time by the Board as well as all other duties detailed therein the Bylaws, including but not limited the following:

- Maintain minutes of all meetings of the Board and its committees.
- Keep a copy of the corporation's Articles of Incorporation and Bylaws and the seal of the corporation.
- Give notice of all meetings of the Board.
- Distribute the minutes of meetings of the Board to all its members promptly after the meetings; keep the seal of the corporation in safe custody.
- Maintain all reports, statements and other documents required by law, except to the extent the same are to be kept or filed by the Treasurer.

**Treasurer:** As further specified in the Bylaws, the Treasurer shall supervise the corporation's financial affairs and maintain all financial reports, statements and other financial documents required by law.

**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.*

#### **Policies and Procedures**

The policies and procedures by which the board will operate, including specific board member powers are detailed in the attached Bylaws of BridgePrep Academy, Inc.

#### **Board Member Duties**

The Governing Board will perform the following duties, as well as any and all other duties specified in Florida Statutes regarding Governing Boards of Charter Schools and any other duties specified therein the Applicant's Bylaws:

- Oversee operational policies; academic accountability, and financial accountability
- Annually adopt and maintain an operating budget
- Exercise continuing oversight over charter school operations
- Report its progress annually to its sponsor
- Ensure that the charter school has retained the services of a certified public accountant for the annual financial audit, pursuant to paragraph (g), who shall submit the report to the governing body
- Review and approve the audit report, including audit findings and recommendations
- Monitor a financial recovery plan in order to ensure compliance (if applicable).
- Report progress annually to its Sponsor, including at least the following components:
  1. Student achievement performance data
  2. Financial status of the School, including revenues and expenditures at a level of detail that allows for analysis of the ability to meet financial obligations and timely repayment of debt
  3. Documentation of the facilities in current use and any planned facilities for use by the charter school for instruction of students, administrative functions, or investment purposes
  4. Descriptive information about the charter school's personnel, including salary and benefit levels of charter school employees, the proportion of instructional personnel who hold professional or temporary certificates, and the proportion of instructional personnel teaching in-field or out-of-field.

### **Board Member Selection & Removal Procedures & Term Limits**

The Applicant's by laws clearly specify the selection, removal procedures, and term limits of Board Members, and is summarized as follows:

- **Selection:** Directors shall be elected at a duly organized meeting of the Board of Directors. Notice of the Board's intentions to elect a Director shall be included in the agenda for that meeting and publicly announced.
- **Removal Procedures:** Any member may be removed without cause by the affirmative vote of a majority of the Board. Newly created directorships resulting from an increase in the number of directors comprising the board and all vacancies occurring on the board for any reason shall be filled by the majority of the members in office at any meeting of the Board. A member elected to fill a newly created directorship or a vacancy will serve until a successor is elected. Newly elected members will agree to support the founding organization's vision in order to maintain continuity between the founders and the subsequent board members. All Board members will work cooperatively to achieve a seamless transition from one Board member to another.
- **Term Limits:** A Director shall be elected for a term of no more than five (5) years. A past director will have to serve for a minimum of one year as a board member to qualify for a director's role for another 5 year term.

### **Code of Ethics**

It is the policy of BridgePrep Academy, Inc. that its employees and board members uphold the highest standards of ethical, professional behavior. To that end, these employees and board members will agree to commit themselves to carrying out the mission of this organization and shall:

- Be mindful of and honor the safety, health and welfare of the public in the performance of professional duties.
- Act in such a manner as to uphold and enhance personal and professional honor, integrity and the dignity of the profession.
- Treat with respect and consideration all persons, regardless of race, religion, gender, sexual orientation, maternity, marital or family status, disability, age or national origin.
- Recognize that the mission at all times is the effective education of children and the development of institutions to foster that mission.
- Engage in carrying out the Board's mission in a professional manner.
- Collaborate with and support other professionals in carrying out the educational mission.
- Build professional reputations on the merit of services.
- Keep up to date and informed on emerging issues and business of the Board, and to conduct themselves with professional competence, fairness, impartiality, efficiency and effectiveness.
- Uphold and implement policies adopted by the Board of Directors.
- Keep the faculty, parents, students and community informed about issues affecting them.
- Conduct organizational and operational duties with positive leadership exemplified by open communication, creativity, dedication and compassion.
- Exercise whatever discretionary authority they have under the law so as to carry out the mission of the organization.

- Serve with respect, concern, courtesy, and responsiveness in carrying out the organization's mission.
- Demonstrate the highest standards of personal integrity, truthfulness, honesty and fortitude in all activities in order to inspire confidence and trust in such activities.
- Avoid any interest or activity that is in conflict with the conduct of official duties.
- Respect and protect privileged information to which they have access in the course of their official duties.
- Strive for personal and professional excellence and encourage the professional development of others.

### **Conflict of Interest Policy**

As a nonprofit, tax-exempt organization authorized to operate charter schools, the operations of BridgePrep Academy, Inc. can also be viewed as a public trust, which is subject to scrutiny by and accountable to the public. Consequently, a fiduciary duty exists between the Board, officers, management employees, and the public, which carries with it a duty of loyalty and fidelity. The Board, officers, and management employees have the responsibility of administering the affairs of the non-profit corporation honestly and prudently. Those persons shall exercise the utmost good faith in all transactions involved in their duties, and they shall not improperly use their positions with, or knowledge gained from, BridgePrep Academy, Inc. for their personal benefit.

### **Interpretation of this Statement of Policy**

The areas of potential conflicts of interest that are listed in the Board's policies are not exhaustive or all inclusive. Conflicts might arise in other areas or through other relations. Directors, officers and management staff are expected to be attentive and proactive in recognizing and disclosing any potential conflict of interest by analogy. It is the policy of the Board that the existence of any conflict of interest shall be disclosed before any transaction is consummated. It shall be the continuing responsibility of the Board, officers, and management employees to scrutinize their transactions and outside business interests and relationships for potential conflicts and to immediately make such disclosures.

### **Disclosure Policy and Procedure**

Transactions with parties with whom a conflicting interest exists may be undertaken only if all of the following are observed: 1. The conflicting interest is fully disclosed; 2. The person with the conflict of interest is excluded from the discussion and approval of such transaction; 3. Where products, goods or services are being procured or sold, that there exists reliable independent evidence of fair value (which shall be specifically identified in and attached to the minutes), which may include a competitive bid or market survey or comparable valuation or other reliable evidence of market value; and The Board has determined that the transaction is in the best interest of the organization.

Disclosure in the organization should be made to the Board Chair who shall bring the matter to the attention of the Board. Disclosure involving the directors should be made to the Board. The Board shall determine whether a conflict exists and in the case of an existing conflict, whether the contemplated transaction may be authorized as just, fair and reasonable. If the conflict is not deemed to be material and the conflicted party is excluded from the decision making process, then the Board can use its reasonable judgment and make a decision which it deems to be in the best interest of the

entity. The decision of the Board on these matters will rest in its sole discretion, and its concern must be the welfare of the Corporation and the advancement of its purpose.

#### **Charter School Governing Board Full Disclosure**

The Governing Board of BridgePrep Academy plays a vital role in the organization. The Governing Board's role is to set policy, promote the School's vision, and ensure that the School complies with its charter contract and applicable statutes. A requirement for being a member of the Board is to complete a full disclosure form for the sponsoring district that provides detailed information needed to ensure the appointment of effective board members. Florida Statutes Section 1002.33(7)(a)(18) requires full disclosure of the identity of all relatives employed by the charter school who are related to the charter school owner, president, chairperson of the governing board, superintendent, governing board member, principal, assistant principal, or any other person employed by the charter school who has equivalent decision-making authority. For the purpose of this paragraph, the term "relative" means father, mother, son, daughter, brother, sister, uncle, aunt, first cousin, nephew, niece, husband, wife, father-in-law, mother-in-law, son-in-law, daughter-in-law, brother-in-law, sister-in-law, stepfather, stepmother, stepson, stepdaughter, stepbrother, stepsister, half-brother, or half-sister. Failure to do so will forfeit their ability to serve as a member of the Governing Board.

#### **Meeting schedule selection**

A procedure for selection of meeting schedule is clearly written in the Governing Board bylaws. The Board will vote upon and post its meeting schedule for the 2016-2017 school year with the sponsor, and annually thereafter, in accordance with chapter 119 of the Florida Statutes, relating to public records, and public meetings. The Board will meet at a minimum five times a year and as often as deemed necessary by the Board in publicly noticed meetings.

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

The applicant has 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 School will develop a year round Board development and recruitment process that will build a charter school leadership team around its shared values. The Governing Board will carry out a plan, as follows:

#### **Board Development Committee**

The Board will engage in an ongoing, year-round function of prospecting, contacting, recruiting, orienting, supporting, and providing ongoing training, and evaluating Board directors. One Board Member will be asked to chair this committee.

### **Link Recruitment to the Strategic Plan**

Board recruitment and development activities will be matched with the new requirements and demands called for by the strategic plan. The Board and the board development committee, reviews the mission, vision, goals and strategies, and identifies any new skills, knowledge, personal contacts and other attributes future board directors will need to possess in order for the Board to do its part in advancing the strategic plan.

### **Profile the Current Board**

The board development committee will create a profile of the current Board using a matrix with key factors that define sought-after expertise, knowledge, skills, experience, as well as relevant demographic factors. The committee will use the matrix to complete the profile of desired new board members to aid in the recruitment process.

### **Governance Training**

Pursuant to the State Board Rule 6A-6.0784, every member of the Governing Board will participate in governance training. Each governing board member must complete a minimum of four 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-hour training, each member is required, within the subsequent three years and for each three-year period thereafter, to complete a two-hour refresher training on the four topics above in order to retain his or her position on the charter school board. Any member who fails to obtain the two-hour refresher training within any three-year period must take the four hours of instruction again in order to remain eligible as a charter school board member. New members joining a charter school board must complete the four-hour training within 90 days of their appointment to the board. Instruction beyond the hours specified in paragraphs (1) (b) and (c) of this rule may be included in the training plan to address additional topics generally recognized and supported by research or practitioners as important for effective governing board operation. Each charter school is responsible for contracting with or providing a trainer who delivers governance training consistent with a governance training plan that has been approved by the Department.

BridgePrep Academy shall develop an orientation and training program for new directors and an annual continuing education program for existing directors. Governing Board members will also be trained each year in the area of Human Resources. The training will cover the areas of Hiring, Utilizing, and Evaluating Administration, Personnel Policies and Procedures, Hiring Practices, Evaluation, Taxes and Benefits.

All Governing Board members are required to complete an approved course. The School's Principal will provide a copy of the board member's training certificate to the School's Sponsor within ten (10) days of receiving the Certificate of Participation from the state approved trainer. The School's founding Governing Board members have all received the required board governance training. New Board members are required to complete the training within 90 days of being selected to serve as a Board member.

**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 proposed School will be operated by an existing Governing Board that currently operates charter schools in Florida. Addendum B (Form IEPC-MIA) is located in the Appendices section of the application (see Appendix C).

The board is currently composed of members of the community who possess expertise in various areas of importance to the oversight of a charter school. The following is a list of the Board Members and their expertise:

**Mrs. Yeneir Rodriguez-Padron, Chairperson**

Mrs. Yenier Rodriguez-Padron has been teaching elementary students since 1999. She obtained a Bachelor's Degree from Nova Southeastern University in Pre-K/Primary Education in 1999 and has taught grades K-2. Mrs. Rodriguez-Padron has been highly involved in her School and served in numerous leadership capacities that include the following: Chairperson of the SACS Accreditation Committee, Educational Excellence School Advisory committee (EESAC), Teacher of the Year Committee, and the New Teacher/Administrator Committee. Her classroom and school leadership experiences, knowledge of the educational system, and previous experience as a Governing Board Chairperson will greatly benefit the Board and School.

**Mr. Lou LoFranco**

Mr. Lou LoFranco is a Financial Advisor for Edward Jones an investment firm that specializes in Financial Services, Investments, Mutual Funds, Retirement Planning Services, Investment Advisory Service, Annuities & Retirement Insurance Plans, Investment Securities, Stock & Bond Brokers, Financial Planning Consultants, Pension & Profit Sharing Plans, Investment Management, Financial Planning, and Stock and Bond Transfers. Mr. LoFranco will serve as the temporary Parent Representative for the School's Board until the Governing Board is officially elects a local board member who resides in Broward County to fulfill this duty. Parental Stakeholders are able to communicate with Mr. LoFranco in order to address School concerns. It is his responsibility to ensure that all Board Members are made aware of parents' concerns and opinions and that their issues are brought to the Board's attention. Mr. LoFranco's financial management knowledge will help the Board and School fulfill its mission and meet its fiduciary responsibilities.

**Dr. Richard Padron, O.D., Secretary**

Dr. Richard Padron is a graduate of Nova Southeastern University. He received his Doctor of Optometry degree in May of 1998. He also attended Florida International University where he received his Bachelor of Science in Biology on August of 1994. For the past 14 years; Dr. Padron has been working as an optometrist at his ophthalmology practice. Mr. Padron has various experiences in primary care, glaucoma and post-op management of cataract patients. During his externship, he was

able to work with Eye Institute of South Florida, Bascom Palmer Eye Institute and Nova Southeastern Health Clinic. Dr. Padron also has had his private practice, South Florida Eye Associates, since April 2004.

### **Luis Necuze**

Mr. Necuze earned a Bachelor's of Science in International Business from Florida International University. He has been an Allstate agent since 1986 serving the Greater Miami community. Mr. Necuze has earned numerous awards for his customer acquisition and customer service. He also participates in the Allstate national advisory committee and is also part of the regional, Allstate advisory Board. His customer service knowledge will help the Board and School fulfill its mission and responsibilities.

### **Jessica Jewitt, CPA, Treasurer**

Ms. Jewitt is a Partner at De La Vega and Morgade accounting firm. She has extensive experience in the non-profit and corporate accounting sector. She has been an asset since joining the Board of BridgePrep Academy in another district. She has provided detailed and comprehensive financial reports at each Board meeting, in collaboration with members of S.M.A.R.T. Management. To this end, all of the current BridgePrep Academy campuses have had successful State Financial Audits. The input and budget practices of Ms. Jewitt were integral to this accomplishment.

*Note: Board members Yenier Rodriguez-Padron and Richard Padron are not related.*

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

There is a skill to diffusing parent concerns and it usually involves patient listening and empathy with the parent's grievance. The Board will recruit a Principal that is an experienced school leader with knowledge of Florida School Law and the Sponsor's Board rules and procedures.

The Principal also will have business and customer relationship skills. If after giving the parent an opportunity to communicate his/her concern, the Principal is unable to resolve the Parent's problem within his authority and the boundaries of Florida School Law, then the Parent may request an appearance before the Governing Board through the Principal or Mr. Lou LoFranco, who serves as the Parent Representative of the Governing Board. The Governing Board is unlikely to overrule a decision of the Principal unless the Principal has acted outside of his/her authority or has breached applicable school law. If this occurs, the Board may seek appropriate legal counsel to resolve the issue. The Board shall expect that all of its employees will treat parents, students and other stakeholders with respect and proper courtesy. The Board will designate a member of its management team as a conflict resolution liaison to assist parents with any issues that may arise.

## **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 School's on-site administration will consist of the principal and administrative support staff that is responsible for the development of curriculum, working with the teaching staff, addressing student-related issues, and overseeing the parental involvement agreements. The principal, with the support of the administrative staff, will ensure the operations of the School are in accordance with the mission and vision of the School. The administrative staff, as instrumental leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the School. The staff is responsible for carrying out these procedures in their daily activities and interactions with students, teachers, and parents of the School.

The Governing Board of the School is the ultimate policy-making body that determines the academic direction, curriculum, and operation of the School. The School principal, hired by the board, is responsible for all aspects of school operations within the scope of operating policy and budgetary approval by the Governing Board.

The School's on-site administration, which consists of the principal and administrative support staff, is responsible for the curriculum development, working with the teaching staff and support staff, addressing student-related issues, and overseeing the parental involvement agreements.

The administrative staff, as instructional leaders, will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the School. The principal, with the support of the administrative staff, will ensure that the operations of the School (resources, courses, policies) are in accordance with the mission and vision of the School.

The School's faculty is responsible for carrying out the School's mission, instructional program, and is involved in the implementation of school-wide policies and procedures. All staff members are responsible for assisting in carrying out the procedures in their daily activities and interactions with students, teachers, and parents of the School.

### **Employee Responsibilities and Qualifications**

BridgePrep Academy shall ensure that all personnel meet any applicable teacher certification requirements and obtain clearance from the State Education Department following a fingerprint supported criminal background check, in accordance with S.S 1012.32. All instructional and non-instructional personnel who are hired or contracted to fill positions that require direct contact with students in any district school system must, upon employment or engagement to provide services, undergo background screening as required under s. 1012.465 or s. 1012.56, whichever is applicable. It shall be the responsibility of the Principal, upon hiring personnel, to ensure compliance with requirements for certification and fingerprint supported background checks. Outlined on the following pages are the qualifications the School seeks when hiring the principal, teachers, and other school employees.

## **Principal**

### **Qualifications:**

- Masters/higher degree in educational Leadership
- Hold or eligible to hold appropriate Florida Department of Education Professional Educators Certificate
- Demonstrated successful leadership in a senior administrative position in a public or private school, preferably but not necessarily as a Head of School and preferably working with a board
- Exhibited leadership in working with professional staff, students, and the community toward achieving goals
- Agreement with and commitment to the academic goals and philosophy of the Charter school
- Demonstrated willingness to implement merit pay approach for teachers
- Commitment to accountability, including a rigorous student testing regime
- Experience or familiarity with data management and presentation and commitment to achieving students' academic goals
- Demonstrated success in encouraging parental involvement.

### **In additional to demonstrating all of Florida's Principal Competencies, the principal's duties are as follows:**

- Administer, control, and supervise the instructional program of the School operations and school personnel
- Facilitate frequent communication with the parents of the School community
- Encourage teachers and pupils to perform to the best of their ability
- Interpret the educational program of the School and school system to the community
- Coordinate and adapt school curricular programs and policies
- Assume responsibility for the buildings, grounds, equipment and supplies of the School; supervise the work of the custodians and maintenance staff, reporting to the governing board the conditions and needs of the School
- Keep accurate account of all money paid to the School and record the purpose for which it was paid
- Report directly to the Governing Board
- Compile and prepare all student achievement outcomes
- Develop and implement school vision and mission
- Coordinate, supervise, and conduct the evaluations of all staff
- Coordinate and conduct the interview process and make hiring and termination decisions for all staff
- Supervise and coordinate the budgetary process
- Develop, implement, and evaluate the School improvement plan
- Oversee the School Advisory Council
- Maintain a positive and productive relationship with the Parent-Teacher Association
- Develop and supervise New Teacher programs
- Supervise all students
- Supervise and evaluate all staff

- Supervise and coordinate school-wide programs, curricula and course options
- Supervise and coordinate student registration, scheduling, and master scheduling construction
- Oversee the grade reporting system
- Monitor substitute teachers and the class coverage process
- Coordinate and supervise the testing and assessment program
- Supervise school activities and special events and initiate fundraising activities
- Establish business partnerships and positive relationships with community leaders
- Maintain a master schedule of all school activities and events, including extracurricular trips
- Coordinate and schedule the use of facilities for all events
- Implement and enforce attendance and tardy policies and procedures for all students
- Enforce the discipline plan and assist teachers with all concerns and issues related to student behavior.

### **Assistant Principal and/or Curriculum Specialist**

#### **Qualifications:**

- Bachelors' or master's degree in education
- Hold or eligible to hold appropriate Florida Department of Education Professional Educators Certificate in the subject area they will supervise and/or teach, or direct subject area teaching experience
- ESOL and Reading Endorsement Preferred
- Demonstrated excellent communication skills
- Teaching experience in a charter, public or private school
- Demonstrated ability to work well with parents
- Demonstrated ability to work effectively as a team member
- Demonstrated ability to evaluate tests and measurements of achievement
- Demonstrated accountability for student results.

#### **The Assistant Principal and/or Curriculum Specialist will assist the principal in work-related tasks that include but are not limited to the following:**

- Provide support and assistance to teachers and staff
- Assist in coordinating and implementing a scheduled plan of formal and informal supervision of faculty
- Encourage and contribute to staff development ideas
- Assist in planning in-services
- Assist teachers in developing professional growth plans
- Promote professional growth of faculty by assisting them in finding sources and funds to enable them to continue to acquire new skills and knowledge as educators
- Assist in the preparation of class schedules
- Communicate information to teachers and staff
- Assist in the planning and oversight of special programs and assemblies
- Assist in coordination of parent volunteers
- Assist with the development of programs and monitor implementation of curriculum that meets the needs of all the students

- Analyze and utilize all summative, formative, and common assessment data for the improvement of curriculum for instruction and student achievement
- Assist with the maintenance of a school-wide positive climate for learning (high expectations, cooperation, support, positive attitudes, etc.)
- Facilitate the development of curriculum/instructional programs based on theories, research findings, and needs assessment results
- Identify and communicate effective teaching strategies, classroom management strategies, and strategies for promoting positive student behaviors
- Incorporate computer and other technology into the management and instructional processes
- Provide on-going technical assistance to teachers
- Work with special educators in implementing the IEP for special education students to appropriately modify instruction, services, and expectations for students referred for special education placement
- Stay current with regards to educational changes and developments by reading professional literature and attending professional conferences and workshops
- Identify and communicate effective instructional planning strategies.
- Determine priorities based on assessed needs, sound theories, financial capabilities, expertise, time-lines, and resources
- Assist with the development of the School Improvement Plan encompassing goals, objectives, activities, timelines, and resources
- Assist with the development and monitoring of the school Professional Development Plan
- Assist in the evaluation and the adjustment of curriculum/instructional programs as needed
- Utilize staff in curriculum and instructional improvement
- Assists with the planning, organization, and direct implementation of all school activities
- Develop schedules for teachers and students that will provide for the efficient operation of the School and result in a high level of learning for students
- Develop schedules for classroom observations, conferences and follow-up activities as designated by the Principal
- Utilize effective interview and selection process to select most competent candidate as designated by the Principal
- Assist Principal in the assignment of personnel to positions which ensure optimum performance and equitable distribution of assignments
- Assist Principal in evaluating the performance of personnel to improve competencies.
- Plan and conduct staff development activities to improve competencies of school personnel
- Assist with the organization and supervision of support service personnel for optimum performance
- Assist with staff meetings to keep members informed of the policy changes, new programs, and related concerns.
- Reward faculty, staff, and students for quality work
- Assist with the preparation of reports, records, lists, and all other paperwork required in the monitoring of student attendance and reporting of student progress.
- Plan and supervise fire drills, tornado drills, lockdown drills and emergency preparedness programs.

- Assist the Principal in maintaining discipline throughout the School and handling student referrals.
- Assist the Principal in the general supervision of the student body, staff and educational programs of the School.

### **Business Manager (Treasurer)**

#### **Qualifications:**

- High school diploma or an equivalent recognized certificate. Additional coursework in accounting or bookkeeping desired.
- Three years secretarial, advanced clerical or clerical/accounting experience.

#### **Duties and Responsibilities:**

- Act as school's accounting specialist; collects and deposits all funds for internal accounts, including funds collected from the sale of yearbooks, pictures, field trips and other activities; prepares and cosigns checks, issues receipts, posts ledgers, maintains employee time and attendance records and prepares payrolls for administrative, custodial, food service and instructional personnel
- Compile and prepares monthly and annual financial statements and bank reconciliations for internal accounts; maintains fund balances
- Prepare correspondence, reports, memoranda, and financial reports, announcements, evaluations and other documents and may draft responses to routine correspondence
- Schedule meetings, maintains appointment calendars and acts to insure compliance with deadlines for important events or administrative, programmatic, or operational data reporting or task completion
- Initiate requisitions for textbooks, requests for maintenance service, personnel actions, and other support services; compiles and maintains inventory of property and textbooks
- Register students and assign classes; requests, maintains, and transmits cumulative records for all students; processes transfers and withdrawals, if needed
- Process insurance and accident forms, plant security reports, free and reduced lunch programs and may make arrangements for field trips and issue bus passes.
- Respond to inquiries and contacts parents, students, teachers and other personnel regarding matters related to policy or procedures
- Function as liaison with administrative offices on matters relating to payroll, certification, personnel salary administration, travel reimbursement, accounting, etc.
- Assign and review the work of other clerical or administrative support personnel, as needed
- Perform related work as required or as assigned by principal

### **Guidance Counselor (allocated when student enrollment exceeds 450)**

#### **Qualifications:**

- Master's degree or higher with a major in guidance and counseling or counselor education
- Valid school counselor certification from the Florida Department of Education;
- Two years' experience in student services, social services, training, development, or related positions

- Experience in an educational organization with focus on improving student performance
- Possesses strong interpersonal and communication skills; must be able to lead, communicate and persuade others, and interact effectively with others in difficult situations
- Possesses the ability to professionally and effectively deliver presentations to small and large groups
- Must be results-oriented and able to manage various projects or tasks at one time;
- Must be able to work collaboratively with Data Processor to ensure that all data is properly maintained for each student and to ensure compliance with district reporting

#### **Duties and Responsibilities:**

- Assist Principal and AP and/or Curriculum Specialist in developing curriculum standards for instruction
- Attend District workshops pertaining to guidance to disseminate information to Principal and guidance counselors
- Maintain open communications with students
- Prepare and submit notices to parents for students who are in danger of failing or are not being promoted.
- Supervise the transmittal of transcripts and other official documents related to students
- Make recommendations for appropriate revisions of policies and rules affecting the students
- Prepare the quarterly honor roll lists
- Ensure the collection and maintenance of Interim Reports each quarter
- Work closely with Registrar in ensuring proper placement of new students in correct grade
- Maintain Daily Progress Report log and document individual student progress

### **Teachers**

#### **Qualifications:**

- Bachelor's or master's degree in education
- Hold or eligible to hold appropriate Florida Department of Education Professional Educators Certificate in the subject area they will teach, or direct subject area teaching experience
- ESOL and Reading Endorsement preferred
- Demonstrated excellent communication skills
- Teaching experience in a charter, public or private school preferred
- Demonstrated ability to work well with parents
- Demonstrated ability to work effectively as a team member
- Demonstrated ability to evaluate tests and measurements of achievement
- Demonstrated accountability for student results

#### **Duties and Responsibilities:**

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

- Maintain and promote a safe learning environment
- Promote problem-solving skills and character education
- Promote and enforce Code of Conduct
- Maintain a pleasant and respectful demeanor among students and parents

#### Communicate with Parents

- Keep parents updated through interim reports, report cards, phone calls, and notes, and emails
- Maintain flexibility and frequent contact with parents about student progress and school events
- Work as partners with parents to create behavior modification plans and create and develop progression/improvement plans for students

#### Demonstrate Awareness of Each Student's Educational Needs

- Continually assess students' development (psychological and academic) through clearly defined rubrics and assessments
- 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 and always have a back-up plan

#### Follow Guidelines Regarding Safety and Education

- Complete and maintain accident reports
- Consistently maintain student portfolios and/or work folders
- 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 School's 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)

### **Before/Afterschool Director**

#### **Qualifications:**

- High school diploma or an equivalent recognized certificate
- Associate's degree or higher or have completed sixty (60) college semester hours at an accredited institution of higher education preferred but not required

#### **Duties and Responsibilities:**

- Provide leadership and maintain responsibility for all children in the aftercare program
- Follow procedures to safeguard the health and safety of the children in the program
- Order and serve nutritious snacks and to maintain accurate accounts of snacks served
- Establish and maintain open communication between aftercare programs, staff and parents
- Follow through with appropriate tasks, procedures and policies
- Help maintain positive relations with school personnel
- Determine, order and inventory supplies and equipment required for the program and advise school principal
- Prepare implement and plan a flexible daily program of appropriate activities, develop and collect lesson plans from aftercare counselors
- Ensure accurate attendance records are kept and submitted weekly to principal
- Receipt monies collected from parents for fees and complete monies collected from weekly aftercare payments and submit to school treasurer
- Perform all teacher assistant duties as needed and assigned
- Report any significant problems or any unusual behavior of children to school principal
- Perform related work as required or as assigned by principal

### **Before/Afterschool Counselor**

#### **Qualifications:**

- High school diploma or an equivalent recognized certificate

#### **Duties and Responsibilities:**

- Follow the procedures to safeguard the health and safety of the children
- Serve nutritious snacks and maintain accurate counts of snacks served
- Establish and maintain open communication between aftercare program staff and parents
- Follow through with appropriate tasks, procedures and policies
- Participate in staff meetings and staff development sessions
- Maintain the work area in a neat clean manner conducive to play appropriate to the age group and perform general housekeeping duties as needed
- Implement and plan a flexible daily program of appropriate activities and to submit lesson plans weekly to supervisor
- Report any significant problems or any unusual behavior of children to supervisor

- Perform other duties as assigned by supervisor

### **Interventionist**

#### **Qualifications:**

- Associate's or Bachelor's degree in education or related field
- Teaching experience in a charter, public or private school preferred (not required)

#### **Duties and Responsibilities:**

- Under direction, facilitate and coordinate the implementation of a K-8 classroom intervention program, provides special instruction to individuals and small groups of students with identified needs
- Provide early intervention/assessment diagnosis of students having academic difficulty in the first three weeks of school and ongoing throughout the school year
- Serve as a member of the Teacher Support Teams at assigned schools
- Supervise the implementation of intervention strategies prescribed by RtI
- Work directly with fellow teachers to assist with assessment of student problems in order to determine academic interventions
- Work a flexible schedule which will be determined by the principal based on student needs
- Perform related functions as required or assigned

### **Educational Assistant (Paraprofessional)**

#### **Qualifications:**

- High school diploma or an equivalent recognized certificate.
- Associate's degree or higher or have completed sixty (60) college semester hours at an accredited institution of higher education preferred but not required.

#### **Duties and Responsibilities:**

- Performs various instructional support tasks as assigned to facilitate the effective teaching of applicable subject matter and to maintain appropriate class room environment
- Distributes and collects instructional materials and monitors student's progress on the learning activity
- Provides directions and instructions for performing an activity or exercise and answers or clarifies any questions pertaining to such.
- Proctors and grades examinations and exercise and enters results in the appropriate class room records
- Assists individual students through drill and practice sessions to acquire or strengthen previously taught concept, skills and learning programs to ensure procedural correctness and maximum understanding
- Assists in managing student's class room conduct and behavior and informs teachers of incidents, circumstances or factors having a bearing upon effective learning
- Assists in preparing and maintaining student records, attendance records, seating assignments, classroom inventories, instructional files and grade records

- Maybe assigned to perform varied routine clerical tasks such as: typing, filing tests, certificates, student work samples, skills, inventories, and various other instructional materials
- Operates reproduction equipment and assists with text book inventories
- Performs related duties of an instructional or clerical nature as required

### **Security Guard**

#### **Qualifications:**

- High school diploma or an equivalent recognized certificate
- No prior experience required; previous security/law enforcement experience preferred

#### **Duties and Responsibilities:**

- Patrol and monitor campus perimeter, lunch areas, hallways, walkways, classrooms, rest rooms, parking lots and bus stops; maintain order and security of campus; escort students to office for disciplinary action as needed; report unusual activities or unauthorized persons; orient and direct campus visitors
- Enforce School rules, regulations and policies for the safety and security of students, staff and property according to established procedures
- Observe students during passing periods between classes; assure timely return of students to class
- Monitor detention periods as assigned; monitor, and if necessary, intervene to ensure appropriate student and visitor behavior at assemblies, athletic events and other special activities
- Observe, and if necessary, intervene to ensure appropriate student behavior with School rules; intervene in situations of verbal and physical conflict; write referrals and incident reports according to established guidelines
- Communicate with administrative staff concerning individual student's behavior, dress or attitude which reflects need for special concern
- Monitor and report maintenance, graffiti and safety hazards; photograph graffiti and vandalism as required
- Remain current concerning laws and regulations regarding child abuse, sexual harassment, bullying, hate crimes, depression, suicide, neglect, drug abuse, pregnancy, fights and other policies
- Maintain positive relationship with the community

### **Clerical Staff (Secretary, Data Prep Clerk)**

#### **Qualifications:**

- High School Diploma or an equivalent recognized certificate

#### **Duties and Responsibilities:**

- Follow department policies and procedures to perform skilled clerical work to support the administrative function within a department
- Handle office correspondence including reading and routing incoming mail
- Type and compose memoranda, reports, business letters and agendas, and other confidential documents for supervisor's signature

- Maintain updated and accurate files of general correspondence and business documents
- Answer telephone, screens calls and refers to appropriate officials; greets visitors, ascertain nature of business and refer visitors to supervisor or correct department
- Collect, analyze, evaluate, and prepare a variety of routine reports, and frequently assists the supervisor in the preparation of highly detailed and involved reports
- Schedule appointments, arrange meetings, make reservations, and prepare and assemble materials as required
- Answer inquiries in reference to department functions and work procedures
- Perform other related clerical/secretarial duties, as required, to facilitate functioning within the department

### **Office Assistant (Registrar)**

#### **Qualifications:**

- High school diploma or an equivalent recognized certificate.
- Three years clerical experience, including knowledge of school operation policies, practices, and procedures.

#### **Duties and Responsibilities:**

- Coordinate all activities related to student registration, transfers, withdrawals, and maintenance of student records
- Review student records and registration information to determine attendance boundaries, immigration and immunization status
- Collect registration forms, requests and prepares transcripts, and evaluates and interprets transcripts
- Operate data entry terminal to input and update Master Schedule and student records as well as assists with the preparation of the Master Schedule
- Maintain and adjusts data for FTE and class balances and assists with the preparation of various student records
- Collect and prepares data for Federal, State and District reports
- Respond to inquiries involving registration, foreign student registration on, student records, attendance information, FTE accounting and reporting, and resolves attendance problems
- Prepare documentation and drafts correspondence pertaining to registration requirements and procedures
- Order diplomas and certificates; review the retention on of student records and ensure compliance with State and District regulations and policies pertaining to same
- Process and distributes room- assignment cards, distribute schedules, and report cards
- Provide instruction to office personnel regarding the nature, operation and use of the Integrated Student Information System; assign and direct the work of school's data
- Input personnel and direct and/or provide instructions to all other school personnel on matters pertaining to the management or maintenance of student information
- Perform related work as required or as assigned by principal

## **IT Specialist**

### **Qualifications:**

- High School Diploma or an equivalent recognized certificate
- A minimum of 15 semester hours in computer or digital electronics and technology or at least two years' experience operating and maintaining microcomputers and related peripheral equipment in various operating environments, or equivalent combination of acceptable training and experience

### **Duties and Responsibilities:**

- Maintain the efficient operation of the computer networks and equipment within the School.
- Perform routine maintenance, trouble-shoots, and fix problem with terminals, printers, Smart boards, projectors, or laptops with the School
- Manage and trouble shoot problems with the School or department network
- Load software, install programs, and/or remove software from the network and individual computers
- Instruct school personnel in the use of computer software
- Ensure that the school computers only have properly licensed software loaded on them; maintain licensing information in a database
- Relocate equipment and software as needed; complete installation and make connections necessary for proper operation
- Perform other duties as assigned by supervisor

## **Maintenance**

### **Qualifications:**

- High School Diploma or equivalent recognized certificate

### **Duties and Responsibilities:**

- Accomplish a job assignment which involves the cleaning and maintenance of buildings, facilities and grounds using standard work methods, practices and procedures established by the Department of Plant Operations
- Collect and removes trash from building(s), facilities and grounds
- Scrub, mop, wax and polish floors; dust, clean and sanitize as necessary: windows, woodwork, furniture, appliances, restrooms, fixtures and equipment, and other building and equipment surfaces as assigned
- Load and unloads materials, equipment, supplies; moves and sets-up furniture and equipment
- Assist in daily cleaning of cafeteria (if within assigned work area) facilities and project cleaning of kitchen facilities
- Maintain lawns, flowerbeds, shrubs and other plants immediately adjacent to buildings, facilities and fence lines. Apply fertilizers, pesticides and herbicides as instructed
- Assist with or perform the minor repair or servicing of buildings and equipment
- Maintain all custodial equipment including grounds equipment

## **Food Service (Lunch Services)**

### **Qualifications:**

- High school diploma or an equivalent recognized certificate.

### **Duties and Responsibilities**

- Monitor and audit daily POS terminal information collected for daily meal plans.
- Maintenance of the National School Lunch and Breakfast Program related to federal and state regulations.
- Process and maintain accurate records for the free and reduced price lunch.
- Order and coordinate catering services, food quantities, deliveries and inventory of food and supplies.
- Set up food serving lines, stream tables and/or serve meals.
- Store food and supplies in accordance with food and nutrition health guild lines.
- Follow approved housekeeping and safety practices to ensure that sanitary and safe conditions are maintained in the kitchen, food serving areas and dining areas.
- Perform work related duties as assigned by school principal.

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

The Governing Board of the School will be responsible for recruiting, interviewing and selecting the School's leader. The Board will seek highly qualified candidates who possess the certification, instructional, operational, and school leadership experience needed to properly carry out the roles and responsibilities detailed above. The Board will use the Florida Competency Leadership Standards in the selection of a "high-performing" school leader. Accordingly, the School leader will demonstrate the experience and ability to:

- Manage the organization, operations, facilities and resources in ways that maximize the use of resources in an instructional organization and promote a safe, positive, efficient, legal, and effective learning environment
- Monitor the success of all students in the learning environment, align the curriculum, instruction, and assessment processes to promote effective student performance, and use a variety of benchmarks, learning expectations, and feedback measures to ensure accountability for all participants engaged in the educational process
- Plan effectively, use critical thinking and problem solving techniques, and collect and analyze data for continuous school improvement
- Plan and implement the integration of technological and electronic tools in teaching, learning, management, research, and communication responsibilities
- Recruit, select, nurture and retain effective personnel, develop mentor and partnership programs, and design and implement comprehensive professional growth plans for all staff-paid and volunteer
- Ability to act with integrity, fairness, and honesty in an ethical manner

- Carry out the vision for the School and the knowledge, skills, and disposition to develop, articulate and implement a shared vision that is supported by the larger organization and school community
- Collaborate with families, business, and community members, respond to diverse community interests and needs, work effectively within the larger organization and mobilize community resources
- Understand, respond to, and influence the personal, political, social, economic, legal and cultural relationships in the classroom, the School and the community.

In order to identify a highly-qualified leader, the Board will advertise the open position and conduct an initial screen of highly-qualified local Principal candidates by reviewing résumés, cover letters, and other application materials. A rubric detailing minimum qualifications and preferred skills will be used. All qualified candidates will move forward in the process. Next, the Board will review all qualified candidate application materials and decide on five to eight candidates to interview over the phone. The top four candidates, based on phone interviews and their educational and experiential backgrounds, certifications and qualifications, will be invited for an in-person interview with the Board. Again, the Board will use criteria to ensure the Principal can fully implement the Board's mission for the school. The Board will conduct a second in-person interview with the top two candidates if additional information is needed by any of the Board members. Once the candidate is identified, he/she will be required to undergo a background check and fingerprinting with the district as required by 1002.33 (12) (g), Florida Statutes prior to reporting to the school.

If a local candidate does not meet the criteria for the position, the scope of the search will be expanded, if necessary, with national recruitment agencies, such as New Leaders New Schools to seek an individual who has the following minimal requirements:

- A Master's degree (higher degrees preferred)
- A 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 the Florida School Leadership Standards and Indicators
- 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 following Florida Principal Leadership Standards

### **Evaluation**

The Principal will be evaluated on a yearly basis by the Governing Board using the Florida Consortium of Public Charter Schools School-Based Administrator Evaluation, which incorporates all requirements of the Florida Principal Leadership Standards.

The Board will follow the protocol summarized below:

- The Board will meet with the Principal at the beginning of the year to establish annual targets for the principal using the appropriate form.
- The Board will conduct several site visits and complete the School Site Monitoring Form. Feedback will be provided to the Principal.
- The Board will complete an annual formal evaluation. and using the appropriate evaluation form.
- The Board will schedule a conference with the Principal to review the evaluation. The Summative Evaluation will be based on the Principal's leadership practices, individual target goals, and student growth data (when available).
- The Principal is asked to sign the completed and reviewed evaluation.
- The completed, signed formal evaluation will be filed by the Board Secretary in the Principal's employment file.

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

The five-year staffing plan aligned with the School's projected enrollment is shown below.

**Five Year Staffing Plan**

|                              | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|------------------------------|--------|--------|--------|--------|--------|
| <b>Classroom Teachers</b>    | 18.2   | 26.5   | 35     | 42.2   | 51.4   |
| <b>ESE Teachers</b>          | 1.2    | 1.7    | 2.2    | 2.7    | 3.3    |
| <b>Gifted Teachers</b>       | 0.3    | 0.4    | 0.6    | 0.7    | 0.8    |
| <b>Other Teachers</b>        | 4.1    | 5.7    | 6.8    | 8.4    | 10.9   |
| <b>Principal</b>             | 1      | 1      | 1      | 1      | 1      |
| <b>Assistant Principal</b>   |        | 1      | 1      | 2      | 2      |
| <b>Guidance Counselor</b>    | 0.5    | 1      | 1      | 2      | 2      |
| <b>Curriculum Specialist</b> |        | 1      | 1      | 1      | 1      |
| <b>IT Specialist</b>         | 0.25   | 1      | 1      | 1      | 1      |
| <b>Business Manager</b>      | 1      | 1      | 1      | 1      | 1      |
| <b>Secretary</b>             | 1      | 1      | 1      | 1      | 1      |
| <b>Office Assistant</b>      |        |        |        | 1      | 1      |
| <b>Data Prep Clerk</b>       | 1      | 1      | 2      | 2      | 2      |

|                                       |              |             |             |           |              |
|---------------------------------------|--------------|-------------|-------------|-----------|--------------|
| <b>Educational Assistant</b>          | 2            | 2           | 3           | 3         | 4            |
| <b>Maintenance 1</b>                  | 1            | 1           | 1           | 1         | 1            |
| <b>Maintenance 2</b>                  | 2            | 2           | 3           | 4         | 4            |
| <b>Security 1</b>                     | 3            | 4           | 5           | 6         | 7            |
| <b>Before / After Care Director</b>   | 1            | 1           | 1           | 1         | 1            |
| <b>Before / After Care Counselors</b> | 6            | 8           | 10          | 12        | 15           |
| <b>Lunch Services 1</b>               | 1            | 1           | 1           | 1         | 1            |
| <b>Lunch Services 2</b>               | 1            | 1           | 1           | 1         | 1            |
| <b>Total Employees</b>                | <b>43.55</b> | <b>60.3</b> | <b>76.6</b> | <b>93</b> | <b>110.4</b> |

Salaries will be comparable to those outlined in the teacher salary schedule implemented by the school district. Certified and/or Highly Qualified Faculty will be hired in accordance with State and Federal mandates and in compliance with the Class Size Reduction Act, as it applies to Charter Schools.

Note: All hires may need to teach electives for which they are qualified, in addition to their assigned courses. The staffing of ESE personnel will depend on enrollment and exceptionality following the Sponsor's teacher student ratios. The School anticipates that the majority of the ESE population will be students with Specific Learning Disabilities. The staff will meet highly qualified status according to No Child Left Behind guidelines which involves in many cases dual certification, such as Elementary Education/ESE or Subject Area/ESE.

The plan will be adjusted in accordance with the actual student enrollment figures. Recruitment and staffing for each year of the charter term will be determined according to the projected student enrollment as detailed in the five year budget and the projected student enrollment chart by year and grade. The enrollment chart was created in accordance with the Class Size Reduction Act and is adapted accordingly to meet the future needs of the School.

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

The School will recruit personnel who are appropriately certified, highly qualified, and bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter concept.

Furthermore BridgePrep Academy 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. BridgePrep Academy will require all employees to undergo a background check for fingerprinting in collaboration with the sponsor as required. BridgePrep Academy will not violate the anti-discrimination provisions of Federal or State laws on hiring

and employment practices. The School will not use advanced degrees in setting the salary schedule unless the advanced degree is held in the individual's areas of certification.

Emphasizing the philosophy that all staff members share in the responsibility of advancing its mission, the School will ensure that faculty members are highly-qualified and match the learning needs of its students. Under the No Child Left Behind Act (NCLB) of 2001, all teachers must be "highly qualified" to teach in the School. The definition of a highly qualified teacher includes meeting at least the following three criteria: 1) Having a bachelor's degree 2) Having State credentials or certificate; 3) Demonstrating core academic subject matter competency.

Accordingly, the School will:

- Recruit teachers through the State-sponsored, *Department of Education, Teach in Florida* website;
- Coordinate efforts and partner with postsecondary educational institutions to serve as host school for interns, whenever possible;
- Organize other efforts to attract in-field experts to serve as teachers in the various disciplines that require higher levels of academic content delivery;
- Partner with local universities to assign interns to the School who are considered for possible openings that may arise based on their performance;
- Utilize the Florida Department of Education website entitled "Teach in Florida" to announce and recruit Highly Qualified teachers;
- Conduct two job fairs a year to organize efforts that will recruit instructional experts to serve as teachers at the School and increase the rigor and relevance of the teaching and learning;
- Create a competitive salary schedule that includes performance incentives to attract high performing teachers; and
- Utilize local media venues to advertise openings.

Recruitment efforts will also include advertisements in local newspapers and on the School's website, presentations and fliers at local universities, school job fairs, and use of a corporate recruiter. Considerable effort will be taken during interviews to hire the most qualified candidates that represent the diverse racial/ethnic background of the students, local community and county that the School serves.

The School will adhere to a policy of nondiscrimination in employment and educational programs/activities and strive affirmatively to provide equal opportunity for all as required by Federal and State Laws:

- **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 1972** - prohibits 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.

The Governing Board of the School will ensure that the hiring procedures focus on representing 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.

### **Selection of Staff**

The School will look for candidates who demonstrate the following qualifications:

#### **Administration**

- Educational background: Master's Degree or higher
- Extensive administrative and teaching experience in an educational setting
- State of Florida Certification in Educational Leadership
- Vast experience in working with school or advisory educational boards
- Strong managerial capabilities
- Knowledge of the needs of the student population served by the School
- Positive evaluations from previous administrative position
- Letters of recommendation
- Excellent communication skills
- A background in administration (preferably school setting) and teaching experience aligned to the mission and vision of the School;
- References from previous supervisors that demonstrate excellent work performance;
- Documented excellent communication skills; and capacity to meet or exceed the following Florida Principal Leadership Standards.

#### **Teachers/Counselors/Other Instructional Personnel**

- Educational background: Bachelor's Degree or higher in field
- State Certification for the required position
- Excellent presentation and interpersonal skills

- Satisfactory recommendation and/or evaluations from previous employer
- Personal characteristics, knowledge, and belief in the School's mission
- An ability and motivation to work as part of a team in a small-school setting with parental involvement
- References and letters of recommendation

### **Support Staff**

- Educational background: Associate's degree or higher or have completed sixty (60) college semester hours at an accredited institution of higher education
- Excellent presentation and interpersonal skills
- Satisfactory recommendation and/or evaluations from previous employer
- Personal characteristics, knowledge, and belief in the School's mission
- An ability and motivation to work as part of a team in a small-school setting with parental involvement
- References/Letters of Recommendation

### **Clerical/Custodial/Security/Food Service Personnel**

- Educational background: Graduation from high school or an equivalent recognized certificate/References
- For clerical: Secretarial or advanced clerical experience or any equivalent combination of acceptable training and experience
- For clerical: Must demonstrate competency by passing the appropriate clerical examination.

### **Development of Staff**

As detailed in Section 12 (B), BridgePrep Academy administrators, instructional personnel, and school support staff will participate in professional development activities throughout the year. Teachers and administrators will complete individualized professional development plans that will delineate measurable growth targets and professional development activities in which they will participate which are aligned to student growth and the school improvement plan.

### **Evaluation of Instructional and Administrative Staff**

As detailed in Section 12 (B), teachers, administrators, and other instructional staff will be evaluated each year. Pursuant to s. 1012.34, F.S., a performance evaluation must be conducted for each employee at least once a year, except that a classroom teacher, who is newly hired by the Principal, must be observed and evaluated at least twice in the first year of teaching at the School. At least one-third of the performance evaluation must be based upon data and indicators of student performance. 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. For instructional personnel and school leadership, at least one-third of the performance evaluation must be based upon instructional practice. BridgePrep Academy will be utilizing the approved Florida Consortium of Public Charter Schools (FCPCS) evaluation tools for teachers, administrators, and other instructional personnel. The instrument used for instructional personnel is based upon the Florida Educator Accomplished Practices (FEAPS) and the instrument use for administrative personnel is based upon the Florida Principal leadership

Standards (FPLS). For instructional personnel and school administrators, the remainder of the performance evaluation may include, but is not limited to, professional and job responsibilities as recommended by the Board (i.e., reviews, surveys, and other valid and reliable measures of instructional/leadership practice). All instructional and administrative personnel will receive an annual evaluation rating that includes the following categories: (1) Highly Effective; (2) Effective; (3) Needs Improvement, or for teachers within the first three years of employment, Developing; or (4) Unsatisfactory.

#### **Evaluation of Non-Instructional Personnel**

BridgePrep Academy will monitor the performance of non-instructional support staff on a daily basis. Staff will be expected to comply with their job duties and responsibilities. Failure to perform effectively will result in disciplinary action and may include termination if performance is not corrected.

## Section 11: Education Service Providers

**If the school intends to enter into a contract with an Education Service Provider (ESP)<sup>2</sup>:**

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

BridgePrep Academy will enter into a contractual relationship with an Education Service Provider (ESP) for the purpose of obtaining professional services for the planning, design and development of the School. Management services by the ESP include, but are not limited to, the following: coordination of management and administrative duties, human resource coordination, food service management, parental and staff disputes, attendance at Governing meetings, record keeping, bookkeeping, budgeting, staff administration, financial projections, grant solicitation, financing solicitation, future facility applications with sponsor, coordination, annual reporting, student assessment, School Board representation, governmental and regulatory compliance, charter renewal coordination, curriculum development, facilities identification, systems development, special projects, litigation coordination, and land use coordination. The Governing Board provides oversight and approval for all of these functions.

**B. Provide a draft of the proposed contract between the school and the ESP including, at a minimum, proposed services, performance evaluation measures, fee structure, renewal and termination provisions, and terms of property ownership (real, intellectual and personal).**

The current agreement between the School and the ESP provider is located in the Appendices section of the application (see Appendix D). No employee of the ESP will serve in any capacity on the School's Governing Board.

**C. Unless the ESP is the parent non-profit organization, explain why the ESP was selected, including what due diligence efforts were conducted to inform the selection and how the relationship with the ESP will further the school's mission.**

After an extensive review and analysis process, the ESP was selected for the reasons stated below.

The ESP was selected based on the company's experience and extensive knowledge in the field of education and their ability to open, operate, and manage multiple schools. The ESP has a track record of proven success in managing a variety of educational programs.

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<sup>2</sup> An Education Service Provider (ESP) is an organization that provides comprehensive services to a school. Organized as non-profit or for-profit companies, ESPs generally fall into two categories:

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

The ESP currently manages BridgePrep Academy South, BridgePrep Academy of Village Green, BridgePrep Academy of Greater Miami, BridgePrep Academy Interamerican, BridgePrep Academy of Hollywood, BridgePrep Academy of Tampa and Academy of Arts and Minds Charter High School.

The ESP, together with the land use attorneys, has initiated the negotiations of land leases at current facilities to maximize the approved applications by the Sponsor. For the 2013-2014 school year, BridgePrep Academy received high performing school grades as follows: BridgePrep Academy South earned an A, BridgePrep Academy of Village Green earned an A, and BridgePrep Academy of Greater Miami earned a B and BridgePrep Academy Interamerican earned a B. There is a high level of demand for the services of the ESP throughout Miami Dade County, Broward and Hillsborough Counties. The organization provides the children with a safe, organized, structured and nurturing environment, using an advanced curriculum that promotes development of self-esteem and assists students in reaching their maximum potential. Parents are happy with the education their children are receiving at their centers and students demonstrate that they are well prepared for Kindergarten, Elementary, Middle School and High School. They have demonstrated that they operate responsibly, attain high enrollment, collaborate with organizations, maintain their facilities, offer a high level of education, and create a bridge between the School and the community.

The company practices the highest standards of integrity and constantly strives for excellence in all of its educational and operational responsibilities. Full accountability and the success of each student served within its school is the ESP's highest priority.

The ESP also has extensive experience with federal and state funding, and state-funded programs such as VPK, Florida P.R.I.D.E, McKay, CDS and USDA programs.

The ESP is well staffed and has established systems which provide the schools they currently manage assistance with financial forecasting, budgeting, bookkeeping, purchasing, curriculum research and development, accreditation assistance, teacher and staff training and development, Federal and State grant research, submission and management, marketing and communications, student and family services assistance, assistance with day-to-day operations, securing facilities, and human resources. These are all elements the Governing Board believes are essential in ensuring a school's fiscal solvency and ability to provide a quality education. The ESP management oversee its administrative and support staff on a monthly or quarterly basis, to ensure that personnel is highly effective in performing their job responsibilities and offering appropriate support to the School.

The ESP's extensive knowledge, experience, successful ability to manage multiple school sites, reputation, and demand for quality educational services gave way to the rationale for selecting them to provide assistance and support for the School in promoting its mission.

**D. Explain the ESP's roles and responsibilities for the financial management of the proposed charter school, if applicable and the internal controls that will be in place to guide this relationship.**

The ESP will perform general accounting services including bookkeeping, purchasing support, payables, asset management, budgeting, cash flow analysis, and preparation of interim financial statements and assist with the work of the School's independent certified auditor.

The ESP uses a reputable accounting firm to supervise and monitor all of its in-house accounting practices that includes the following tasks:

- Preparation and maintenance of books
- Monthly visits to accounting department to supervise and monitor accuracy of work
- In-house reviews and audit information
- Review and management of accounting entries
- Depreciation
- Estimations
- Projections
- Budgeting
- Tax returns
- Payroll
- Fundraising

The ESP will also assist the Governing Board in retaining an independent accounting firm to handle the school's annual audits.

**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 Governing Board will conduct periodic and annual evaluations of the performance of the School in the following categories, as to each of which the ESP is required to provide data to the Governing Board: financial performance, including variance to budget; staff turnover data; academic performance, including enrollment; and facilities costs and needs. Failure to perform its obligations under the management agreement by the ESP is grounds for termination by the Board.

The relationship between the Governing Board and the ESP shall be defined in a performance-based contract that provides for the evaluation of the ESP's performance and termination. The Corporations' Bylaws describe the role and responsibilities of the Board and further there is a Conflict of Interest statement signed by each Board Member that states that the Board Member shall not receive compensation from the School's vendors or be influenced by his/her relationship with a vendor. Specifically, Board Members are prohibited from attaining any form of compensation from the School's operations.

The Board will ensure compliance with all pertinent statutes regarding conflicts of interests and governance between the Board and ESP. The Governing Board will ensure an “arm’s length,” performance-based relationship between the Governing Board and the ESP. In addition, The ESP

will follow state law prohibiting an employee of the charter school, or his or her spouse, or an employee of a charter management organization, or his or her spouse, may not be a member of the governing board of the charter school. All Board members are trained on the roles and responsibilities by a Florida Department of Education approved trainer. The Board will reserve the right to terminate any vendor, including the ESP, based upon performance or failure to provide services.

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

S.M.A.R.T. Management, LLC was founded on the principle that each school is a unique educational environment and the ESP's mission is to give shape to the governing board's vision. The ESP's focus is to provide school administrators and staff with the knowledge and services they need to develop and maintain a strong foundation of finance, operations and human resource coordination.

The ESP has extensive experience in managing, acquiring, financing, constructing and designing quality school facilities successfully. The ESP works with reputable and experienced property developers who have access to a network of financial institutions ready to commit the necessary capital for build-to-lease facilities. The developers also have relationships with award-winning design and engineering firms, as well as contractors with a track record of timely completion of excellent facilities meeting the needs of the School.

As stated previously, the ESP currently provides services to seven charter schools that include the following: BridgePrep Academy South, BridgePrep Academy of Village Green, BridgePrep Academy of Greater Miami, BridgePrep Academy Interamerican, BridgePrep Academy of Tampa, BridgePrep Academy of Hollywood Hills, and Academy of Arts and Minds. Over the years, they have shown a tremendous amount of passion for results, as well as enthusiasm and dedication in everything that they do in managing their schools. They are an approved Sponsor for the USDA program and service over 1,400 meals per day. They are also staffed with personnel and have systems set up to provide the schools with financial forecasting, budgeting, bookkeeping, purchasing, day-to-day operations, securing facilities, and human resources. These are all elements the Governing Board believes are essential in ensuring a school's fiscal solvency and their ability to provide a quality education.

S.M.A.R.T. Management aims to ensure proper management of school finances and operations through proper support. They believe that school leaders should remain focused on student achievement, by allowing experts to ensure the proper management of financial and operational responsibilities.

Schools face many challenges in fulfilling their respective missions. The management aspect of a school is complicated. S.M.A.R.T. Management's services involve proven methods that allow school leaders to focus on what's most important--student achievement.

During the 2014-2015 school year, S.M.A.R.T. Management became a candidate for SACS-CASI Corporation-Systems Accreditation through AdvancED. In May 2015, AdvancED recommended the corporation for accreditation, citing numerous powerful practices (see Appendix A).

S.M.A.R.T. Management's senior management team includes:

### **Virginia Vazquez Garcia**

Mrs. Virginia Vazquez Garcia brings with her over 18 years' experience as an educator and a former employee of Miami-Dade County Public Schools. As noted above, she has experience as a Teacher, Guidance Counselor, Curriculum Specialist and Administrator. During her time at MDCPS, she gained first-hand experience managing a school's intricate operations, from curriculum to articulation, administration, and fiscal responsibilities.

Early on in her career she taught and was a director of Ombudsman Educational Services which caters to at-risk high school students. She is committed to being a leader of quality education and raising the standards for learning. Mrs. Garcia brings a track record of success, highly regarded reputation, and leadership to the ESP, further ensuring the success of this charter school.

She graduated from Florida International University with a Bachelor Degree in Psychology and continued her educational career with a Master's Degree in TESOL. Later she attended Barry University where she earned a Specialist Degree in Guidance and Counseling and has completed the course work for a Ph. D in Leadership and Education.

Virginia is currently the Executive Director of Smart Starts Day Schools, a chain of educational facilities in Miami Dade County and Georgia. She works with federal and state funded programs such as VPK, PRIDE, McKay, CDS, and USDA programs. She is responsible for the oversight and day-to-day operations of the multiple sites and their personnel. Mrs. Garcia has assembled a group of talented and experienced professionals and educators to develop and implement innovative schools designed to develop students into successful, motivated, and self-assured, life-long learners. She manages and oversees all the operations including but not limited to the following: curriculum, human resource, financial management, federal funding management, facilities, enrollment, marketing, web design, activity coordination, community involvement, parental involvement, testing, parent and staff issues, parental reviews, payroll, benefits, and administration.

She has worked with several existing and proposed schools and school support organizations in Miami, Florida to ensure the implementation of sound fiscal and operational practices. Virginia Garcia serves a member of the Board of Directors for the Salvation Army and is a member of the Kiwanis Organization in Miami, FL. She believes in giving back to the community and promotes the participation of community-related activities and functions throughout the year.

## **Juan Carlos Quintana**

Mr. Juan Carlos Quintana graduated in 1996 from Florida International University School of Business Administration with a major in the areas of Finance and Accounting. In addition, he attained his Florida Department of Education's Teaching Certificate in 5<sup>th</sup> – 12<sup>th</sup> grade Mathematics. During his time as a teacher for Miami Dade County Public Schools, he was nominated as Sallie Mae Teacher of the Year in 1996, his first year as a teacher, and Teacher of the Year in 1999.

During his tenure as a mathematics teacher at Shenandoah Middle School, FCAT Mathematics scores increased across all grade levels. Due to the increase in student performance, the school was recognized not only by the school administration but by Region IV leadership as well. Due to this recognition, he was chosen to serve on a Regional Educational Excellence Committee. The role of this exclusive committee was to visit all D and F schools in Region IV and compile an analysis of all the areas directly related to their FCAT results. During his involvement with this committee, over 50 percent of the schools visited improved one or more letter grades.

Prior to becoming an Assistant Principal for Miami Dade County Public Schools, Mr. Quintana assisted in the piloting of the Region IV Mathematics Jeopardy Bowl. His involvement assisted schools throughout the Region to be highly motivated in mathematics education. Mr. Quintana's students and Shenandoah Middle School student representatives consistently placed in the top three for several years to follow.

In 1999 Mr. Quintana earned a Master's Degree in Educational Leadership from Nova Southeastern University. He became an Assistant Principal for Miami Dade County Public Schools. During his first year as a school administrator at Ben Sheppard Elementary School he was assigned to oversee 3<sup>rd</sup> through 5<sup>th</sup> grade. Part of his role was to analyze the school's previous years' FCAT results and compile an analysis that would assist in improving the school's letter grade from a C. He administered several Curriculum Workshops to his staff in order to assist them in the creation of a school-wide Curriculum Calendar which assisted the entire staff in discussing a specific Benchmark every week. These benchmarks were specifically targeted based on their weight toward a grade on the FCAT. The final result of his efforts and of those who worked with him aided the school in improving to a "B," an achievement that had not occurred in over 5 years.

The following year he was assigned to Palm Springs Elementary School. This was a strategic move by the previous Region I Superintendent. The reason being the school has just dropped from an "A" to a "D". Being the only Assistant and a Principal in a school with over 900 children, Mr. Quintana and his principal faced a very difficult task for the upcoming year. Through statistical research and an amazing effort from every member of Palm Springs Elementary School, the school not only attained its "A" the following year, they were also recognized by the Florida Department of Education for being the district's Most Improved Elementary School. During his six years at Palm Springs Elementary, the school remained an "A" school. He served as the school's E.S.E. Chairperson, Curriculum Leader, and Title I Representative and attended numerous school budget conferences. He served as the Regional I Steering Committee Chairman for Assistant Principals for the 2005-2006 school year. During

his years as an administrator he held many workshops for school administrations and regional personnel in the areas of School Data Interpretation and FCAT scores analysis. Mr. Quintana was chosen for several Administrative Curriculum Committees for Region I in which they created and published several documents including the Region I Curriculum Calendar.

Mr. Quintana has been involved as the Chief Compliance Officer as well as the Chief Finance Officer for S.M.A.R.T. Management since its inception. His expertise in the field of Financial Management has been recognized through several district sponsors. At times his firm has been asked to assist in financial recovery plans of struggling charter schools as well as provide guidance for implementation of adequately forecasting budgets.

**G. Provide a complete list of other charter Schools the ESP operates or previously operated using Addendum C (Form IEPC-M1A).**

S.M.A.R.T. Management, L.L.C. is currently managing operations of seven Florida Charter Schools in the State of Florida:

- BridgePrep Academy South
- BridgePrep Academy Village Green
- BridgePrep Academy Greater Miami
- BridgePrep Academy Interamerican
- BridgePrep Academy Hollywood Hills
- BridgePrep Academy Tampa
- Academy of Arts & Minds

Required information on each school is contained in the Applicant History Worksheet-Addendum C (Form IEPC-M1A) which is located in the Appendices section of the application (see Appendix E).

## **Section 12: Human Resources and Employment**

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

BridgePrep Academy, Inc. is a not-for-profit, private employer, and will not participate in the Florida Retirement System. In order to remain competitive, and hire highly-qualified staff, the School will pay salaries comparable to those outlined in the teacher salary schedule outlined in the budget. Proposed salaries for administrative and instructional personnel are shown below. In addition, staff may be eligible for performance bonuses upon successfully meeting established goals.

Principal Starting Salary: \$85,000

Assistant Principal; Starting Salary: \$65,000

Average Teacher Salary: \$40,500

Annual Increase Estimates: 1.5%

Benefits: \$300 per month (\$3,600 per year) per employee + 2% of salary (Avg. \$810 for teachers)

Full-time employees are entitled to a competitive and comprehensive benefits package which includes Health Insurance with major medical coverage, prescription drug plan, dental and vision coverage. Additional benefits that enhance the compensation package may include retirement/401K plan, short/long term disability, and supplemental life insurance, family medical leave, bereavement leave, sick leave, paid legal holidays, jury duty leave, and direct deposit. Ten-month employees will earn 10 sick/personal days per ten-month period, and 12-month employees will earn 20 sick/personal days per twelve-month period and will have to consume them for their Holiday and Spring Breaks. Employees will qualify for paid sick leave after 90 days of employment.

For employee insurance and benefits selection, the Governing Board will engage the services of ADP Total Source, a professional employer organization that provides human resource services to small and moderate size employers. The ESP will coordinate the services provided by ADP Total Source. The use of a professional employer organization allows the staff of BridgePrep Academy to enjoy the same level of benefits that are available to employees of larger organizations. ADP Total Source services include but are not limited to:

- Handbook
- Job Descriptions
- Assigned a Team Leader to serve as school's HR Director
- Sexual Harassment Training
- Specific Skill Trainings
- Workwoman's Compensation
- Benefits (Health, Dental, Vision, Supplemental, Cancer Ins., and Perks Programs too.)
- Administration and Management of Retirement and 401k Plans
- Employment Practice Liability Insurance (coverage for law suits)
- Legal Defense coverage

- Termination assistance
- Payroll
- Direct Deposit
- Payroll Taxes
- Form 5500 Annual Return/Report of Employee Benefit Plan filings
- State Unemployment claims

The School will incorporate the Florida Department of Education's Merit Pay Plan for teachers and will align its compensation practices to 1012.34, Florida Statute, which aligns the salary schedule to the effectiveness of the classroom teacher, other instructional personnel, or school administrators. BridgePrep Academy will offer a comparable opportunity for all staff. This will ensure that the compensation of quality teachers, other instructional personnel, and school administrators would grow quicker than that of poor performing employees who do not contribute to the educational progress of the School's students. The effect of the evaluation on an employee's compensation would include, but not be limited to, the following components:

- An employee who is highly effective, as determined by his or her evaluation, will receive the highest annual salary adjustment available.
- An employee who is effective, as determined by his or her evaluation, would receive a salary increase between 50 and 75 percent of the annual salary increase provided to a highly effective employee.
- An employee under any other performance rating would not be eligible for a salary increase.

Should budget constraints limit the School's ability to fully fund all adopted salary schedules, the Governing Board will not disproportionately reduce performance pay schedules. With the increased school enrollment and facility capacity the School are able to adequately save reserves that will allow for these financial obligations to be met.

**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 are clearly set forth and communicated in accordance with principles of fairness and due process and in full compliance with all applicable laws and regulations.

### **Hiring Process**

A diverse pool of applicants is proactively sought out to ensure that only the most qualified and dedicated staff is hired to work with our students. Applicants are recruited from a variety of sources, including the School website, newspaper ad, college recruiting, employee referrals, internet recruiting, temporary agencies and other referral resources. Applicants typically apply on-line and their resumes are then forwarded to the School's Screening Committee, which is

appointed by the Governing Board and consists of administrators, teachers, counselors and lead staff. Three references are required for each candidate, and the candidate must meet the necessary certification and background check requirements as outlined by the School District before being considered for employment. The committee will conduct initial screening interviews and develop a questionnaire and make recommendations for a second interview to the Department Chair and/or Administrator. The Administrator and/or Department Chair will conduct an in depth interview and make final recommendations to the Principal. The Principal conducts final interview, reviews recommendations from interviewers, makes final hiring decision and reports to the Governing Board. The administrator makes the offer of employment. If the candidate accepts, a notification is sent to ADP, the School's human resources provider. An employment agreement is issued to the new employee, and the applicant's materials are forwarded to ADP who will then complete the appropriate background screening processes so the candidate may be cleared to begin working in the School.

### **Employee Agreements**

Employment Agreements are issued to all full-time employees of a school after a thorough hiring process has been completed (described in the following section). These Employment Agreements stipulate the employee's position, annual salary, payroll period, start date, scholastic requirements, employment at-will information, hours of operation, and other miscellaneous employment provisions. Both the employee and the Administrator sign the employment agreement, and the original is kept as part of the employee's personnel file.

### **Professional Standards, Policies and Procedures**

All faculty and staff members employed by the School will possess the personal characteristics, knowledge base of and belief in the educational and curriculum design as described in this proposal, as well as an ability and motivation to work as part of a team with parental involvement. The School will look for personnel who bring with them a sense of enthusiasm and commitment as well as a strong belief in and understanding of the charter school concept.

Employees are expected to observe high standards of job performance, and The Principles of Professional Conduct of the Education Profession of Florida and The Code of Ethics of the Education Profession of Florida. When performance or conduct does not meet standards, the School may terminate employment, or it may endeavor, if it deems appropriate, to provide the employee a reasonable opportunity to correct the problem. If, however, a corrective opportunity is given and the School determines that the employee has failed to make the correction, he or she is subject to further discipline, including termination.

Under the No Child Left Behind Act (NCLB) of 2001, all teachers must be "highly qualified" to teach in the School. The definition of a highly qualified teacher includes meeting the following three criteria: (1) Having a bachelor's degree, (2) Having State credentials or certificate, (3) Demonstrated core academic subject matter competency.

### **Instructional and Administrative Evaluations**

Pursuant to s. 1012.34, F.S., the evaluation systems for instructional and administrative personnel must be designed to support effective instruction and student learning growth, and performance evaluation results must be used when developing school improvement plans. The

evaluation systems must 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.

Evaluations for instructional personnel and school administrators must differentiate among four levels of performance: 1) Highly Effective; 2) Effective; 3) Needs Improvement or, for instructional personnel within the first three years of employment who need improvement, Developing; 4) Unsatisfactory.

The School will establish a peer assistance process to assist probationary teachers, teachers who have demonstrated that they need assistance, or teachers who request assistance.

In the event deficiencies are found, a Performance Improvement Plan is put into place and the teacher is paired with a mentor to guide and facilitate the improvement of the instructor in question. Professional development and in-service opportunities are also provided. Pursuant to s. 1012.98, instructional and administrative personnel who have been evaluated as less than effective shall require participation in professional development.

#### **Annual Probation Period**

An employee on a probationary contract (first year of employment with the charter school) may resign or be dismissed without creating a breach of the contract.

Upon successful completion of a probationary contract, a classroom teacher may receive an annual contract. This includes instructional personnel who move from another state or district. Instructional personnel may receive an annual contract if he or she holds a temporary or professional certificate, as prescribed by s. 1012.56, F.S., and State Board of Education rules, and is recommended by the principal for the contract.

Instructional personnel with an annual contract may be suspended or dismissed with or without cause. If charges against an employee are not sustained, he or she would be immediately reinstated with back pay.

Instructional personnel may be employed on an annual contract upon completion of their probationary period, subject to renewal by the School's board and principal. This provision is designed to give the School greater flexibility in meeting student instructional needs by retaining effective employees and quickly removing poor performing employees

#### **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.
- Fails to comply with the terms on the employment contract.

The School expressly reserves the right to discharge employees without or without cause, but without being in violation of the laws of the State of Florida and the United States of America. The School assures thorough, consistent, and even-handed termination procedures. Terminated employees will receive all earned pay to the next regular pay. Instructional personnel with an annual contract may be suspended or dismissed for just cause. If charges against an employee are not sustained, he or she would be immediately reinstated with back pay.

In alignment with FS1012.01(2)a, each individual hired as instructional personnel by BridgePrep Academy shall be awarded a probationary contract, and upon successful completion of probationary contract the Governing Board may award an annual contract unless the individual receives an unsatisfactory evaluation, or fails to maintain an active Professional Florida Teaching Certificate or temporary certificate.

### **Involuntary Termination**

The School expressly reserves the right to discharge employees with or without cause, but without being in violation of the laws of the State of Florida and the United States of America. The School assures thorough, consistent, and even-handed termination procedures. Terminated employees will receive all earned pay to the next regular pay period. An employee may be terminated involuntarily for any reason not prohibited by law, including a leave of absence in excess of 180 days, poor performance, misconduct, or other violations of the School's rules of conduct for employees.

Involuntary termination, other than for an administrative reason or abandonment of employment, will result in forfeiture of all earned accrued compensation, other than as required to be paid by law.

### **Job Performance**

Employees may be disciplined and/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 wellbeing of the School, its employees, students, or property, including being charged or convicted of a crime that indicates unfitness for the job
- Failing to report to the School, within five days, any charge or conviction under any criminal, drug, state or felony arrests
- Failure to adhere to the Code of Ethics or Principles of Professional Conduct

The School may proceed directly to a written reprimand or to termination for misconduct or performance deficiency, without resort to prior disciplinary steps, when the School deems such action is appropriate. If an employee is recommended for dismissal by the Principal of the School, the Principal will propose such dismissal at a meeting of the Governing Board. The employee shall have the right to contest the dismissal at the Board meeting and present testimony or evidence in connection with the dismissal action.

### **Professional Development**

In setting high expectations for both students and teachers, the School is committed to maintaining the level of high quality instructors by implementing a comprehensive professional development plan as further detailed in the School's Staffing Plan (*Section 10, Management*). The School will support the professional development needs of all professional staff by facilitating the attainment of continuing education credits through the CPALMS, in-house professional development and/or the Broward County's district professional development offering through *My Learning Plan* available to charter school teachers and staff.

In addition to school wide professional development opportunities, faculty members will each complete an Individual Professional Growth Plan (which is a component of the FCPCS evaluation system) as a means to document and identify areas for personal targeted professional growth, including the identification of strategies for obtaining specified goals, ensuring the professional development exercise will serve to benefit the students, and a timeframe in which the staff development exercise should occur. All Individual Professional Growth Plans are approved by the Principal, or his /her designee, at such time the Principal may elect to recommend additional professional development that should occur within a given timeframe. In-house workshops and meetings will 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.

Appropriate and relevant school-wide training will occur on teacher planning days as well as on school days when students are released early as determined by the School's approved annual school calendar. 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. Teacher training will also be offered throughout the school year in a variety of areas that include, but are not limited to, the following topics:

- **Teachers and Second-Language Instruction:** Classroom teachers are trained in the principles for second-language instruction that create supportive language environments. Focus is on the characteristics of an effective classroom to help maximize language acquisition including, but not limited to, balance between “instruction” and interaction, use of peer teaching, real world materials and resources (i.e., paperbacks, newspapers, magazines, bus schedules, etc.), student opportunities to complete classroom administrative tasks (attendance, lunch count, errands, notes to other teachers, bulletin boards, checking out books), and classroom visitors i.e., real people who come to the class to talk to and work with students.
- **Data-Driven Decision Making for Teachers and Administrators:** Interactive Workshop training for staff members on how to access and District database systems and specific performance indicators to identify student needs. Staff members are trained on types of educational research, corresponding sources of data, and collection instruments to be used for continuous school improvement. Teachers are trained on how to use quantitative and qualitative data to plan and improve classroom instruction.
- **Mission and Vision:** School administrators build understanding of the School's mission and vision. Faculty and staff are trained in the development and use of the School's mission and vision toward achieving teaching and learning goals. The faculty, staff, parents, students, and community stakeholders will play a role in annually assessing how well the mission and vision statements are aligned with the school culture and needs. The results of this assessment are reviewed in this training yearly to ensure that the mission and vision statements serve as the vehicle for continuing school excellence.
- **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 is on specific strategies by core academic areas as detailed in the instructional program strategies and assessments.
- **Continuous Improvement Process:** The mission of BridgePrep Academy calls for continuous improvement both in and out of the classroom. This training conducted by lead and administrative staff will build on the importance of adopting a school "culture" of continuous improvement through climate surveys, the NSSE's Indicators of Quality Instructional Systems and Indicators of Organizational Systems, and, student and staff assessments, and the development of a School Improvement Plan (SIP).
- **Literacy Leadership Workshop** - Teachers are schedule by departments and rotate throughout this one-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's* initiatives into their daily instruction.

- **Teachers as Facilitators:** Selected teachers will attend local, state and national conferences and serve as trainers to the remainder of the staff upon return to the School. In-house workshops and meetings are held monthly by administrators and may occur as often as biweekly through team leaders. In order to support and encourage teachers, trainings are offered throughout the School year in a variety of forms.
- **Project CRISS: CReating Independence through Student-owned Strategies**  
BridgePrep Academy will incorporate Project CRISS (CReating Independence through Student-owned Strategies) as a meaningful component of its instructional program. Project CRISS will promote literacy education and provide teachers with the appropriate tools to enhance literacy instruction within their classrooms. Students will be encouraged to become life-long learners who utilize literacy for success in all realms of their lives. Professional development will support teachers in the classroom through a coaching model which will include: relationship building with teachers, a focus on research-based strategies, self-reflection of classroom practices, modeling and/or co-teaching to enhance daily teaching methods. Professional development will allow for time to build upon current practices, make necessary changes and be reflective in order to improve future learning sessions for their students.

## **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 plan to promote and publicize the opening of BridgePrep at Broward County will target families of all racial/ethnic demographics who have age-appropriate students who reside within the community. The School will implement a community awareness plan that will target the surrounding communities, homeowner association groups, and Broward County residents via community newspapers. The School will provide copies of its promotional materials and announcements in English, Spanish, and Creole to community organizations to make sure those “harder-to-reach” families (e.g. single parent families, low socio-economic households, people who work in the area, etc.) are aware of the School and their eligibility to apply for enrollment.

The School is committed to reaching out to everyone in the Broward County area. To that end, the School will prepare a public service announcement for broadcast on local radio in both Spanish and English highlighting its Extended Second Language Model. Press releases will be disseminated to all of the major print media in the county so that the general public can be made aware of the enrollment period and location of the school. The School will conduct general information meetings that will be open to the public and announced through public service announcements. The School will post flyers in local public facilities such as the post office, community centers, and other locations of public access, in order to reach these parents to inform them of the educational opportunity available for their children.

Recruitment efforts will be aimed, but not limited, to families whose children attend overcrowded schools, who live in areas in which there are few educational choices, or who would otherwise find it appealing to enroll their children in a school extending from kindergarten through eighth grade. Recruitment efforts will not be limited to the area surrounding the School. On the contrary, it will be the aim of the School to attract students across the county in order to achieve a mix that is representative of the district's demographics.

### **B. Explain how the school will achieve a racial/ethnic balance reflective of the community it serves or with the racial/ethnic range of other local public schools.**

Pupils will be considered for admission without regard to race, religion, ethnicity, national origin, gender, or achievement level. Due to the diverse racial and ethnic mix of Broward County, the School expects to achieve diversity reflective of the community it serves. By publicizing the availability of the School throughout Broward County, in multiple languages, so as to promote and encourage the racial/ethnic balance of the School should be equivalent to that existing in other area public schools currently serving the community and the district.

### **C. Describe the school's proposed enrollment policies and procedures, including an explanation of the enrollment timeline, criteria and/or any preferences for enrollment, and lottery process.**

The School will be open to students in grades K-8 who qualify to attend a traditional public school, who submit a timely application, and whose parents accept the conditions of the Parental Involvement Contract detailed herein. All students shall be considered for enrollment, unless the number of applications exceeds the capacity of the program, class, grade level, or building.

The School will have an open admissions procedure unless the number of applicants exceeds capacity. In such case, all applicants shall have an equal chance of being admitted through a random lottery selection process. BridgePrep will conduct an annual student lottery in order to enroll new students, if the number of applications exceeds the number of student openings for a particular grade level. The lottery will be held in the spring prior to the September of the next fiscal year after the open enrollment period. In order to be included in the lottery, parents must have submitted all required documentation by the lottery deadline. All other applications will be added to the end of the waiting list after the lottery drawing is complete. The lottery will be used to fill available spaces for enrollment in kindergarten through eighth grade. After the available spaces are filled, the remaining student will be placed on a waiting list. All students in the lottery will be assigned a waiting list number should student seats become available or capacity increases. Any premature vacancies will be filled in the same way described above. If the number of applications falls short of the established capacity, supplemental registration periods may be held for the purpose of reaching student capacity.

The School will not discriminate on the basis of race, religion, or national ethnic origin in the admission of students. All students shall be subject to the racial/ethnic balance provisions or any federal provisions that require a school to achieve a racial/ethnic balance relative of the community it serves or within the racial/ethnic range of other public schools in the same school district.

In accordance with 1002.33(10) (e), F.S., enrollment preference will be provided to the following student populations:

- Students that are the sibling of a student enrolled in the charter school
- Students that are the child of an employee of the charter school.
- Children of governing board members of the charter school.
- Students who are the children of an active duty member of any branch of the United States Armed Forces.

### **Enrollment Timeline**

BridgePrep Academy will follow the proposed timeline below with regard to student enrollment. This timeline will be monitored on a weekly basis, or more often if necessary, to ensure that milestones are achieved as scheduled. The proposed timeline will be evaluated on a continuous basis to identify delays and determine the significance of the delay in order to make pertinent adjustments.

- January 2016: Initial student registration period begins

- March 2016: Students who have registered are officially enrolled. If the number of applicants exceeds capacity, an admission lottery will be conducted. Parents will be notified of child's acceptance to the School.
- April 1, 2016 to June 30, 2016: Second registration period begins. If number of applicants exceeds capacity, a lottery will be conducted. Parents of students enrolled during second registration period will be notified of their child's acceptance to the School.
- July 15, 2016: Number of openings per school capacity, lottery will be conducted.

**D. Explain any student and/or family contracts that will be used as a requisite for initial and continued enrollment in the school. Describe if and how the school will enforce such contracts.**

The "Home-School" connection will be solidified through a Student/Parent Contract, entered into as a requisite for initial and continued enrollment at the School. A Parent Contract will be utilized to encourage parental involvement and commitment to the educational program (see Appendix F). A fundamental component of the BridgePrep Academy program is that parents willingly agree to perform 20 hours of required volunteer service as an investment in the child's education. The School will provide parents with various pathways towards completing this obligation.

Through the contract, parents and students will agree to abide by all of the school rules and regulations as written. Some of the items include the following:

- BridgePrep Academy's Student Code of Excellence, which details expectations for student conduct. A form within the Parent Contract requires parents to sign and acknowledge receipt of this "code" at the same time of registration.
- BridgePrep Academy's uniform policy and acknowledgement of the requirement required dress code at time of registration.
- BridgePrep Academy's required commitment to a minimum of 20 hours of parent volunteer service prior to the last day of school.
- Notification that all financial obligations will be met before the last day of school to include meal accounts, library dues, lost text or library books, past due after school accounts.

Breach of the parental contract may result in the loss of preferential re-enrollment status at BridgePrep Academy for the following school year, meaning that students may not automatically articulate to the next grade level without reapplying for open enrollment.

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

Parents and community members will have extensive opportunities for involvement in various aspects of school operations and will be actively engaged in the design and implementation of the School. Parents and community members will be encouraged to participate in the following:

- Monthly **Educational Excellence School Advisory Council (EESAC)** meetings comprised of school personnel, parents, students, local businesses, and community members. The EESAC will meet monthly to discuss significant issues concerning the School's needs, instructional materials, budget, curriculum plan, pupil progression, and all other items as discussed.
- Quarterly **Parent/Teacher Conferences** hosted in the evenings at the School for parents to discuss topics that affect their children's educational progress.
- Annual **Open House, Career Fair, Family Picnic** to maintain communication and active involvement between School and community.
- Updates on the **School website**, monthly newsletters, and event calendars to disseminate information and maintain open lines of communication in the community.
- **Parental Service Contracts** for parents as a commitment to volunteer a minimum of 20 hours with their child's teacher and/or be involved in school activities.
- The **Parent Teacher Organization (PTO)** coordinates extra-curricular events involving the community.
- **Governing Board meetings** where parents and community members will be eligible to serve as non-voting, ex-officio members of the Governing Board.

### III. 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 has not been acquired.**

##### **If the site is not acquired:**

##### **F. Explain the school's facility needs, including desired location, size, and layout of space.**

BridgePrep Academy will work with S.M.A.R.T. Management to utilize several parameters in its search for an acceptable site. These parameters will consider such factors as square footage, accessibility, zoning, safety, exterior lighting, and parking and neighborhood demographics. The School facility will be conveniently located near access to public transportation to ensure that transportation will not be a barrier for access to the educational program. There will be ample parking to allow for maximum enrollment and convenient access to the building. The learning environment will include both the interior and exterior of the facility. High standards will be established to ensure that students are learning in a safe and healthy environment. Upon approval of the charter contract, the site will be confirmed and a lease will be executed.. From that point, improvements and renovations will commence to meet the facility standards for BridgePrep Academy.

The sites that are being examined will meet or exceed all pertinent classroom design standards established by the State and local governing agencies, inclusive of classrooms, restrooms, recreational areas, lunchroom and/or multi-purpose spaces, a library/media-room, outdoor playground and administrative offices. Potential locations of 60,000-65,000 square feet have been identified that fulfill the general facility requirement in terms of square footage, parking,

zoning, etc. are being evaluated and steps to finalize the selection will be taken upon approval of the final charter contract.

**G. Provide an estimate of the costs of the anticipated facility needs and describe how such estimates have been derived.**

***The financial plan for the proposed school should align with the facilities-related costs described.***

The rent, utilities, maintenance, and associated facility cost estimates for all years of the charter contract are included in the proposed Budget. These estimates have been derived from actual historical data from other comparable school facilities leased by the School and from developers of charter school facilities.

**Facilities Cost Estimates**

|                             | Year 1           | Year 2           | Year 3           | Year 4           | Year 5           |
|-----------------------------|------------------|------------------|------------------|------------------|------------------|
| <b>Enrollment</b>           | 348              | 508              | 676              | 818              | 1,000            |
| <b>Square Feet</b>          | 27,940           | 27,940           | 55,000           | 55,000           | 55,000           |
| <b>Cost Per Student</b>     | \$750.00         | \$787.50         | \$840.00         | \$882.00         | \$926.10         |
| <b>Total Lease Estimate</b> | <b>\$261,000</b> | <b>\$400,050</b> | <b>\$558,968</b> | <b>\$710,203</b> | <b>\$911,930</b> |

BridgePrep Academy's Governing Board plans to lease the facilities at a fixed annual rate so that the school does not incur construction risks, including unanticipated delay costs, cost overruns, and the like. Lease payments will commence once the School takes possession of the facility. Long-term leasing provides the Governing Board with the ability to focus on its core mission of education and educational programming by outsourcing the design, acquisition, permitting, financing, and construction of facilities to entities with experience in those fields. In addition, long-term leasing separates the School from the vagaries of real estate and financial markets, creating long-term guaranteed access to needed physical plant without the associated risks of ownership. The lease documents will commence and continue so long as the School is meeting its rent and other obligations. The foreclosure of the property by the developer's lender will not affect the School's continuing rights to possession and use of the facilities under the lease.

**H. Explain the strategy and schedule that will be employed to secure an adequate facility.**

The Board understands the importance that proper site selection plays with regard to the success of a new charter school. The selected site will be in the Sponsor's County. The site plans will go through the governing local municipality's zoning procedures for charter schools. The Governing Board understands that after receiving approval from the governing municipality, the site will be subject to Federal/State/Municipal laws/rules regarding safety-to-life, fire, ADA, accessibility, parking, playground, and other requirements before the opening of school.

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 as adopted by the authority in whose jurisdiction the facility is located. <http://www.flsenate.gov/Statutes/index.cfm>

### **Estimated Facility Timeline**

#### **August – October 2015**

- ✓ Present charter application for approval
- ✓ Modify charter application based on district feedback, if appropriate
- ✓ Perform due diligence
- ✓ Continue facility search and due diligence
- ✓ Conduct search for school-based administrator(s)

#### **November 2015 – January 2016**

- ✓ Complete schematic design phase
- ✓ Finalize facility and needs configuration
- ✓ Finalize facility contract
- ✓ Begin build-out of facility
- ✓ Finalize search for school-based administrator(s)

#### **February – April 2016**

- ✓ Continue facility build-out
- ✓ Conduct construction administration review
- ✓ Identify, plan, and order furniture, fixtures, and equipment (FF&E) for July arrival
- ✓ Streamline policies and procedures

#### **May – July 2016**

- ✓ Conduct site review of project management
- ✓ Finalize building construction and conduct inspections
- ✓ Finalize hiring/enrollment
- ✓ Conduct quality site inspection
- ✓ Schedule “soft” opening for community leaders

The facility location will serve the School’s needs, and the facility plan will include the consideration of a multi-year facility build-out in phases 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. BridgePrep Academy and S.M.A.R.T. Management will consult with architects experienced in municipality zoning and building codes to perform a plan and code compliance review prior to any plans being submitted to the municipality for approval. The ESP will also hire a permit expeditor and/or local counsel to assist in the permit process when deemed beneficial.

All school facilities will meet all applicable state and local health, safety and civil rights requirements as referenced in F.S. 1002.33 and will be properly maintained according to the Florida Building Code which also complies with the federal law; the Americans With Disabilities Act (ADA) referenced in

part II of 553 of the Florida Statutes. The School will opt that the facilities' compliance will not fall under the State Uniform Building Code for Public Educational Facilities Construction adopted pursuant to s. 1013.37.

Once a suitable site is secured, BridgePrep Academy will work closely with local officials to document that the School is in full compliance with all zoning regulations, building and renovation permits, safety codes, occupancy permits and all other applicable federal, state and local laws and regulations. The School will pay particular attention to compliance in the following areas: fire exits, parking, traffic, sprinkler systems, alarm systems, and maintaining current inspections. Evacuation routes will be posted by the School in every classroom and throughout the building for fire safety precautions or other emergencies. 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.

There are procedural steps that must be taken in order to officially establish a property's use as a charter school and these cannot commence until the charter has been approved. BridgePrep Academy will retain a land use consultant and architect who is familiar with the procedures of the County and with the charter school establishment process as this consultant has represented multiple charter school applicants in the South Florida area. While the School has been told that it is realistic to have the pertinent approvals in place in time for the start of 2016-2017, the application timeline has been compressed. As a result, BridgePrep Academy will monitor the progress of these efforts very closely and continuously evaluate the feasibility of the proposed opening of the School. Should a determination be made that the proposed site's approval will not be obtained in time for the proposed opening of the School for the 2016-2017 academic year, and a suitable back-up facility cannot be secured, BridgePrep Academy is prepared to defer the opening of the School until the 2017-2018 academic year.

#### **I. Describe the back-up facilities plan.**

The BridgePrep Academy Organization has had extensive success in ensuring adequate buildings for school use for their existing 6 campuses and 2 satellite campuses. In the event that there are unforeseen circumstances that render a location not being available the first allowable year, the School may request a deferral to its second year. As a facility acquisition measure, the School may identify alternate facilities suitable for charter school use until the School is able to open in the facility identified, or in an alternative facility option agreed upon and presented to the Sponsor at the earliest possible time. Historically, the facility acquisition division from S.M.A.R.T. Management will have several facility alternatives for temporary use that are approved by local zoning governance for educational use. Examples include churches with educational facilities not in use during the proposed school hours, co-locatable schools that are not filled to capacity, local colleges that have rooms available during proposed school hours, and in some districts, public schools that are not being utilized or are not enrolled to capacity.

#### **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 facilities layout will allow with the School's staffing and class schedule with

strict adherence to the class size requirements. The School's staffing model and enrollment projections will be designed to achieve compliance as it currently relates to charter schools. If the requirements for charter schools change over time, the school design will be modified to achieve necessary compliance, which may include modification to staffing, enrollment, and additional revenue.

## 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<sup>3</sup>.**

There are several options for the School to provide transportation to students. BridgePrep Academy will provide transportation either through an agreement or contract with the District, a third-party licensed provider approved by the Sponsor, or parent/guardian(s) and/or through a combination of these options. Any third-party service provider will offer proof that they meet all rules and regulations governing student transportation in Sections 1006.21-27 F.S. Insurance will cover any transportation liabilities as stated within 1002.33 (7) (a.) 11 F.S.

The School will ensure that transportation is not a barrier to equal access within a reasonable distance of the School, as provided in Florida’s Charter School Legislation. Transportation will be provided to any student residing within a two to four mile radius, if the parent(s) advises the School that he or she is unable to provide transportation. The School will also contract with private carriers, approved by the Sponsor, to provide specialized transportation for students with disabilities, based on the particular need and that which is specified in the child’s IEP. There will be no discrimination to any student that desires transportation services during the enrollment process. Transportation budget assumptions are detailed in the table below.

**Transportation Budget Assumptions**

|                                   | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   |
|-----------------------------------|----------|----------|----------|----------|----------|
| <b>Students Being Transported</b> | 51       | 60       | 60       | 60       | 120      |
| <b>Buses Required</b>             | 1        | 1        | 1        | 1        | 2        |
| <b>Daily Cost for Bus</b>         | \$150.00 | \$153.00 | \$156.06 | \$159.18 | \$162.36 |
| <b>Transportation Expense</b>     | \$27,000 | \$27,540 | \$28,091 | \$28,653 | \$58,451 |
| <b>Reimbursement Rate</b>         | \$366.00 | \$371.49 | \$377.06 | \$382.72 | \$388.46 |
| <b>Transportation Revenue</b>     | \$18,666 | \$22,289 | \$22,624 | \$22,963 | \$46,615 |

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<sup>3</sup>The charter school and the sponsor shall cooperate in making arrangements that ensure that transportation is not a barrier to equal access for all students residing within a reasonable distance of the charter school as determined in its charter. (Section 1002.33(20)(c), Florida Statutes)

## **Section 16: Food Service**

### **A. Describe the school's plan for food services, including any plans for contracting services or plans to participate in the National School Lunch Program.**

BridgePrep Academy's plan for food service is in accordance with its belief that each child is a unique individual who needs a secure, nurturing and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically and socially. This includes providing a seamless nutritional plan for students, including unique services that account for special diets and needs.

The School will contract with an independent provider to prepare and serve meals. If an independent provider is required, the School will solicit bids from private vendors who will prepare, deliver and serve food to the School in accordance with the standards established by the Florida Department of Professional and Business Regulations.

When making an application for the National School Lunch Program (NSLP), vendors will be selected by an open, competitive bid process as prescribed by the U.S. Department of Agriculture and the Florida Department of Education. A Request for Proposal (RFP) announcement will be advertised in the local newspaper at least 30 days prior to the distribution of bid specifications. Interested vendors will be invited to request a bid specification packet. Vendors will have an equal period of time (not less than 30 days) to respond to the bid. Vendors will be required to submit evidence of Florida Department of Education approval as a food service vendor for the National School Lunch Program. The evidence must include documentation that the vendor has not experienced any serious health violations resulting from Health Department Inspections for the six month period prior to submitting a bid.

The School will identify a committee to review the final bids using the DOE's bidding procedures. Vendors will be ranked according to experience, price, etc. The winning bidder will be so notified and asked to execute a Food Service Agreement with the Board. If that vendor refrains from continuing the process then the Board will move to the next bidder per the ranking established by the Committee. After an Agreement has been executed between the Board and the Vendor, all remaining vendors will be informed of the Committee's decision.

The private vendor selected by the School 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. Further, the School will adhere to dietary guidelines under the National School Lunch Program. The private vendor 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 lunch records of all lunches served and current copies of inspection and insurance certificates. The School agrees to have two annual inspections required to maintain Food Sanitation Certificate from the Florida Department of Health. The School will adhere to all the reporting requirements and document the necessary paperwork to meet the specifications of the annual sanitation certification.

An organized area for meal services (i.e. cafeteria) that meets health regulations will be designated at the school site. The School will provide basic equipment for serving meals and foods will be maintained at the proper temperatures through acquisition and use of necessary equipment. The School will provide basic equipment (such as refrigerators and food warming equipment) for serving meals. Foods will be maintained at the proper temperatures using the proper equipment.

### **Free and Reduced Lunch**

BridgePrep Academy will participate in the National School Lunch and School Breakfast Programs, as administered by the Sponsor, and will provide free and reduced priced meals for children unable to pay the full price. Children from households with incomes less than or equal to the income criteria may be eligible for either free or reduced priced meals under this program. The School will provide copies of the application forms to parents at the time of enrollment in the School. The applications will be available throughout the school year for families whose income status changes throughout the course of the school year. 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 make application for a "Permit to Operate" and maintain current certification/licensure on an annual basis.

BridgePrep Academy will adhere to the following procedures when distributing and processing Free and Reduced Meal Applications.

### **Procedures:**

1. The School will distribute a Free and Reduced Meal Application (as found on the FDOE website) to all of its students within the first five days of the opening of school. Applications will be available in multiple languages.
2. 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.
- 3.
4. 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 will then be compiled and forwarded to the food service manager.
5. Meal benefits will begin on the day the application is approved at the School site and continue through the school year in which the application is approved and for approximately the first twenty days of the next school year. All students approved for free or reduced price lunches are entitled to receive a breakfast in the same category.
6. Applications will be retained for three years beyond the current eligibility year.
7. Edit checks will be completed to compare the number of free and reduced price meals claimed to the number of approved active applications.
8. Applications will be kept confidential per USDA requirements.

9. The School will collaborate with the District to process as many students as possible via a Direct Certification Method utilizing data provided the District by the Florida Department of Education.
9. Records will be kept regarding how applications were selected, for: verification, and how each application was verified; the date notices were sent; notes on contacts made; the results; the reasons for any changes in eligibility; and the signature of the official.
10. Appropriate nondiscrimination notices will be made including the prominent posting of the USDA nondiscrimination poster.

Students from households who receive food stamps and/or Temporary Aid to Needy Families (TANF) and who have a social security number on file at the School may be eligible for direct certification. Students approved by direct certification will not be required to have an application on file. Application forms will be sent to all homes with a letter to parents and guardians. To apply for free or reduced priced meals, parents of the students must fill out an application and return it to the School. New applications will be filled out at the beginning of each school year for meal benefits to continue. Administrative staff will be available to answer any parent questions or concerns. After the application is processed, a response will be forwarded to each child and the child's parents/guardians in accordance with the National School Lunch Act (42 U.S.C. 1751(b)(2)(C)), a confidential list will then compiled by the School and forwarded to the food service manager.

Meal benefits will begin on the day the application is approved at the school site and continue throughout the school year in which the application is approved, the summer, and approximately the first twenty days of the following school year.

At the Point of Service, students who have eaten breakfast or lunch will be marked to keep track of who has received their breakfast or lunch. Edit checks will be conducted to compare the number of free and reduced meals claimed to be the number of approved active applications. Applications will be kept confidential per USDA requirements. Direct Certifications will be given to those students whom the Sponsor has identified. Records will be kept regarding how applications were selected, for; verification and how each application was verified; the date notices were sent; notes on contacts made; the results and the reasons for any changes in eligibility and the signature of the official in charge. The USDA nondiscrimination poster will be displayed.

## 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.**

Included as Appendix G to this application is our comprehensive five-year budget using the Florida Charter Support Unit's Budget Template. We used the Charter Support Unit budget template to develop this budget, and have used those numbers in the templates included in the narrative that follows. Whenever possible, we made decisions that were as conservative as possible. For example, while we believe the comprehensive and thorough academic program offered by our school will be extremely attractive to the community, we are assuming that we will only fill 97 percent of our available seats. For example, we anticipate a total enrollment of 348 during the first year of operation, however, we have only included 334 students in the budget estimate. We believe these conservative figures make our budget realistic and obtainable.

Our budget also includes a 3 percent of FEFP reserve fund for every year of operation and still maintains a positive balance each year. The following chart summarizes the total budget:

|                                            | Planning<br>Year | Year<br>One         | Year<br>Two         | Year<br>Three       | Year<br>Four        | Year<br>Five        |
|--------------------------------------------|------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Students:                                  |                  | 334 (of 348)        | 489 (of 508)        | 652 (of 676)        | 789 (of 818)        | 964 (of 1000)       |
| <b>Revenue</b>                             |                  |                     |                     |                     |                     |                     |
| Florida Educational Finance Program (FEFP) | \$ -             | \$ 2,279,490        | \$ 3,335,238        | \$ 4,503,111        | \$ 5,566,786        | \$ 6,957,748        |
| Capital Outlay                             | \$ -             | \$ 112,797          | \$ 140,788          | \$ 160,121          | \$ 164,833          | \$ 171,074          |
| NSLP Funds                                 | \$ -             | \$ 89,100           | \$ 134,100          | \$ 178,200          | \$ 215,100          | \$ 263,700          |
| Transportation Funds                       | \$ -             | \$ 18,666           | \$ 22,289           | \$ 22,624           | \$ 22,963           | \$ 46,615           |
| Before and After Care                      | \$ -             | \$ 150,300          | \$ 220,050          | \$ 293,400          | \$ 355,050          | \$ 433,800          |
| Financing / Loan Proceeds                  | \$ 75,000        | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                |
| <b>Total Revenue</b>                       | <b>\$ 75,000</b> | <b>\$ 2,650,352</b> | <b>\$ 3,852,465</b> | <b>\$ 5,157,456</b> | <b>\$ 6,324,732</b> | <b>\$ 7,872,937</b> |
| <b>Expenses</b>                            |                  |                     |                     |                     |                     |                     |
| <b>Academic Expenses</b>                   |                  |                     |                     |                     |                     |                     |
| Employee Salaries                          | \$ 26,058        | \$ 1,350,300        | \$ 1,998,612        | \$ 2,540,521        | \$ 3,160,030        | \$ 3,808,378        |
| Employee Benefits                          | \$ 2,113         | \$ 160,133          | \$ 225,579          | \$ 287,268          | \$ 350,871          | \$ 414,769          |
| Employer Costs                             | \$ 2,665         | \$ 129,352          | \$ 189,500          | \$ 240,193          | \$ 298,508          | \$ 358,729          |
| <b>Total Employee Costs</b>                | <b>\$ 30,836</b> | <b>\$ 1,639,784</b> | <b>\$ 2,413,691</b> | <b>\$ 3,067,982</b> | <b>\$ 3,809,409</b> | <b>\$ 4,581,876</b> |
| Academic Supplies                          | \$ -             | \$ 123,094          | \$ 91,201           | \$ 113,033          | \$ 189,577          | \$ 220,210          |
| Services and Contracts                     | \$ 11,500        | \$ 134,978          | \$ 323,735          | \$ 431,252          | \$ 527,977          | \$ 655,049          |
| Facilities Costs                           | \$ -             | \$ 261,000          | \$ 400,050          | \$ 558,968          | \$ 710,203          | \$ 911,630          |
| Insurance                                  | \$ -             | \$ 22,593           | \$ 27,788           | \$ 46,100           | \$ 51,384           | \$ 58,094           |
| Utilities                                  | \$ -             | \$ 32,905           | \$ 34,623           | \$ 67,440           | \$ 69,807           | \$ 72,540           |
| Maintenance                                | \$ -             | \$ 2,500            | \$ 7,575            | \$ 7,752            | \$ 7,934            | \$ 8,120            |
| Furniture                                  | \$ 2,500         | \$ 18,167           | \$ 19,183           | \$ 24,199           | \$ 28,588           | \$ 34,231           |
| AV / Computer Equipment                    | \$ 18,200        | \$ 63,736           | \$ 27,114           | \$ 35,703           | \$ 34,782           | \$ 39,641           |
| Software                                   | \$ -             | \$ 5,000            | \$ 5,100            | \$ 5,202            | \$ 5,306            | \$ 5,412            |
| Other Equipment                            | \$ -             | \$ 4,008            | \$ 5,868            | \$ 7,824            | \$ 9,941            | \$ 12,754           |
| Travel Costs                               | \$ -             | \$ 700              | \$ 714              | \$ 728              | \$ 743              | \$ 758              |
| Food                                       | \$ -             | \$ 88,128           | \$ 134,100          | \$ 178,200          | \$ 215,100          | \$ 263,700          |
| Transportation                             | \$ -             | \$ 37,020           | \$ 42,210           | \$ 47,651           | \$ 52,323           | \$ 87,371           |
| Other Expenses                             | \$ 5,021         | \$ 32,597           | \$ 46,127           | \$ 132,596          | \$ 66,039           | \$ 79,726           |
| District Administrative Fees               | \$ -             | \$ 86,009           | \$ 85,826           | \$ 86,766           | \$ 88,557           | \$ 90,824           |
| Reserve Fund                               | \$ -             | \$ 68,945           | \$ 100,726          | \$ 135,772          | \$ 167,692          | \$ 210,131          |
| <b>Total Expenses</b>                      | <b>\$ 68,057</b> | <b>\$ 2,621,164</b> | <b>\$ 3,765,631</b> | <b>\$ 4,947,169</b> | <b>\$ 6,035,363</b> | <b>\$ 7,332,065</b> |
| <b>Net Revenue</b>                         | <b>\$ 6,943</b>  | <b>\$ 29,188</b>    | <b>\$ 86,835</b>    | <b>\$ 210,287</b>   | <b>\$ 289,369</b>   | <b>\$ 540,872</b>   |

**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.

**Computer Hardware (5100-643)** – We will purchase the teachers computers during the planning year. Costs are estimated at \$300 per machine x 54 computers.

**Legal Services (7100-310)** – We are estimating \$4,000 in legal fees to assist with contract negotiation and school start up needs.

**Principal / Administrative Assistant Salary Costs (7300 110 thru 290 and 750)** – We anticipate hiring the school's Principal and Administrative Assistant in April (approximately 25% of the school year). The costs listed are approximately 25% of the annual salary amounts for those employees.

**Other Purchased Services (7300-390)** – We are anticipating spending approximately \$7,500 in marketing expenses related to promoting the new school before the first fiscal year begins.

**Furniture & Equipment (7300-600s)** – We have set aside \$5,500 for furniture and equipment for the first two employees to assist with getting the office up and running.

**Loan payments (7500-720)** – We will begin making interest-only payments on the loan taken out to cover the start-up costs for the school.

| Func                                         | Obj  | Description                         | Planning Year<br>Total |
|----------------------------------------------|------|-------------------------------------|------------------------|
| <b>Other Income</b>                          |      |                                     |                        |
|                                              | 3720 | Financing / Loan Proceeds           | \$ 75,000              |
|                                              |      | <b>Total Income</b>                 | <b>\$ 75,000</b>       |
| <b>Expense Estimates</b>                     |      |                                     |                        |
| <b>Function 5100 - Basic Instruction</b>     |      |                                     |                        |
| 5100                                         | 643  | Computer Hardware-Capitalized       | \$ 16,200              |
|                                              |      | <b>5100 Sub Total</b>               | <b>\$ 16,200</b>       |
| <b>Function 7100 - Board</b>                 |      |                                     |                        |
| 7100                                         | 310  | Professional and Technical Services | \$ 4,000               |
|                                              |      | <b>7100 Sub Total</b>               | <b>\$ 4,000</b>        |
| <b>Function 7300 - School Administration</b> |      |                                     |                        |
| 7300                                         | 110  | Administrator Salaries              | \$ 21,250              |
| 7300                                         | 160  | Other Support Personnel             | \$ 4,808               |
| 7300                                         | 210  | Retirement                          | \$ 740                 |
| 7300                                         | 220  | FICA                                | \$ 1,993               |
| 7300                                         | 240  | Worker's Compensation               | \$ 326                 |
| 7300                                         | 250  | Unemployment Compensation           | \$ 346                 |
| 7300                                         | 290  | Other Employee Benefits             | \$ 1,374               |
| 7300                                         | 390  | Other Purchased Services            | \$ 7,500               |
| 7300                                         | 641  | Furniture, Fixtures-Capitalized     | \$ 2,500               |
| 7300                                         | 643  | Computer Hardware-Capitalized       | \$ 2,000               |
| 7300                                         | 750  | Other Personnel Services            | \$ 521                 |
|                                              |      | <b>7300 Sub Total</b>               | <b>\$ 43,357</b>       |
| <b>Function 7500 - Fiscal Services</b>       |      |                                     |                        |
| 7500                                         | 720  | Interest Payment / Debt Service     | \$ 4,500               |
|                                              |      | <b>7500 Sub Total</b>               | <b>\$ 4,500</b>        |
| <b>Total Expenses</b>                        |      |                                     | <b>\$ 68,057</b>       |
| <b>Total Income</b>                          |      |                                     | <b>\$ 75,000</b>       |
| <b>Net Revenue</b>                           |      |                                     | <b>\$ 6,943</b>        |
| <b>Cash On Hand</b>                          |      |                                     | <b>\$ 6,943</b>        |

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.*

## **Revenue**

The following chart highlights the revenue we are anticipating over the first five years of operation, followed by a summary of the most significant revenue assumptions made as part of the development of the budget.

|                            | Planning Year   | Year 1             | Year 2             | Year 3             | Year 4             | Year 5             |
|----------------------------|-----------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| FL Ed. Finance Prg. (FEFP) |                 | \$2,279,490        | \$3,335,238        | \$4,503,111        | \$5,566,786        | \$6,957,748        |
| Capital Outlay             |                 | \$112,797          | \$140,788          | \$160,121          | \$164,833          | \$171,074          |
| NSLP Funds                 |                 | \$89,100           | \$134,100          | \$178,200          | \$215,100          | \$263,700          |
| Transportation             |                 | \$18,666           | \$22,289           | \$22,624           | \$22,963           | \$46,615           |
| Before/After Care          |                 | \$150,300          | \$220,050          | \$293,400          | \$355,050          | \$433,800          |
| Loan Proceeds              | \$75,000        | \$-                | \$-                | \$-                | \$-                | \$-                |
| <b>Total Revenue</b>       | <b>\$75,000</b> | <b>\$2,650,352</b> | <b>\$3,852,465</b> | <b>\$5,157,456</b> | <b>\$6,324,732</b> | <b>\$7,872,937</b> |

The FEFP assumptions made in the first year of the budget were based on the 2015-16 revenue estimator. Each year thereafter we have assumed an annual increase from the state of 2.5% each year. Therefore the per student allocations used in this model are as follows:

### **Kindergarten – Third Grade Revenue Estimates**

|                          | Year 1             | Year 2             | Year 3             | Year 4             | Year 5             |
|--------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| Base FEFP                | \$4,750            | \$4,869            | \$4,990            | \$5,115            | \$5,243            |
| Other Categoricals       | \$1,549            | \$1,588            | \$1,628            | \$1,669            | \$1,712            |
| ESE Guarantee            | \$1,058            | \$1,058            | \$1,058            | \$1,058            | \$1,058            |
| <b>Total Per Student</b> | <b>\$6,299</b>     | <b>\$6,457</b>     | <b>\$6,619</b>     | <b>\$6,785</b>     | <b>\$6,955</b>     |
| <b>Budgeted Students</b> | <b>208</b>         | <b>277</b>         | <b>312</b>         | <b>364</b>         | <b>434</b>         |
| <b>Total K-3 Revenue</b> | <b>\$1,496,207</b> | <b>\$1,991,417</b> | <b>\$2,298,515</b> | <b>\$2,745,573</b> | <b>\$3,353,173</b> |

### **Fourth – Eighth Grade Revenue Estimates**

|                    | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  |
|--------------------|---------|---------|---------|---------|---------|
| Base FEFP          | \$4,260 | \$4,366 | \$4,476 | \$4,588 | \$4,702 |
| Other Categoricals | \$1,549 | \$1,588 | \$1,628 | \$1,669 | \$1,712 |
| ESE Guarantee      | \$1,187 | \$1,187 | \$1,187 | \$1,187 | \$1,187 |

|                          |           |             |             |             |             |
|--------------------------|-----------|-------------|-------------|-------------|-------------|
| <b>Total Per Student</b> | \$5,809   | \$5,955     | \$6,104     | \$6,257     | \$6,414     |
| <b>Budgeted Students</b> | 126       | 212         | 340         | 425         | 530         |
| <b>Total 4-8 Revenue</b> | \$783,283 | \$1,343,821 | \$2,204,596 | \$2,821,213 | \$3,604,575 |

- We believe that we will be successful in obtaining numerous grants and donations to assist with the development of the school; however, we have not included any of these funds in the budget.
- We have included a \$75,000 loan for initial start-up costs. These payments have been included in the operating budget, and the entire loan should be paid off by the end of the third year of operation. Other than these initial start-up funds, no other grants or fund-raising revenues have been included in the operating budget.
- We have estimated a 0% increase in FEFP for the 2016-17 school year, and a 2.5% increase each year thereafter.
- As a result of S.M.A.R.T. Management, LLC being a fully accredited management company, this school will be eligible for Capital Outlays funds during the first year of operations.
- We have included revenue (and expenses) for our Before and After Care Program. Revenue was estimated at \$150 per month per student. We have estimated that approximately 30% of our students will participate in the program based on historical participation at our other schools.

Most of the expenses in our budget are based on the number of enrolled students. Therefore, while we firmly believe that our student numbers are reasonable (as described in section 2), if we do experience fluctuations in our enrollment, the expenses can be adjusted accordingly based on the number of students. This allows our budget to be flexible and enables the Board to make adjustments as necessary to ensure a balanced budget.

### **Expenses**

The most significant portion of our budget is devoted to salaries, benefits, and expenses related to our staff. We are dedicated to employing the highest-quality staff possible. We have set aside an average of \$40,500 per full-time teacher in salary plus an additional \$3,600 per employee for insurance benefits and 2 percent of each employee's salary for retirement or other benefits. Once again, we attempted to be conservative in our decisions here. Even though we anticipate that some of our employees will not need health insurance (i.e., if they are covered by a spouse), we are budgeting as if all employees will utilize this benefit. The number of staff members we anticipate hiring is outlined by the following chart:

|                           | <b>Est.<br/>Salary</b> | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> |
|---------------------------|------------------------|---------------|---------------|---------------|---------------|---------------|
| <b>Classroom Teachers</b> | \$40,500               | 18.2          | 26.5          | 35            | 42.2          | 51.4          |
| <b>ESE Teachers</b>       | \$40,500               | 1.2           | 1.7           | 2.2           | 2.7           | 3.3           |
| <b>Gifted Teachers</b>    | \$40,500               | 0.3           | 0.4           | 0.6           | 0.7           | 0.8           |

|                                |            |             |             |             |             |             |
|--------------------------------|------------|-------------|-------------|-------------|-------------|-------------|
| Other Teachers                 | \$40,500   | 4.1         | 5.7         | 6.8         | 8.4         | 10.9        |
| Principal                      | \$85,000   | 1           | 1           | 1           | 1           | 1           |
| Assistant Principal            | \$65,000   |             | 1           | 1           | 2           | 2           |
| Guidance Counselor             | \$42,000   | 0.5         | 1           | 1           | 2           | 2           |
| Curriculum Specialist          | \$42,000   |             | 1           | 1           | 1           | 1           |
| IT Specialist                  | \$35,000   | 0.25        | 1           | 1           | 1           | 1           |
| Business Manager               | \$25,000   | 1           | 1           | 1           | 1           | 1           |
| Secretary                      | \$11.00/hr | 1           | 1           | 1           | 1           | 1           |
| Office Assistant               | \$11.00/hr |             |             |             | 1           | 1           |
| Data Prep Clerk                | \$9.00/hr  | 1           | 1           | 2           | 2           | 2           |
| Educational Assistant          | \$9.00/hr  | 2           | 2           | 3           | 3           | 4           |
| Maintenance 1                  | \$9.50/hr  | 1           | 1           | 1           | 1           | 1           |
| Maintenance 2                  | \$9.50/hr  | 2           | 2           | 3           | 4           | 4           |
| Security 1                     | \$9.00/hr  | 3           | 4           | 5           | 6           | 7           |
| Before / After Care Director   | \$11.00/hr | 1           | 1           | 1           | 1           | 1           |
| Before / After Care Counselors | \$9.00/hr  | 6           | 8           | 10          | 12          | 15          |
| Lunch Services 1               | \$9.00/hr  | 1           | 1           | 1           | 1           | 1           |
| Lunch Services 2               | \$8.50/hr  | 1           | 1           | 1           | 1           | 1           |
| Total Employees                |            | 43.55       | 60.3        | 76.6        | 93          | 110.4       |
| Total Salary Amt               |            | \$1,350,300 | \$1,998,612 | \$2,540,521 | \$3,160,030 | \$3,808,378 |
| Emp. Benefits                  |            | \$160,133   | \$225,579   | \$287,268   | \$350,871   | \$414,769   |
| Employer Costs                 |            | \$129,352   | \$189,500   | \$240,193   | \$298,508   | \$358,729   |
| Total Budget                   |            | \$1,639,784 | \$2,413,691 | \$3,067,982 | \$3,809,409 | \$4,581,876 |

While we have included the budget template decisions as Appendix \_ to this application, we would like to take a moment to explain the most significant budget line items here in this narrative. We have provided a description for any budget line item over \$5,000 within the first year and a description of how the first-year amounts were calculated:

- **Supplies - 5100-510 - (\$14,028)** – We have estimated our academic supplies costs on a per-student basis, using an initial amount of \$42 per student for classroom supplies and materials for the first year, and \$30 per student during the second year, with 2% annual increases thereafter.
- **Textbooks - 5100-520 - (\$86,025)** – We anticipate approximately \$240 per students for textbooks, and have set aside enough each year in the budget to purchase new books for new students who are entering the school, in addition to a complete re-adoption of one subject area each year starting in year four.
- **Instructional AV Materials - 5100-621 - (\$32,400)** – We will outfit classrooms with interactive technology for student display and instruction. We are anticipating approximately \$1,800 per classroom and have outfitted 18 classrooms during the first year, and enough to add each additional section of students thereafter.
- **Classroom Furniture - 5100-641 - (\$13,167)** – We are anticipating approximately \$2,850 per classroom for furniture. We will work to finance these purchases in order to split the costs over the lifetime of the furniture, and have therefore included it on the budget based on a 6-year lease at a 10 percent interest rate.
- **Computers - 5100-643 - (\$30,000)** – We anticipate purchasing two computer labs worth of computers and additional computers for each classroom during the first year of operation. We anticipate that this will come to approximately 100 computers, for which we have set aside \$300 each.
- **Computer Software - 5100-690 - (\$5,000)** – We have set aside \$5,000 for academic computer software to use with students.
- **ESE Services - 5200-310 - (\$11,700)** – We plan to hire outside specialists to provide special education services to students as necessary based on their IEPs. We are anticipating approximately 5-hours per week of services at \$65.00 per hour during the first year, and increasing it based on the enrollment projections each year thereafter.
- **ESE Supplies - 5200-510 - (\$5,010)** – We have set aside \$15 per student for ESE supplies to use to provide targeted support and instruction.
- **Insurance and Bond Premiums - 7100-320 and 7900-320 - (\$22,593)** – Insurance was calculated in two parts. General liability, employer liability, student accident insurance, etc. were calculated at an estimate of \$30 per student. The facilities insurance costs were estimated at a rate of \$0.45 per square foot, based on the square footage anticipated each year as described in section 14 of this application.
- **District Administrative Fees - 7200-730 - (\$86,009)** – The school acknowledges that it is responsible for a 5% administrative fee on 250 students enrolled at the school. We anticipate that the district will likely withhold these funds from our monthly FEFP disbursements.
- **Management and Professional Services Fees - 7300-310 - (\$92,928)** – We anticipate that our cost for the management contract for the first year of operation will be approximately 4 percent of our FEFP, increases to 8 percent each year thereafter. In addition, we've set aside a small amount (\$3 per student) for other professional administrative services as necessary.
- **Administrative Supplies - 7300-510 - (\$7,348)** – We have set aside \$22 per student for administrative / office supplies to operate the school.
- **Administrative / Office Furniture - 7300-641 - (\$5,000)** – We have set aside an additional \$5,000 during the planning year for office furniture.
- **Auditing Services - 7500-310 - (\$7,500)** – We have set aside \$7,500 per year (with a 3 percent annual increase) for the independent annual audit to be completed.

- **School Lunch Program - 7600-570 - (\$88,128)** – We anticipate that the school lunch program will, with the exception of the additional staffing needed, be a break-even point in our budget. We have used the CSU budget template to calculate the number of lunches we anticipate and the overall income versus expenses are listed below:

| School Lunch Totals | Year 1   | Year 2    | Year 3    | Year 4    | Year 5    |
|---------------------|----------|-----------|-----------|-----------|-----------|
| School Lunch Income | \$89,100 | \$134,100 | \$178,200 | \$215,100 | \$263,700 |
| Lunch Expenses      | \$90,128 | \$134,100 | \$178,200 | \$218,100 | \$263,700 |
| Additional Staffing | \$21,336 | \$21,599  | \$21,866  | \$22,137  | \$22,408  |

- **Transportation Services - 7800-390 - (\$27,000)** – The school intends to offer transportation services as described in section 15 of this application. The following chart indicates how each budget year was calculated:

|                            | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   |
|----------------------------|----------|----------|----------|----------|----------|
| Students Being Transported | 51       | 60       | 60       | 60       | 120      |
| Buses Required             | 1        | 1        | 1        | 1        | 2        |
| Daily Cost for Bus         | \$150.00 | \$153.00 | \$156.06 | \$159.18 | \$162.36 |
| Transportation Expense     | \$27,000 | \$27,540 | \$28,091 | \$28,653 | \$58,451 |
| Reimbursement Rate         | \$366.00 | \$371.49 | \$377.06 | \$382.72 | \$388.46 |
| Transportation Revenue     | \$18,666 | \$22,289 | \$22,624 | \$22,963 | \$46,615 |

- **Rentals - 7900-360 - (\$261,000)** – As described in section 14 of this application the school intends to work with a landlord or financier who is familiar with charter schools and willing to entertain payment structures based on a per-student basis. The following chart indicates the assumptions that were used to develop the cost estimates for facilities.

|                      | Year 1    | Year 2    | Year 3    | Year 4    | Year 5    |
|----------------------|-----------|-----------|-----------|-----------|-----------|
| Enrollment           | 348       | 508       | 676       | 818       | 1,000     |
| Square Feet          | 27,940    | 27,940    | 55,000    | 55,000    | 55,000    |
| Cost Per Student     | \$750.00  | \$787.50  | \$840.00  | \$882.00  | \$926.10  |
| Total Lease Estimate | \$261,000 | \$400,050 | \$558,968 | \$710,203 | \$911,930 |

- **Other Purchased Services - 7900-390 - (\$6,080)** –We have utilized the CSU template to calculate the additional services costs related to operating the school’s facility. For example,

we have assumed \$6.50 per student for utilities (such as water and sewer), \$60 per classroom for services (such as fire alarm, pest control, etc.), and an additional \$5,000 for inspections and general repairs during the first year of operation. Each of these multipliers includes a 2 percent annual increase each year.

- **Electricity - 7900-430 - (\$30,734)** – The electricity costs for operating the facility were estimated at a rate of \$1.10 per square foot per year, based on the usage of other charter schools and industry recommendations.
- **Facilities Supplies - 7900-510 - (\$6,680)** – We have anticipated approximately \$20 per student in building supplies for cleaning and maintenance purposes.
- **Before and After Care Supplies - 9100-510 - (\$10,020)** – We have set aside funds to purchase supplies for the before and after care at a rate \$100 per anticipated participating student (which we've calculated at 30% of enrollment each year).

In the unlikely event that the school is unable to meet its target enrollments, the budget template tool allows the school to quickly adjust the budget numbers based on the enrollment.

**E. Provide monthly cash flow projections for the school's start-up period (i.e. from the date on which the application is approved to the beginning of the first fiscal year of operation) through the first year of operation.**

A monthly cash flow projection for the start-up period is located in Appendix G.

**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.**

Fundraising will be conducted utilizing four (4) strategies: parental support, fundraising events, corporate sponsorships, and strategic partnerships. The School will conduct fundraising activities to generate capital and to supplement the per pupil allocations. Examples of fundraising activities will include Book Fairs, Yearbook Sales, Holiday Store, School Pictures, No Uniform days, Movie Nights, After School Food Trucks, Trunk or Treat, Doughnut sales, T-Shirt Sales and a School Fair to name a few. The School will also apply for grants from national, state, and local foundations. Specific grant sources will be determined, based on appropriateness and feasibility, by the School administration and Governing Board.

## **Section 18: Financial Management and Oversight**

### **A. Describe who will manage the school's finances and how the school will ensure financial resources are properly managed.**

The Governing Board will have the ultimate responsibility of ensuring that the School's finances are managed properly. The Board will contract with an Education Services Provider (ESP) which will assist the Board and the School Principal with the preparation and reporting of the School's finances.

The ESP will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The Board will review and approve a preliminary annual budget prior to the beginning of each fiscal year. The Principal of the School will prepare a school-site budget, which will include anticipated revenues and expenditures based on student enrollment. Each quarter, the Board will review the budget and make revisions, as necessary.

The Principal will manage the day to day operations and site-based finances, including expenditures and receivables. The Board will adopt a policy whereby the Principal will seek prior approval from the Board for expenditures over a pre-approved amount. The Principal will report at least quarterly to the Governing Board on the progress of the site-based budget and will make recommendations and seek approval for large expenses. The Governing Board will oversee the Principal and remain responsible for all financial matters delegated to the 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 shall establish financial procedures to further safeguard its finances. The Governing Board shall 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 such plan and ensure it is appropriately maintained. The Governing Board of the School will also review and monitor the financial statements of the School on at least a monthly basis during regularly scheduled Board Meetings. The ESP will prepare, with the review and approval of the Board, regular financial statements to be delivered to the Sponsor, which will include a statement of revenues and expenditures and changes in fund balances in accordance with applicable accounting principles.

BridgePrep Academy will, at a minimum, have the following financial controls in place. Internal accounting procedures for the School pertaining to receivables and disbursements are as follows:

- Only one primary operating bank account will be maintained by the School (others may be maintained by the Board Treasurer as approved by a majority vote of the Board).
- All funds will be deposited to the bank account on a daily basis intact or whenever practical. At a minimum, no receipts will go longer than three 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.
- School personnel may be permitted use of a pre-paid debit card for emergency purchases or to facilitate local transactions where a card is required. This account will be replenished only after reconciliation of prior use with a complete and full accounting of expenditures backed-up with receipts).
- Disbursements of a minor nature will also be accommodated by the use of a Petty Cash fund.
- The Principal, or his/her designee, will authorize all internal expenditures prior to any commitment being made regarding school internal funds.
- The ESP may make disbursements for contracted services, leases, notes payable, ongoing commitments, etc., payables for goods/services that are confirmed as rendered/received by the School and within the limits of the approved budget.
- Two of three signing officers will be required on all checks (Principal, Board Treasurer and Registrar or Business Manager and Board's Designee)
- 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 Principal.
- 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 their 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 will 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 Principal, and a copy kept on file.
- A Balance Sheet and Income Statement will be prepared monthly, a printed copy reviewed and initialed by the Principal, 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.
- Under no circumstances will school funds be used for personal benefit or gain of administration or staff.

The internal control policy of BridgePrep Academy shall be guided by the following broad principles:

1. Responsibility will be clearly established.

2. Adequate records will be maintained.
3. Assets will be insured and inventoried and appropriate employees will be bonded.
4. Adequate procedures for cash receipts, cash disbursements and record keeping will be in place.

### **Audit Procurement**

On or before April 30, 2017, during the School's first year of operation, the School will issue a Request for Proposal (RFP) for the services of a certified public accounting firm. The qualifications for the firm will include experience with audits of governmental and not-for-profit organizations in accordance with American Institute of Certified Public Accountants (AICPA), pursuant to yellow book and single audit act standards. The audits will be of assistance to the Governing Board in carrying out its responsibility to assure that its financial resources are properly managed.

BridgePrep Academy will adhere to the audit selection requirements per Florida Statute and the Auditor General Requirements and will 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 auditing firm shall be selected by competitive bid and only those firms experienced in governmental accounting including GASB 34 will be considered. The RFP shall include as a specification, the requirement included in HB55 (§1002.33 (7)(10)) that, *"if an internal audit reveals a deficit financial position, the auditors are required to notify the charter school governing boards, the sponsor, and the Department of Education. The internal auditor shall report such findings in the form of an exit interview to the principal or the principal administrator of the charter school and the chair of the governing board within 7 working days after finding the deficit position. A final report shall be provided to the entire governing board, the sponsor, and the Department of Education with 14 working days of the exit interview."*

The Audit RFP will also include the language currently described in Senate Bill 278 with respect to the Auditor's responsibility for identifying the existence of an "Emergency Financial Condition or Deteriorating Financial Condition" and the reporting requirements if either condition is noted.

### **Financial Reporting**

S.M.A.R.T. Management has developed a unique and highly transparent method of making all financial documents, including but not limited to; transaction histories, bank reconciliations, general ledger detail, bank registers, purchase histories, credit card use, etc. available to the Principal and Board Members.

All financial transactions and records are scanned to a secure document portal that is available to persons authorized by the Board. This 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 24 hours, seven days a week.

Enrollment is monitored weekly through the School and Sponsor's data collection 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), Florida Statute. In addition, the School will provide the Sponsor with reports showing balance sheets, income statements, bank reconciliations, and the like as agreed to and provided in the Charter.

Per SB 278 the School's financial services vendor will prepare monthly financial statements in the Florida Department of Education approved format and distribute these to the Sponsor, the Principal and the Governing Board Members.

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 authorized and approved vendors. Disbursement voucher packages will be prepared at the School site and authorized by the School Principal. Disbursement vouchers will be 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. Specified checks and checks over a certain amount will require board chair signature and/or approval. Authorized signatures on checks are limited to the Chair of the Governing Board, the School Principal or designee, and a representative of the ESP, as approved by the Governing Board.

Bank statements will be reconciled on a monthly basis. The School 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 Sponsor in the charter school contractual agreement between the School and the Sponsor.

The School will provide the Sponsor with annual audited financial reports for the year ending 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 financial statements annually, formatted by revenue source and expenditures and detailed by function and object.

**C. Describe the method by which accounting records will be maintained.**

The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations for both internal and external reporting. Financial reporting will be subject to any directives issued by the State of Florida and the local school district.

**D. Describe how the school will store student and financial records.**

The School will comply with the Florida Statutes regarding the security of student records. Students' cumulative and ESE folders will be kept in a locked fireproof cabinet.

All student and financial records will be stored electronically on dedicated servers and on special backup disks. In addition to this, paper versions of student and financial records will be stored in fireproof cabinets or be reduced to electronic documents for storage. Required student records will be prepared in a manner consistent with Florida Statutes. Retention periods and disposition of records shall be maintained as specified in the local School Board Records Management Manual.

The School will maintain both student and financial records in accordance with Chapter 119, Florida Statutes. 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. Inasmuch as is practicable, permanent or archival records will be kept in fireproof and waterproof safes, vaults or rooms fitted with noncombustible materials and in such arrangement as to be easily accessible for convenient use.

**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 the following types of insurance and identification coverage in accordance with School Board policies:\*

- Employee Medical, Vision, Dental Insurance
- Errors and Omissions Insurance (\$1 million per claim/annual aggregate)
- Officers and Directors Liability Insurance
- Fidelity Bonds
- Commercial General Liability Insurance (\$1 million per occurrence/\$3 million annual aggregate)
- Automobile Liability Insurance (\$1 million per occurrence/\$3 million annual aggregate)
- Employer's Liability Insurance (EL Each Accident: \$500,000; EL Disease-Policy Limit: \$500,000; EL Each Employee: \$500,000)
- Excess Liability (\$10 million per occurrence)
- Worker's Compensation
- Unemployment Insurance
- Fire, Property & Casualty - Bldg. & Equipment.

The insurance company or companies that provide insurance coverage will have a Best's rating of "A" or better and financial size category of "VII" or better, according to A.M. Best Company.

\*The above figures are the projected minimums budgeted. Larger amounts, and additional coverage, can be provided if the Sponsor deems it necessary.

## **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 an securing appropriate legal status
- ii. Identifying and securing facility
- iii. Recruiting and hiring staff
- iv. Staff training
- v. Finalizing curriculum and other instructional materials
- vi. Governing Board training
- vii. Policy Adoption by Board (if necessary)
- viii. Enrollment Lottery, if necessary
- ix. Acquire furniture, fixtures, equipment
- x. Acquire instructional materials and technology
- xi. Student enrollment

The activities included should align with the start-up budget described earlier in the application. If an activity will be paid for by a source of funding not included in the start-up budget, it should be clearly indicated. (This timetable is a projection and is not meant to be binding on the school or sponsor).

#### **August 2015:**

- Applying for and securing appropriate legal status
- Submission of charter school application proposal to Broward County Public Schools

#### **October 2015**

- Notification of denial or approval of application by Sponsor

#### **January 2016**

- Expected Approval of contract by Sponsor
- Initiate student marketing and recruitment plans
- Create website
- Initial student registration period begins

#### **February 2016**

- Begin recruiting master teachers and school administration
- Lease negotiations (facility)
- Jurisdictional applications for use of site

#### **March 2016 - April 2016**

- Continue active recruitment of potential students, targeting high-needs populations
- Implement marketing strategies for "harder to reach" families
- Board of Directors approves contracts with outside providers
- Selection and hiring of staff (as per staffing plan)
- Begin ordering classroom materials, furniture, fixtures and equipment

- Facility renovations
- Begin purchasing equipment
- Second registration period begins (conduct lottery if number of applicants exceeds capacity)

#### May 2016 - June 2016

- Selection and hiring of staff (as per staffing plan)
- Continue student recruiting and necessary master teacher recruiting
- Finalize ordering of instructional materials and technology
- Final preparation of facilities (inspections/permits)
- Student enrollment - Conduct Lottery if necessary

#### June 16 - August 1, 2016:

- Final hiring of all teachers and required staff

#### July 2016

- Contract with food provider and transportation services
- Finalize contract with Educational Service Provider (ESP)
- Establish all financial systems (payroll/accounts payables/receivables)
- Finalize all parent, student and staff handbooks
- Analyze student records to target deficiencies and implement special program schedules
- Finalize master schedule
- Acquire all instructional materials, technology, furniture, fixtures , and equipment
- Conduct property inventory and prepare location for school opening

#### August – 2016

- Student and parent orientation
- Staff orientation and preparation for opening.
- Conduct Final Safety Walk-Through (facilities)
- All teachers report for in-service training
- School opens

### **School Emergency Management & Recovery Plan**

The Board will outline, review, and implement specific plans prior to the School's opening in the case of any unforeseen emergency or unanticipated events, including, but not limited to, those involving fire, medical, hazardous weather, security, or any other unplanned event, that endanger the well-being and/or life of students and staff. The Board will ensure that all provisions of the Jessica Lunsford Act (1012.466 F.S.) are complied with at the School. All school staff will ensure the safety of students, parents, visitors and staff on the property. The Board will adopt and the School will implement a security action plan that directs staff action during an unforeseen emergency or disaster. The Board and School will adopt the Sponsor's emergency plans for hurricane, serious storms, and tornadoes to ensure the safety of all students and other stakeholders on school grounds. Adequate precaution will be undertaken to secure and protect school property. Staff, students and parents will be prepared to deal with disasters and emergency

situations. The School will employ its newsletters, bulletin board postings and other forms of communications to adequately prepare and educate all stakeholders.

Specific plans and accommodations will be outlined and reviewed prior to the School's opening in the case that any unforeseen emergency or unanticipated event, including, but not limited to, those involving fire, medical, hazardous weather, security, or any other unplanned event that endangers the well-being and/or life of students and staff occurs.

## **\*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? **Yeneir Rodriguez-Padron , Juan Carlos Quintana, Virginia Garcia**
  - b. What is/was the name of the charter school? **Bridgeprep Academy South; BridgePrep Academy of Village Green; BridgePrep Academy of Greater Miami, BridgePrep of Interamerican; BridgePrep Academy of Hollywood; BridgePrep Academy of Tampa**
  - c. In what district is/was the charter school? **Miami Dade County, Broward County, Hillsborough 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.
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? **Yeneir Rodriguez-Padron , Juan Carlos Quintana, Virginia Garcia**
  - b. What is the name(s) of the charter school(s)? **Bridgeprep Academy South; BridgePrep Academy of Village Green; BridgePrep Academy of Greater Miami, BridgePrep of Interamerican; BridgePrep Academy of Hollywood; BridgePrep Academy of Tampa**
  - c. In what district is the charter school? **Miami Dade County, Broward County, Hillsborough County**
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?
- b.** What is the name(s) of the school(s)?
- c. In what district is the charter school?

(Academic corrective action would be defined as having received a D or F on a State assessment or the point equivalent, or in the case of an SIR school, a rating of declining. Financial corrective action would be defined as meeting any of the criteria noted on Section 218, Florida Statutes).

#### IV. STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the application for a charter school.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for a charter for **BridgePrep Academy Broward County** 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 Juan Carlos Quintana (name), Senior Executive at S.M.A.R.T. Management (title) to sign as the legal correspondent for the school.

Signature  Date 8-1-15

Printed Name Yeneir Rodriguez Padron



BRIDGEPREP  
ACADEMY

# Appendix A

## AdvancED Accreditation Letter



University of West Florida  
11000 University Parkway  
Building 78, Room 117B  
Pensacola, FL 32514

[advanc-ed.org](http://advanc-ed.org)  
800-865-9068  
850-474-2801  
850-474-3126 fax

## **MEMORANDUM**

July 23, 2015

TO: TO WHOM IT MAY CONCERN

FROM: Mari Thornton, AdvancED Florida Office for SACS CASI

RE: Accreditation Verification

I am confirming that S.M.A.R.T. Management, 7990 SW 117 Avenue #210, Miami, Florida, and their schools are accredited by the AdvancED Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI). Their new five year term expires June 30, 2020.

- Academy of Arts & Minds, Coconut Grove
- BridgePrep Academy Broward, Hollywood Hills
- BridgePrep Academy Charter School – South Campus, Miami
- BridgePrep Academy Charter School of Village Green, Miami
- BridgePrep Academy Interamerican, Miami
- BridgePrep Academy of Greater Miami, Miami
- BridgePrep Academy Tampa, Tampa

AdvancED is dedicated to advancing excellence in education worldwide. The North Central Association Commission on Accreditation and School Improvement (NCA CASI), Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI) are accreditation divisions of AdvancED.

The AdvancED list of accredited schools is available at [www.advanc-ed.org](http://www.advanc-ed.org). Please call or email me if you have any questions ([mthornton@advanc-ed.org](mailto:mthornton@advanc-ed.org) or 800-865-9068).



BRIDGEPREP  
ACADEMY

# Appendix B

## Articles of Incorporation and Bylaws

# NO900007662

\_\_\_\_\_  
(Requestor's Name)

\_\_\_\_\_  
(Address)

\_\_\_\_\_  
(Address)

\_\_\_\_\_  
(City/State/Zip/Phone #)

☐

PICK-UP

☐

WAIT

☐

MAIL

\_\_\_\_\_  
(Business Entity Name)

\_\_\_\_\_  
(Document Number)

Certified Copies \_\_\_\_\_ Certificates of Status \_\_\_\_\_

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SECRETARY OF STATE  
TALLAHASSEE, FLORIDA

EP 8/6/09

## TRANSMITTAL LETTER

Department of State  
Division of Corporations  
P. O. Box 6327  
Tallahassee, FL 32314

**SUBJECT:** BRIDGEPOINT ACADEMY, INC.  
(PROPOSED CORPORATE NAME - MUST INCLUDE SUFFIX)

Enclosed is an original and one (1) copy of the articles of incorporation and a check for:

☐ \$70.00  
Filing Fee

☐ \$78.75  
Filing Fee &  
Certificate of  
Status

☒ \$78.75  
Filing Fee  
& Certified Copy

☐ \$87.50  
Filing Fee,  
Certified Copy  
& Certificate

**ADDITIONAL COPY REQUIRED**

**FROM:** Gloria Gonzalez

Name (Printed or typed)

9500 SW 31 Terrace  
Address

Miami, FL 33165  
City, State & Zip

(305) 297-047  
Daytime Telephone number

**NOTE: Please provide the original and one copy of the articles.**

Articles Of Incorporation  
Of  
**BRIDGEPOINT ACADEMY, INC.**  
A NONPROFIT CORPORATION

FILED  
09 AUG -5 PM 4:35  
SECRETARY OF STATE  
TALLAHASSEE, FLORIDA

The undersigned, natural person of the age of eighteen years or older, acting as incorporator for the purpose of creating a nonprofit corporation under the laws of the State of Florida in compliance with Chapter 617, F.S., do hereby set forth:

Article I     The name of the corporation is BRIDGEPOINT ACADEMY, INC.

Article II    The principal place of business and mailing address of this corporation is:  
9500 SW 31 Terrace  
MIAMI, FL 33165

Article III   The purposes for which the corporation is organized are:

- a. BridgePoint Academy, Inc. organized for exclusively religious, charitable, educational and scientific purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue Law, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under said Section 501(c)(3) of the Internal Revenue Code of 1986. Specifically, the organization will operate a school.
- b. Notwithstanding any other provision of these Articles, this organization shall not carry on any activities not permitted to be carried on by an organization exempt from Federal Income Tax under Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue Law.
- c. No part of the activities of the corporation shall be carrying on propaganda, or otherwise attempting to influence legislation, or participating in, or intervening in (including the publication or distribution of statements), any political campaign on behalf of any candidate for public office.

Article IV    The board of directors of the corporation shall be elected or appointed in the manner and for the terms provided in the Bylaws.

Article V     The names, addresses and titles of Directors / Officers are:

Beatriz Goudie, President, 5520 SW 82 Ave., Miami, FL 33155  
Ricardo Padron, Secretary, 2200 SW 16 st. #204, Miami, FL 33145  
Armando De La Vega, Director, One Alhambra Plaza #1415, Coral Gables, FL 33134  
Lidia M. Steel, Director, 9420 SW 52 Terrace, Miami, FL 33165  
Gloria Gonzalez, 9500 SW 31 Terrace, Miami, FL 33165

Article VI The address of the initial registered office of the corporation is  
9500 SW 31 Terrace  
Miami, FL 33165

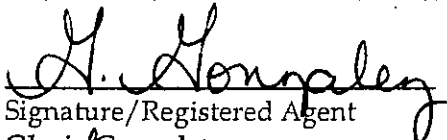
and the name of the corporation's original registered agent at such address is  
Gloria Gonzalez

Article VII The name and address of the incorporator is as follows:  
Gloria Gonzalez, 9500 SW 31 Terrace, Miami, FL 33175

Article VIII This corporation will not have members.

Article IX No part of the net earnings of the corporation shall inure to the benefit of any officer or director of the corporation; and upon the dissolution of the corporation, the Board of Directors shall, after paying or making provision for payment of all the liabilities of the corporation, dispose of the residual assets of the corporation exclusively for exempt purposes of the corporation in such manner, or to one or more organizations which themselves are exempt as organizations described in Sections 501(c)(3) and 170(c)(2) of the Internal Revenue Code of 1986 or corresponding Sections of any future Internal Revenue Code. Any such assets not so disposed of shall be disposed of by the Superior Court of the county in which the principal office of the corporation is then located, for such purposes or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

.....  
Having been named as registered agent to accept service of process for the above stated corporation at the place designated in this certificate, I am familiar with and accept the appointment as registered agent and agree to act in this capacity.

  
Signature/Registered Agent  
Gloria Gonzalez  
  
Signature/Incorporator  
Gloria Gonzalez

06-30-2009  
Date  
06-30-2009  
Date

FILED  
09 AUG -5 PM 4:35  
SECRETARY OF STATE  
TALLAHASSEE, FLORIDA

N09000007662

Florida Department of State  
Division of Corporations  
Electronic Filing Cover Sheet

**Note: Please print this page and use it as a cover sheet. Type the fax audit number (shown below) on the top and bottom of all pages of the document.**

(((H10000027783 3)))



H10000027783ABC

**Note: DO NOT hit the REFRESH/RELOAD button on your browser from this page. Doing so will generate another cover sheet.**

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Fax Number : (850) 617-6380

From: Account Name : LAZARUS CORPORATE FILING SERVICE, INC.  
Account Number : I20000000019  
Phone : (305) 552-5973  
Fax Number : (305) 220-1440

**\*\*Enter the email address for this business entity to be used for future annual report mailings. Enter only one email address please.\*\***

Email Address: \_\_\_\_\_

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SECRETARY OF STATE  
TALLAHASSEE, FLORIDA

FOR AMND/RESTATE/CORRECT OR O/D RESIGN  
BRIDGEPOINT ACADEMY, INC.

|                       |         |
|-----------------------|---------|
| Certificate of Status | 0       |
| Certified Copy        | 0       |
| Page Count            | 04      |
| Estimated Charge      | \$35.00 |

FILED  
2010 FEB -8 PM 2:41  
SECRETARY OF STATE  
TALLAHASSEE, FLORIDA

H10000027783

Articles of Amendment  
to  
Articles of Incorporation  
of

Bridgepoint Academy, Inc.

(Name of Corporation as currently filed with the Florida Dept. of State)

N09000007662

(Document Number of Corporation (if known))

FILED  
2010 FEB -8 PM 2:41  
SECRETARY OF STATE  
TALLAHASSEE, FLORIDA

Pursuant to the provisions of section 617.1006, Florida Statutes, this *Florida Not For Profit Corporation* adopts the following amendment(s) to its Articles of Incorporation:

**A. If amending name, enter the new name of the corporation:**

*The new name must be distinguishable and contain the word "corporation" or "incorporated" or the abbreviation "Corp." or " Inc." "Company" or "Co." may not be used in the name.*

**B. Enter new principal office address, if applicable:**  
(Principal office address **MUST BE A STREET ADDRESS**)

13105 SW 109 Place

Miami, FL 33176

**C. Enter new mailing address, if applicable:**  
(Mailing address **MAY BE A POST OFFICE BOX**)

13105 SW 109 Place

Miami, FL 33176

**D. If amending the registered agent and/or registered office address in Florida, enter the name of the new registered agent and/or the new registered office address:**

Name of New Registered Agent:

Grace Zaldivar

New Registered Office Address:

13105 SW 109 Place

(Florida street address)

Miami

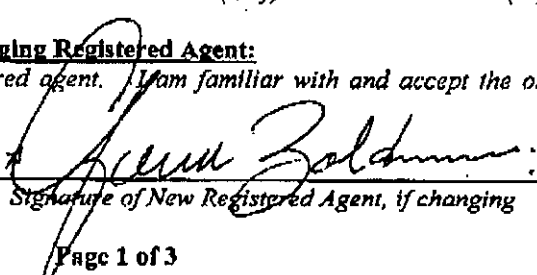
(City)

Florida 33176

(Zip Code)

**New Registered Agent's Signature, if changing Registered Agent:**

*I hereby accept the appointment as registered agent. I am familiar with and accept the obligations of the position.*

  
Signature of New Registered Agent, if changing

Page 1 of 3

H10000027783

**H10000027783**

**If amending the Officers and/or Directors, enter the title and name of each officer/director being removed and title, name, and address of each Officer and/or Director being added:**  
(Attach additional sheets, if necessary)

| <u>Title</u> | <u>Name</u>                    | <u>Address</u>                                        | <u>Type of Action</u>                                                      |
|--------------|--------------------------------|-------------------------------------------------------|----------------------------------------------------------------------------|
| <u>P</u>     | <u>Beatriz Goudie</u>          | <u>5520 SW 82nd Avenue</u><br><u>Miami, FL 33155</u>  | <input type="checkbox"/> Add<br><input checked="" type="checkbox"/> Remove |
| <u>D</u>     | <u>Gloria Gonzalez</u>         | <u>9500 SW 31st Terrace</u><br><u>Miami, FL 33165</u> | <input type="checkbox"/> Add<br><input checked="" type="checkbox"/> Remove |
| <u>D</u>     | <u>Yeneir Rodriguez Padron</u> | <u>13911 SW 171 Street</u><br><u>Miami, FL 33177</u>  | <input checked="" type="checkbox"/> Add<br><input type="checkbox"/> Remove |

**E. If amending or adding additional Articles, enter change(s) here:**  
(attach additional sheets, if necessary). (Be specific)

Add Grace Zaldivar, 13105 SW 109 Place, Miami, Florida 33176 as Director.

**H10000027783**

**H10000027783**The date of each amendment(s) adoption: February 5, 2010*(date of adoption is required)*Effective date if applicable: February 5, 2010*(no more than 90 days after amendment file date)***Adoption of Amendment(s)****(CHECK ONE)**

- ☐ The amendment(s) was/were adopted by the members and the number of votes cast for the amendment(s) was/were sufficient for approval.
- ☒ There are no members or members entitled to vote on the amendment(s). The amendment(s) was/were adopted by the board of directors.

Dated February 5, 2010Signature x

(By the chairman or vice chairman of the board, president or other officer - if directors have not been selected, by an incorporator - if in the hands of a receiver, trustee, or other court appointed fiduciary by that fiduciary)

Ricardo Padron

(Typed or printed name of person signing)

Secretary

(Title of person signing)

**H10000027783**

Florida Department of State  
Division of Corporations  
Electronic Filing Cover Sheet

**Note: Please print this page and use it as a cover sheet. Type the fax audit number (shown below) on the top and bottom of all pages of the document.**

(((H13000148972 3)))



H130001489723ABC2

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To:

Division of Corporations  
Fax Number : (850) 617-6380

From:

Account Name : LAZARUS CORPORATE FILING SERVICE, INC.  
Account Number : I20000000019  
Phone : (305) 552-5973  
Fax Number : (305) 220-1440

**\*\*Enter the email address for this business entity to be used for future annual report mailings. Enter only one email address please.\*\***

Email Address: \_\_\_\_\_

RECEIVED

13 JUL - 1 AM 8:14

**COR AMND/RESTATE/CORRECT OR O/D RESIGN  
BRIDGEPOINT ACADEMY, INC.**

|                       |         |
|-----------------------|---------|
| Certificate of Status | 0       |
| Certified Copy        | 0       |
| Page Count            | 05      |
| Estimated Charge      | \$35.00 |

SECRETARY OF STATE  
DIVISION OF CORPORATIONS  
TALLAHASSEE, FLORIDA

13 JUL - 1 AM 10:32

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JUL - 2 2013

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Electronic Filing Menu

Corporate Filing Menu

Help

H13000148972

FILED

Articles of Amendment  
to  
Articles of Incorporation  
of

18 JUL -1 AM 10:32

SECRETARY OF STATE  
TALLAHASSEE, FLORIDA

BridgePoint Academy, Inc.

(Name of Corporation as currently filed with the Florida Dept. of State)

NO9000007662

(Document Number of Corporation (if known))

Pursuant to the provisions of section 617.1006, Florida Statutes, this *Florida Not For Profit Corporation* adopts the following amendment(s) to its Articles of Incorporation:

**A. If amending name, enter the new name of the corporation:**

BRIDGEPREP ACADEMY INC.

The new

name must be distinguishable and contain the word "corporation" or "incorporated" or the abbreviation "Corp." or "Inc." "Company" or "Co." may not be used in the name.

**B. Enter new principal office address, if applicable:**

(Principal office address **MUST BE A STREET ADDRESS**)

**C. Enter new mailing address, if applicable:**

(Mailing address **MAY BE A POST OFFICE BOX**)

**D. If amending the registered agent and/or registered office address in Florida, enter the name of the new registered agent and/or the new registered office address:**

Name of New Registered Agent:

(Florida street address)

New Registered Office Address:

(City)

Florida

(Zip Code)

**New Registered Agent's Signature, if changing Registered Agent:**

I hereby accept the appointment as registered agent. I am familiar with and accept the obligations of the position.

Signature of New Registered Agent, if changing

H13000148972

H 13000148972

If amending the Officers and/or Directors, enter the title and name of each officer/director being removed and title, name, and address of each Officer and/or Director being added:

(Attach additional sheets, if necessary)

Please note the officer/director title by the first letter of the office title:

P = President; V = Vice President; T = Treasurer; S = Secretary; D = Director; TR = Trustee; C = Chairman or Clerk; CEO = Chief Executive Officer; CFO = Chief Financial Officer. If an officer/director holds more than one title, list the first letter of each office held. President, Treasurer, Director would be PTD.

Changes should be noted in the following manner. Currently John Doe is listed as the PST and Mike Jones is listed as the V. There is a change, Mike Jones leaves the corporation, Sally Smith is named the V and S. These should be noted as John Doe, PT as a Change, Mike Jones, V as Remove, and Sally Smith, SV as an Add.

Example:

|                                            |           |                    |
|--------------------------------------------|-----------|--------------------|
| <input checked="" type="checkbox"/> Change | <u>PT</u> | <u>John Doe</u>    |
| <input checked="" type="checkbox"/> Remove | <u>V</u>  | <u>Mike Jones</u>  |
| <input checked="" type="checkbox"/> Add    | <u>SV</u> | <u>Sally Smith</u> |

| Type of Action<br>(Check One)      | Title | Name  | Address |
|------------------------------------|-------|-------|---------|
| 1) <input type="checkbox"/> Change | _____ | _____ | _____   |
| <input type="checkbox"/> Add       | _____ | _____ | _____   |
| <input type="checkbox"/> Remove    | _____ | _____ | _____   |
| 2) <input type="checkbox"/> Change | _____ | _____ | _____   |
| <input type="checkbox"/> Add       | _____ | _____ | _____   |
| <input type="checkbox"/> Remove    | _____ | _____ | _____   |
| 3) <input type="checkbox"/> Change | _____ | _____ | _____   |
| <input type="checkbox"/> Add       | _____ | _____ | _____   |
| <input type="checkbox"/> Remove    | _____ | _____ | _____   |
| 4) <input type="checkbox"/> Change | _____ | _____ | _____   |
| <input type="checkbox"/> Add       | _____ | _____ | _____   |
| <input type="checkbox"/> Remove    | _____ | _____ | _____   |
| 5) <input type="checkbox"/> Change | _____ | _____ | _____   |
| <input type="checkbox"/> Add       | _____ | _____ | _____   |
| <input type="checkbox"/> Remove    | _____ | _____ | _____   |
| 6) <input type="checkbox"/> Change | _____ | _____ | _____   |
| <input type="checkbox"/> Add       | _____ | _____ | _____   |
| <input type="checkbox"/> Remove    | _____ | _____ | _____   |

H 13000148972

H 130 001 489 72

**E. If amending or adding additional Articles, enter change(s) here:**  
(attach additional sheets, if necessary). (Be specific)

Page 3 of 4

H 13000148972

H13000148972

The date of each amendment(s) adoption: 07-1-13Effective date if applicable: \_\_\_\_\_  
(no more than 90 days after amendment file date)

## Adoption of Amendment(s) (CHECK ONE)

- ☒ The amendment(s) was/were adopted by the members and the number of votes cast for the amendment(s) was/were sufficient for approval.
- ☐ There are no members or members entitled to vote on the amendment(s). The amendment(s) was/were adopted by the board of directors.

Dated 07-1-13Signature [Signature]

(By the chairman or vice chairman of the board, president or other officer if directors have not been selected, by an incorporator - if in the hands of a receiver, trustee, or other court appointed fiduciary by that fiduciary)

Yeneir R. Padron

(Typed or printed name of person signing)

CP  
(Title of person signing)

H13000148972



BRIDGEPREP  
ACADEMY

Appendix C

Addendum B  
(FORM IEPC-M1A)

**Applicant History Worksheet - Addendum B**  
**Schools Currently or Previously Operated by Governing Board**

Form IEPC-M1A  
 Rule 6A-6.0786  
 August 2015

| BridgePrep Academy |                                       |      | 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 <a href="http://schoolgrades.fldoe.org/">http://schoolgrades.fldoe.org/</a> . | 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 <a href="http://www.myflorida.com/audgen">http://www.myflorida.com/audgen</a> / or request from authorizing district. |
|--------------------|---------------------------------------|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>2014-15</b>     |                                       |      |                                                                                                                                                                                         |                                                                                                                                |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                   |                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 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)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 13                 | BridgePrep Academy South              | 2003 | Active                                                                                                                                                                                  | 436                                                                                                                            | N/A                                                                                                                                                                                                                                                                        | \$ 37,494.00                                                                                                                                                                                      | 1%                                                                                                                        | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 13                 | BridgePrep Academy of Village Green   | 3034 | Active                                                                                                                                                                                  | 175                                                                                                                            | N/A                                                                                                                                                                                                                                                                        | \$ (27,427.00)                                                                                                                                                                                    | N/A                                                                                                                       | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 13                 | BridgePrep Academy of Greater Miami   | 2013 | Active                                                                                                                                                                                  | 375                                                                                                                            | N/A                                                                                                                                                                                                                                                                        | \$ (64,688.00)                                                                                                                                                                                    | N/A                                                                                                                       | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 13                 | BridgePrep Academy InterAmerican      | 5020 | Active                                                                                                                                                                                  | 167                                                                                                                            | N/A                                                                                                                                                                                                                                                                        | \$ (25,728.00)                                                                                                                                                                                    | N/A                                                                                                                       | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 6                  | BridgePrep Academy of Hollywood Hills | 5116 | Active                                                                                                                                                                                  | 242                                                                                                                            | N/A                                                                                                                                                                                                                                                                        | \$ (134,528.00)                                                                                                                                                                                   | N/A                                                                                                                       | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 29                 | BridgePrep Academy of Tampa           | 7675 | Active                                                                                                                                                                                  | 122                                                                                                                            | N/A                                                                                                                                                                                                                                                                        | \$ 6,744.00                                                                                                                                                                                       | 1%                                                                                                                        | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                    |                                       |      |                                                                                                                                                                                         |                                                                                                                                |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                   |                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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**Applicant History Worksheet - Addendum B**  
**Schools Currently or Previously Operated by Governing Board**

Form IEPC-M1A  
 Rule 6A-6.0786  
 August 2015

| <p align="center"><b>BridgePrep Academy</b></p> |                                       |      | <p>Indicate final membership as reported in February survey (Survey 3) and percentage of students eligible for Free/Reduced Lunch</p> | <p>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 <a href="http://schoolgrades.fldoe.org/">http://schoolgrades.fldoe.org/</a>.</p> | <p>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).</p> | <p>Indicate the unassigned fund balance as a percentage of total revenue. (Unassigned fund balance divided by total revenue)</p> | <p>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 <a href="http://www.myflorida.com/audgen">http://www.myflorida.com/audgen</a> / or request from authorizing district.</p> |
|-------------------------------------------------|---------------------------------------|------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                 |                                       |      | <p align="center"><b>2013-14</b></p>                                                                                                  |                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                          |                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 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)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 13                                              | BridgePrep Academy South              | 2003 | 348                                                                                                                                   | A                                                                                                                                                                                                                                                                                | \$ 28,992.00                                                                                                                                                                                             | 1%                                                                                                                               | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 13                                              | BridgePrep Academy of Village Green   | 3034 | 193                                                                                                                                   | A                                                                                                                                                                                                                                                                                | \$ (33,832.00)                                                                                                                                                                                           | N/A                                                                                                                              | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 13                                              | BridgePrep Academy of Greater Miami   | 2013 | 303                                                                                                                                   | B                                                                                                                                                                                                                                                                                | \$ (30,650.00)                                                                                                                                                                                           | N/A                                                                                                                              | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 13                                              | BridgePrep Academy InterAmerican      | 5020 | 192                                                                                                                                   | B                                                                                                                                                                                                                                                                                | \$ 23,500.00                                                                                                                                                                                             | 2%                                                                                                                               | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| 6                                               | BridgePrep Academy of Hollywood Hills | 5116 | N/A                                                                                                                                   | N/A                                                                                                                                                                                                                                                                              | N/A                                                                                                                                                                                                      | N/A                                                                                                                              | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 29                                              | BridgePrep Academy of Tampa           | 7675 | N/A                                                                                                                                   | N/A                                                                                                                                                                                                                                                                              | N/A                                                                                                                                                                                                      | N/A                                                                                                                              | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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**Applicant History Worksheet - Addendum B**  
**Schools Currently or Previously Operated by Governing Board**

Form IEPC-M1A  
Rule 6A-6.0786  
August 2015

| BridgePrep Academy |                                       |      | 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 <a href="http://schoolgrades.fldoe.org/">http://schoolgrades.fldoe.org/</a> . | 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 <a href="http://www.myflorida.com/audgen">http://www.myflorida.com/audgen</a> / or request from authorizing district. |
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|                    |                                       |      | <b>2012-13</b>                                                                                                                 |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                   |                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 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)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 13                 | BridgePrep Academy South              | 2003 | 304                                                                                                                            | A                                                                                                                                                                                                                                                                          | \$ (64,137.00)                                                                                                                                                                                    | N/A                                                                                                                       | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 13                 | BridgePrep Academy of Village Green   | 3034 | 169                                                                                                                            | N/A                                                                                                                                                                                                                                                                        | \$ (116,063.00)                                                                                                                                                                                   | N/A                                                                                                                       | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 13                 | BridgePrep Academy of Greater Miami   | 2013 | 281                                                                                                                            | C                                                                                                                                                                                                                                                                          | \$ (70,769.00)                                                                                                                                                                                    | N/A                                                                                                                       | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 13                 | BridgePrep Academy InterAmerican      | 5020 | 178                                                                                                                            | F                                                                                                                                                                                                                                                                          | \$ 59,462.00                                                                                                                                                                                      | 4%                                                                                                                        | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 6                  | BridgePrep Academy of Hollywood Hills | 5116 | N/A                                                                                                                            | N/A                                                                                                                                                                                                                                                                        | N/A                                                                                                                                                                                               | N/A                                                                                                                       | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 29                 | BridgePrep Academy of Tampa           | 7675 | N/A                                                                                                                            | N/A                                                                                                                                                                                                                                                                        | N/A                                                                                                                                                                                               | N/A                                                                                                                       | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                    |                                       |      |                                                                                                                                |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                   |                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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**Applicant History Worksheet - Addendum B**  
**Schools Currently or Previously Operated by Governing Board**

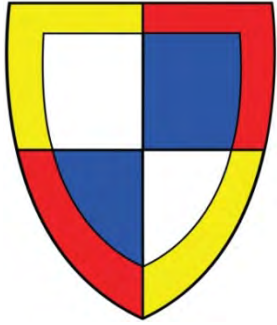
Form IEPC-M1A  
Rule 6A-6.0786  
August 2015

| BridgePrep Academy |                                       |      | 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 <a href="http://schoolgrades.fldoe.org/">http://schoolgrades.fldoe.org/</a> . | 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 <a href="http://www.myflorida.com/audgen">http://www.myflorida.com/audgen</a> / or request from authorizing district. |
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|                    |                                       |      | <b>2011-12</b>                                                                                                                 |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                   |                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 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)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 13                 | BridgePrep Academy South              | 2003 | 300                                                                                                                            | A                                                                                                                                                                                                                                                                          | \$ (79,016.00)                                                                                                                                                                                    | N/A                                                                                                                       | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 13                 | BridgePrep Academy of Village Green   | 3034 | 126                                                                                                                            | N/A                                                                                                                                                                                                                                                                        | \$ (236,196.00)                                                                                                                                                                                   | N/A                                                                                                                       | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 13                 | BridgePrep Academy of Greater Miami   | 2013 | 230                                                                                                                            | N/A                                                                                                                                                                                                                                                                        | \$ (208,679.00)                                                                                                                                                                                   | N/A                                                                                                                       | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 13                 | BridgePrep Academy InterAmerican      | 5020 | N/A                                                                                                                            | N/A                                                                                                                                                                                                                                                                        | N/A                                                                                                                                                                                               | N/A                                                                                                                       | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 6                  | BridgePrep Academy of Hollywood Hills | 5116 | N/A                                                                                                                            | N/A                                                                                                                                                                                                                                                                        | N/A                                                                                                                                                                                               | N/A                                                                                                                       | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 29                 | BridgePrep Academy of Tampa           | 7675 | N/A                                                                                                                            | N/A                                                                                                                                                                                                                                                                        | N/A                                                                                                                                                                                               | N/A                                                                                                                       | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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**Applicant History Worksheet - Addendum B**  
**Schools Currently or Previously Operated by Governing Board**

Form IEPC-M1A  
 Rule 6A-6.0786  
 August 2015

| BridgePrep Academy |                                       |      | 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 <a href="http://schoolgrades.fldoe.org/">http://schoolgrades.fldoe.org/</a> . | 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 <a href="http://www.myflorida.com/audgen">http://www.myflorida.com/audgen</a> / or request from authorizing district. |
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|                    |                                       |      | <b>2010-11</b>                                                                                                                 |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                   |                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| 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)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 13                 | BridgePrep Academy South              | 2003 | 278                                                                                                                            | N/A                                                                                                                                                                                                                                                                        | \$ 31,543.00                                                                                                                                                                                      | 2%                                                                                                                        | No                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 13                 | BridgePrep Academy of Village Green   | 3034 | N/A                                                                                                                            | N/A                                                                                                                                                                                                                                                                        | N/A                                                                                                                                                                                               | N/A                                                                                                                       | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 13                 | BridgePrep Academy of Greater Miami   | 2013 | N/A                                                                                                                            | N/A                                                                                                                                                                                                                                                                        | N/A                                                                                                                                                                                               | N/A                                                                                                                       | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 13                 | BridgePrep Academy InterAmerican      | 5020 | N/A                                                                                                                            | N/A                                                                                                                                                                                                                                                                        | N/A                                                                                                                                                                                               | N/A                                                                                                                       | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 6                  | BridgePrep Academy of Hollywood Hills | 5116 | N/A                                                                                                                            | N/A                                                                                                                                                                                                                                                                        | N/A                                                                                                                                                                                               | N/A                                                                                                                       | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| 29                 | BridgePrep Academy of Tampa           | 7675 | N/A                                                                                                                            | N/A                                                                                                                                                                                                                                                                        | N/A                                                                                                                                                                                               | N/A                                                                                                                       | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|                    |                                       |      |                                                                                                                                |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                   |                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|                    |                                       |      |                                                                                                                                |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                   |                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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|                    |                                       |      |                                                                                                                                |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                   |                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                    |                                       |      |                                                                                                                                |                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                   |                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |



BRIDGEPREP  
ACADEMY

# Appendix D

## ESP Contract (Sample)

CHARTER SCHOOL MANAGEMENT AGREEMENT  
 BETWEEN BRIDGEPREP ACADEMY INC.  
 AND  
 S.M.A.R.T. MANAGEMENT, LLC

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## CHARTER SCHOOL MANAGEMENT AGREEMENT

This is an Agreement for the Management and Administration of a Charter School by and between BRIDGEPREP ACADEMY, INC., a Florida not-for-profit corporation ("**Bridgeprep**") and S.M.A.R.T. MANAGEMENT LLC, a Florida limited liability company ("**S.M.A.R.T. Management**").

WHEREAS, Bridgeprep has a contract with \_\_\_\_\_ County Public Schools (also referred to as the "Sponsor") to operate a charter school, Bridgeprep Academy Inc. (the "School");

WHEREAS, the School is governed by its Board of Directors (the "Board");

WHEREAS, academic control and freedom are integral to the success of the School and the Board must have complete autonomy and control over its academic program, staffing needs, and curriculum;

WHEREAS, Bridgeprep desires to ensure that its School is professionally managed and operated in accordance with the requirements of its contract with \_\_\_\_\_ County Public Schools and the requirements of all State and Federal laws as well as the requirements of local municipal and/or county ordinances which may be applicable to the operation of the School or its facilities;

WHEREAS, S.M.A.R.T. Management LLC has been established to provide professional management and consulting services to Charter Schools;

WHEREAS, it is S.M.A.R.T. Management LLC's mission to ensure that the vision of the School's Board of Directors is faithfully and effectively implemented;

WHEREAS, officials of S.M.A.R.T. Management LLC are familiar with the governmental agencies and requirements needed to establish and operate a Charter School as well as the requirements of all State and Federal authorities and of the local municipal and or county government which may be applicable to the operation of the School or its facilities;

WHEREAS, officials of S.M.A.R.T. Management LLC are familiar with the various local, state and federal funding sources for charter school programs;

WHEREAS, officials of S.M.A.R.T. Management LLC have attended and will continue to attend the numerous local, state, and federal meetings and conferences for charter school operators and consultants; and

WHEREAS, Bridgeprep and S.M.A.R.T. Management LLC desire to enter into agreements for the purpose of having S.M.A.R.T. Management LLC manage and administer the School;

NOW THEREFORE, the parties to this Agreement agree as follows:

**DUTIES OF S.M.A.R.T. MANAGEMENT LLC:**

1. Recitals

The forgoing recitals are true, correct and incorporated herein. .

2. Engagement

The School engages S.M.A.R.T. Management LLC to provide management services to the School. S.M.A.R.T. Management LLC accepts such engagement pursuant to the terms of this Agreement.

3. Management and Administrative Duties

S.M.A.R.T. Management LLC will coordinate the management and administrative duties required to operate the School. In connection with this, S.M.A.R.T. Management LLC will report to the Board and advise it of the systems established for administrative duties, including those related to initial setup and the ongoing operational budget. In providing services, S.M.A.R.T. Management LLC will comply with all Board and School policies and procedures, and with all applicable state and federal rules and regulations. S.M.A.R.T. Management LLC's services will include, but not limited to, facility design, staffing recommendations, and human resource coordination. In addition, S.M.A.R.T. Management LLC's services shall include the day to day administration of the School such as regulatory compliance, legal and corporate upkeep, and the maintenance of the books and records of the School as well as the bookkeeping, budgeting and financial forecasting that is provided to the Board for its oversight. The Board will review the recommendations made by S.M.A.R.T. Management LLC and act upon them in the manner the Board decides.

4. Board of Directors Meetings

S.M.A.R.T. Management LLC will attend the meetings of the Board along with the staff of the School. Unless otherwise instructed by the Board, S.M.A.R.T. Management LLC shall maintain the minutes and records of those meetings and ensure that the School complies with the requirements of State law regarding such meetings and record keeping.

5. Record Keeping

S.M.A.R.T. Management LLC will maintain the records of the School at the location designated by the Board. S.M.A.R.T. Management LLC will ensure compliance with the State requirements for record keeping. In addition, S.M.A.R.T. Management LLC will ensure that designated on site staff receives proper training by the Sponsor's Office of Information Technology (O.I.T.) for student school record keeping through its designated Management Information Services (MIS) programs.

6. Bookkeeping

S.M.A.R.T. Management LLC will coordinate with the accounting firms selected by the Board and serve as liaison with them to ensure the accuracy and timeliness of financial reporting and record keeping as may be required by the Sponsor and State law.

7. Staff Administration

S.M.A.R.T. Management LLC will identify and propose qualified teachers, paraprofessionals, administrators and other staff members and education professionals for positions in the School. The teachers employed by the School will be certified as required by Chapter 1002.31, Florida Statutes. The School may employ or contract with skilled selected non-certified personnel to assist instructional staff members as teachers' aides in the same manner as defined in Chapter 1002.33, Florida Statutes and Florida Charter School Legislation.

S.M.A.R.T. Management LLC will coordinate with the Board or the Hiring Committee established by the Board to select individuals for School based positions.

Employees selected will be hired as School employees. S.M.A.R.T. Management LLC will prepare employment contracts for approval by the Board that are to be used for the purpose of hiring employees.

S.M.A.R.T. Management LLC will propose a professional employee management company to the Board which can perform the human resource services for the School. Once the Board approves a human resource provider S.M.A.R.T. Management LLC will coordinate such services.

The Board will have complete discretion to decide which professional employee management company and its method of human resource management to use, if any.

S.M.A.R.T. Management LLC agrees to act as the liaison for the School vis-a-vis the human resource services provider.

All School-based employees will be assigned to the School and may only be removed, dismissed, or transferred by Board approval.

8. Financial Projections

S.M.A.R.T. Management LLC will prepare annual budgets and financial forecasts for the School to present to the Board for review and approval or disapproval. The School will utilize the standard state codification of accounts as contained in the Financial and Program Cost Accounting and Reporting for Florida Schools, as a means of codifying all transactions pertaining to its operations. The Board shall annually adopt and maintain an operating budget. The Board, based on recommendations made by a certified accounting firm, will adopt accounting policies and procedures.

S.M.A.R.T. Management LLC will prepare, with the review and approval of the Board, regular financial statements to the Sponsor, which will include a statement of revenues and expenditures and changes in fund balances in accordance with generally accepted accounting principals. These statements will be provided in advance of the deadline for submission of such reports to the Sponsor.

The School will provide the Sponsor with annual audited financial reports as designated by the Sponsor. These reports will be prepared by an independent and certified accounting firm. The reports shall include a complete set of financial statements and notes thereto prepared in accordance with generally accepted accounting principals for inclusion into the School's financial statements annually, formatted by revenue source and expenditures and detailed by function and object, no later than September 20<sup>th</sup> of each year.

9. Designated Contact Person

The designated contact person at S.M.A.R.T. Management LLC shall be the President of S.M.A.R.T. Management LLC (currently Juan Carlos Quintana). An alternate contact person shall be the Assistant to the President and Director of Operations (currently Virginia Garcia).

10. Grant Solicitation

In consultation and with Board approval, S.M.A.R.T. Management LLC will solicit grants available

for the funding of charter schools from the various government and private and institutional sources that may be available. Such grants will include, but are not limited to; federal grants programs and various continuation grants for charter schools.

11. Financing Solicitation and Coordination

S.M.A.R.T. Management LLC will coordinate obtaining financing from private and public sources for loans desired by the Board.

12. Other Funding Sources

S.M.A.R.T. Management LLC will coordinate the solicitation of School Improvement Thrift Funds (SIT) and Public Education Capital Outlay (PECO) Funds from the appropriate state or local agencies. Similarly, S.M.A.R.T. Management LLC will coordinate the solicitation of other state, federal, or local government funds earmarked for school facilities development, improvement, or acquisition as well as other sources of funding that may become available to Charter Schools from time to time.

13. Annual Reporting

S.M.A.R.T. Management LLC will coordinate the preparation of the Annual Report required by the Charter School Legislation for the School. The Report will be submitted to the Board for approval, and S.M.A.R.T. Management LLC will coordinate the delivery and review process established by the Sponsor and Charter School legislation for the Annual Report.

14. Student Assessment

S.M.A.R.T. Management LLC will coordinate a student assessment methodology and retain professionals on behalf of the School to administer and evaluate results. S.M.A.R.T. Management LLC will provide the Board with proposals from professionals offering to provide assessment and student evaluation services for the Board either to approve or reject.

15. School Board Representation

S.M.A.R.T. Management LLC will serve as primary liaison with the County Public School Board and its officials on behalf of the School. In connection therewith, S.M.A.R.T. Management LLC representatives will attend required meetings and public hearings.

16. Governmental Compliance

S.M.A.R.T. Management LLC will ensure compliance with state regulations and reporting requirements of the Charter School. S.M.A.R.T. Management LLC will also ensure the School's compliance with its contract with the Sponsor, and the School's contract with the Sponsor is incorporated herein by reference.

17. Charter Renewal Coordination

S.M.A.R.T. Management LLC will coordinate with the Sponsor for the renewal of the School's Charter on a timely basis. On behalf of the Board, S.M.A.R.T. Management LLC will negotiate the terms of the renewal contract with the Sponsor and provide the Board with notice and seek Board approval of any renewal provisions which modify or alter the terms of the original contract between the School and the Sponsor.

18. Curriculum Development

S.M.A.R.T. Management LLC shall identify and or develop curricula in connection with the operations of the School and the vision of the Board in a manner that complies with applicable federal, state and local laws and regulations.

19. Pre-School, After-Care, Early Drop-Off

S.M.A.R.T. Management LLC shall identify and or develop Pre-School, After-Care, Early Drop-Off programs to be offered as services ancillary but separate from the operations of the School. These are programs that are not encompassed by the Charter School Agreement between the School and the Sponsor. Accordingly, the School may elect not to offer these programs directly, but rather to authorize S.M.A.R.T. Management LLC to do so. In furtherance of that, S.M.A.R.T. Management LLC will retain the necessary operators to provide the underlying services to the parents and students desiring them. S.M.A.R.T. Management LLC will coordinate the provision of those services directly where applicable and establish agreements to

reimburse the School for the use of the facilities, utilities, cleaning services and other costs consumed or incurred by those uses. S.M.A.R.T. Management LLC and/or the selected service providers shall be the direct primary supplier to the parents and students of those ancillary services and will indemnify and hold harmless the School for any liability resulting from them.

20. Facilities Identification Expansion, Design and Development

S.M.A.R.T. Management LLC shall coordinate with the Board for the purpose of identifying the facilities needs of the School from year to year. In connection therewith, S.M.A.R.T. Management LLC shall assist the School in planning the design of new facilities or in the expansion of existing ones. Further, S.M.A.R.T. Management LLC shall recommend and retain on behalf of the School qualified professionals in the fields of school design and architecture and engineering as well as in the area of development and construction for the expansion, design, development, and construction of new or existing facilities.

21. Systems Development

S.M.A.R.T. Management LLC will identify and develop school information system to be used in connection with the administration and reporting system for the school. This includes, but is not limited to, accounting documentation filing systems, student records systems, computer systems, and telecommunications services.

**TERM OF AGREEMENT**

22. Initial Term

The term of the Agreement shall commence on the start of the \_\_\_\_\_ school year. The commencement date shall be deemed to be July 1, \_\_\_\_\_.

The maximum length of this Agreement shall be five (5) years. The first three (3) years this Agreement shall be automatically renewed at the end of the school year unless the Board for cause terminates this Agreement. The subsequent two (2) years of this Agreement shall be automatically renewed at the end of the school year unless the Board for any reason terminates this Agreement as long as thirty (90) days notice is given to S.M.A.R.T. Management LLC prior to end of the existing school year. At the conclusion of the five terms the School shall have the option to renew this contract with S.M.A.R.T. Management LLC. S.M.A.R.T.

Management LLC agrees to renew the agreement at the School's option unless the School breaches the contract.

23. Renewal

Unless terminated by the Board, the terms of this Agreement shall be renewed along with any renewals to the Charter Agreement.

24. Termination

The Board shall have the right to terminate this Agreement for cause by providing sixty (60) days notice to S.M.A.R.T. Management LLC. "Cause" shall be defined to include, but not limited to, a material breach of this Agreement by S.M.A.R.T. Management LLC, the failure of S.M.A.R.T. Management LLC to provide educational support and management services sufficient to operate the School in a manner that complies with the standards of the Sponsor, any debarment of or similar action against S.M.A.R.T. Management LLC by any governmental entity or any action or conduct by S.M.A.R.T. Management LLC or its principals that may bring disrepute to the School or Board (e.g., any arrest or conviction for a crime of moral turpitude or any felony) or that may endanger or materially lessen the safety of students. If the Sponsor terminates or materially changes its Charter Agreement with the School or Board for the operation of the School, the School or Board and S.M.A.R.T. Management LLC may upon thirty (30) days written notice terminate this Agreement without penalty or liability of any kind to either party.

**COMPENSATION**

25. Base Compensation

The School shall pay S.M.A.R.T. Management LLC a Charter School Management fee of 8% of Full Time Equivalent (FTE) per annum if FTE is under 300 and 10% if FTE is 301 or more during the term of this Agreement, unless terminated, provided the School receives such funds. Accommodations to set percentage may be lowered upon mutual agreement in order to provide the school financial viability. The School or the Board shall have no obligation to pay such fee before receiving the funds from the Sponsor or the State of Florida. The fee shall be payable in equal monthly installments. The fee shall be adjusted annually at each anniversary based on the change in the prior year's Consumer Price Index or on the basis of the year-to-year percentage

change in the per student Full Time Equivalent (FTE) funding provided to the school under the law, whichever is less.

26. Additional Services

S.M.A.R.T. Management LLC will provide additional services not covered under this Agreement to the Board as requested by the Board by proposal to Board and subject to Board approval. This may include services that are not within the regular course of running the school, including but not limited to special projects, litigation coordination, and land use coordination. Such projects may include the engagement of other professionals or consultants who may be independent from S.M.A.R.T. Management LLC.

27. Reimbursement of Costs

S.M.A.R.T. Management LLC shall be reimbursed for actual costs it incurs in connection with travel, lodging, and food required attending conferences and other events on behalf of the School, provided that the Board shall give prior written approval for such cost.

28. Incurred Expenses

At the Board's and S.M.A.R.T. Management LLC's discretion, the base compensation, additional services, and reimbursable costs incurred for the current fiscal year may be realized for the following fiscal year.

## **OTHER MATTERS**

29. Conflicts of Interest

No officer, shareholder, employee or director (or the spouse of any such officer, shareholder, employee or director) of S.M.A.R.T. Management LLC may serve on the Board.

30. Insurance and Indemnification

S.M.A.R.T. Management LLC shall carry liability insurance in the amount of minimum limits to be maintained by the management company (inclusive of any amounts provided by an umbrella or excess policy) shall be \$1 million per occurrence/\$3 million annual aggregate and indemnify the School for acts or omissions of S.M.A.R.T. Management LLC. S.M.A.R.T.

Management LLC agrees to provide, upon request of the Board, certificates of insurance with carriers, in amount and for terms reasonably acceptable to the Board. S.M.A.R.T. Management LLC hereby agrees to indemnify, hold harmless and protect the Board, the School and their successors and assigns, from and against any and all liabilities, claims, forfeitures, suits, penalties, punitive, liquidated, or exemplary damages, fines, losses, causes of action, or voluntary settlement payments, of whatever kind and nature, and the cost and expenses incident thereto (including the costs of defense and settlement and reasonable attorney's fees) (hereinafter collectively referred to as "claims") which the School and/or Board may incur, become responsible for, or pay out as a result of claims connected to the acts, services, conduct or omissions of S.M.A.R.T. Management LLC, its employees or agents.

31. Miscellaneous

- 1) Neither party shall be considered in default of this Agreement if the performance of any part or all of this Agreement is prevented, delayed, hindered or otherwise made impracticable or impossible by reason of any strike, flood, hurricane, 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.
- 2) This Agreement shall constitute the full, entire and complete agreement between the parties hereto. All prior representations, understandings and agreements are superseded and replaced by this Agreement. This Agreement may be altered, changed, added to, deleted from or modified only through the voluntary, mutual consent of the parties in writing, and said written modification(s) shall be executed by both parties. Any substantial amendment to this Agreement shall require approval of the Board.
- 3) Neither party shall assign this Agreement without the written consent of the other party; such consent shall not be unreasonably withheld.
- 4) No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision unless expressly stated.

- 5) If any provision or any part of this Agreement is determined to be unlawful, void or invalid, that determination shall not affect any other provision or any part of any other provision of this Agreement and all such provisions shall remain in full force and effect.
- 6) This Agreement is not intended to create any rights of a third party beneficiary.
- 7) This Agreement is made and entered into in the State of Florida and shall be interpreted according to the laws of the State of Florida. If a dispute arises the exclusive venue shall be county of \_\_\_\_\_ .
- 8) In the event of a dispute arising from this Agreement, the parties agree that in any resulting litigation proceeding(s) to enforce and/or interpret terms of this Agreement, the prevailing party in any such dispute shall be entitled to its attorneys fees and other expenses related to such dispute from the other party.
- 9) Every notice, approval, consent or other communication authorized or required by this Agreement shall not be effective unless same shall be in writing and sent postage prepaid by United States mail, directed to the other party at its address hereinafter provided or such other address as either party may designate by notice from time to time in accordance herewith:

S.M.A.R.T. Management LLC  
7990 SW 117 Avenue #206  
Miami, Florida 33183  
Attn: President

Bridgeprep Academy , Inc.

\_\_\_\_\_  
\_\_\_\_\_

Attn: Chairperson

- 10) The headings in the Agreement are for convenience and reference only and in no way define, limit or describe the scope of the Agreement and shall not be considered in the interpretation of the Agreement or any provision hereof.

- 11) This Agreement may be executed in any number of counterparts, each of which shall be an original, but all of which together shall constitute one Agreement.
- 12) Each of the persons executing this Agreement has the full power and authority to execute the Agreement on behalf of the party for whom he or she signs.

THIS AGREEMENT was approved at a meeting of the Board of Directors of Bridgeprep Academy, Inc. held on May 28, 2014 and the undersigned Chairperson of Bridgeprep Academy of , Inc. was authorized by the Board to execute a copy of this Agreement.

IN WITNESS WHEREOF, the parties hereto have executed this Contract as of the day and year first above written.

BRIDGEPREP ACADEMY, INC.

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**BY: YENEIR RODRIGUEZ-PADRON**

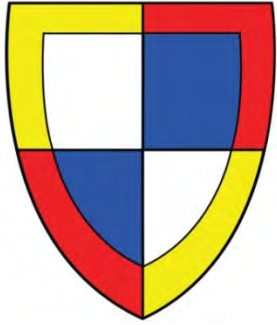
**TITLE:: CHAIRPERSON**

S.M.A.R.T. MANAGEMENT, LLC

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**BY: JUAN CARLOS QUINTANA**

**TITLE:: DIRECTOR**



BRIDGEPREP  
ACADEMY

Appendix E

Addendum C

(FORM IEPC-M1A)

Form IEPC-M1A  
Rule 6A-6.0786  
August 2015

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Form IEPC-M1A  
Rule 6A-6.0786  
August 2015

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Form IEPC-M1A  
Rule 6A-6.0786  
August 2015

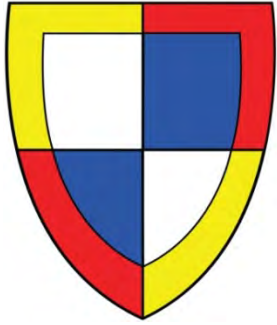
257

Form IEPC-M1A  
Rule 6A-6.0786  
August 2015

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Form IEPC-M1A  
Rule 6A-6.0786  
August 2015

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BRIDGEPREP  
ACADEMY

# Appendix F

## Parent Contract



### PARENT/STUDENT AGREEMENT OF COMPLIANCE

**PLEASE SIGN AND RETURN THIS FORM TO YOUR CHILD'S HOMEROOM TEACHER**

I have read on-line the BridgePrep Academy Parent/Student Handbook, including uniform policy and the Broward County Public Schools Code Student Code of Conduct and agree to cooperate with all of the policies contained therein.

As a parent I understand the importance of the BCPS Code of Student Conduct, which can be accessed at: <http://browardschools.com/codeofconduct> and if you require a paper copy of the Code one will be available in the school's main office.

I agree to abide by all of the contents in the BridgePrep Academy Student/Parent Handbook and the BCPS Code of Student Conduct.

Name of Student: \_\_\_\_\_

Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_

\_\_\_\_\_  
Signature of Parent/ Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Parent/ Guardian

\_\_\_\_\_  
Date

**\* You must fill out a compliance form for every child registered at BridgePrep Academy Charter School.**

NOTE: Violations of parent contracts shall not result in the student's involuntary transfer, withdrawal, dismissal or forfeiture of current or future enrollment. The School shall not condition a student's enrollment on the parent signing any contracts that include any of the above-referenced conditions.



BRIDGEPREP  
ACADEMY

## Appendix G

### Budget Forms

1. Budget Summary
2. Complete Five-Year Budget
3. Planning Year Cash Flow
4. Year 1 Cash Flow
5. Year 1 Revenue Estimate
6. CSU Budget Template Decisions

# BridgePrep - Broward's Five Year Budget Projections

## Accounting Codes Summary

Florida Charter Support Unit Budget Template - Summary #3

|                                                                   | Planning<br>Year | Year<br>One         | Year<br>Two         | Year<br>Three       | Year<br>Four        | Year<br>Five        |
|-------------------------------------------------------------------|------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Students:                                                         |                  | 334 (of 348)        | 489 (of 508)        | 652 (of 676)        | 789 (of 818)        | 964 (of 1000)       |
| <b>Revenue</b>                                                    |                  |                     |                     |                     |                     |                     |
| 3300 - State Funding                                              | \$ -             | \$ 2,392,286        | \$ 3,476,026        | \$ 4,663,232        | \$ 5,731,619        | \$ 7,128,822        |
| 3400 - Transportation                                             | \$ -             | \$ 46,566           | \$ 63,545           | \$ 77,308           | \$ 89,365           | \$ 128,011          |
| 3200 - NSLP                                                       | \$ -             | \$ 61,200           | \$ 92,844           | \$ 123,516          | \$ 148,698          | \$ 182,304          |
| 3470 - Before and After Care                                      | \$ -             | \$ 150,300          | \$ 220,050          | \$ 293,400          | \$ 355,050          | \$ 433,800          |
| 3700 - Financing / Loan Proceeds                                  | \$ 75,000        | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                |
| <b>Total Revenue</b>                                              | <b>\$ 75,000</b> | <b>\$ 2,650,352</b> | <b>\$ 3,852,465</b> | <b>\$ 5,157,456</b> | <b>\$ 6,324,732</b> | <b>\$ 7,872,937</b> |
| <b>Expenses</b>                                                   |                  |                     |                     |                     |                     |                     |
| <b>5000 Functions - Academic Programs</b>                         |                  |                     |                     |                     |                     |                     |
| 100s - Salaries                                                   | \$ -             | \$ 1,011,490        | \$ 1,466,913        | \$ 1,941,086        | \$ 2,375,713        | \$ 2,968,737        |
| 200s - Employee Costs                                             | \$ -             | \$ 207,407          | \$ 296,036          | \$ 389,606          | \$ 472,326          | \$ 586,648          |
| 300s - Services and Contracts                                     | \$ -             | \$ 11,700           | \$ 16,544           | \$ 23,872           | \$ 28,931           | \$ 34,091           |
| 500s - Supplies and Materials                                     | \$ -             | \$ 105,063          | \$ 66,716           | \$ 79,763           | \$ 145,437          | \$ 168,846          |
| 600s - Capitalized Expenses                                       | \$ 16,200        | \$ 80,567           | \$ 48,402           | \$ 61,392           | \$ 64,330           | \$ 74,110           |
| 700s - Other Miscellaneous Costs                                  | \$ -             | \$ 19,992           | \$ 29,005           | \$ 38,403           | \$ 47,014           | \$ 58,766           |
| <b>Total 5000's Academic Programs</b>                             | <b>\$ 16,200</b> | <b>\$ 1,436,220</b> | <b>\$ 1,923,614</b> | <b>\$ 2,534,121</b> | <b>\$ 3,133,752</b> | <b>\$ 3,891,198</b> |
| <b>6000 Functions - Support and Student Services</b>              |                  |                     |                     |                     |                     |                     |
| 100s - Salaries                                                   | \$ -             | \$ 30,100           | \$ 121,142          | \$ 122,961          | \$ 168,726          | \$ 171,258          |
| 200s - Employee Costs                                             | \$ -             | \$ 6,375            | \$ 24,614           | \$ 24,811           | \$ 33,615           | \$ 33,890           |
| 300s - Services and Contracts                                     | \$ -             | \$ 3,700            | \$ 3,774            | \$ 3,849            | \$ 3,926            | \$ 4,005            |
| 500s - Supplies and Materials                                     | \$ -             | \$ 2,003            | \$ 2,755            | \$ 3,572            | \$ 4,302            | \$ 5,236            |
| 700s - Other Miscellaneous Costs                                  | \$ -             | \$ 595              | \$ 2,416            | \$ 2,452            | \$ 3,367            | \$ 3,418            |
| <b>Total 6000's Support and Student Services</b>                  | <b>\$ -</b>      | <b>\$ 42,773</b>    | <b>\$ 154,700</b>   | <b>\$ 157,645</b>   | <b>\$ 213,936</b>   | <b>\$ 217,807</b>   |
| <b>7000 - Administrative Services (excluding 7900 Facilities)</b> |                  |                     |                     |                     |                     |                     |
| 100s - Salaries                                                   | \$ 26,058        | \$ 163,030          | \$ 231,450          | \$ 249,757          | \$ 339,877          | \$ 344,975          |
| 200s - Employee Costs                                             | \$ 4,778         | \$ 36,904           | \$ 48,178           | \$ 53,991           | \$ 71,447           | \$ 72,000           |
| 300s - Services and Contracts                                     | \$ 11,500        | \$ 151,218          | \$ 339,801          | \$ 445,012          | \$ 541,536          | \$ 698,930          |
| 500s - Supplies and Materials                                     | \$ -             | \$ 97,476           | \$ 145,073          | \$ 193,124          | \$ 236,523          | \$ 286,653          |
| 600s - Capitalized Expenses                                       | \$ 4,500         | \$ 6,336            | \$ 2,995            | \$ 3,712            | \$ 4,345            | \$ 5,174            |
| 700s - Other Miscellaneous Costs                                  | \$ 5,021         | \$ 95,105           | \$ 96,950           | \$ 173,974          | \$ 98,700           | \$ 101,898          |
| <b>Total 7000's Administrative Services</b>                       | <b>\$ 51,857</b> | <b>\$ 550,069</b>   | <b>\$ 864,449</b>   | <b>\$ 1,119,570</b> | <b>\$ 1,292,428</b> | <b>\$ 1,509,630</b> |
| <b>7900 - Facilities Operations</b>                               |                  |                     |                     |                     |                     |                     |
| 100s - Salaries                                                   | \$ -             | \$ 71,250           | \$ 82,733           | \$ 107,756          | \$ 133,512          | \$ 146,404          |
| 200s - Employee Costs                                             | \$ -             | \$ 30,662           | \$ 35,730           | \$ 46,089           | \$ 56,529           | \$ 61,750           |
| 300s - Services and Contracts                                     | \$ -             | \$ 288,332          | \$ 431,425          | \$ 607,378          | \$ 762,843          | \$ 969,576          |
| 400s - Power Services                                             | \$ -             | \$ 30,734           | \$ 31,349           | \$ 62,944           | \$ 64,203           | \$ 65,487           |
| 500s - Supplies and Materials                                     | \$ -             | \$ 6,680            | \$ 10,758           | \$ 14,774           | \$ 18,415           | \$ 23,175           |
| 600s - Capitalized Expenses                                       | \$ -             | \$ -                | \$ 5,000            | \$ 5,100            | \$ 5,202            | \$ 5,306            |
| 700s - Other Miscellaneous Costs                                  | \$ -             | \$ 1,425            | \$ 1,655            | \$ 2,155            | \$ 2,670            | \$ 2,928            |
| <b>Total 7900 Facilities Operations</b>                           | <b>\$ -</b>      | <b>\$ 429,083</b>   | <b>\$ 598,649</b>   | <b>\$ 846,198</b>   | <b>\$ 1,043,375</b> | <b>\$ 1,274,626</b> |
| <b>9000 - Community Services</b>                                  |                  |                     |                     |                     |                     |                     |
| 100s - Salaries                                                   | \$ -             | \$ 74,430           | \$ 96,374           | \$ 118,960          | \$ 142,202          | \$ 177,004          |
| 200s - Employee Costs                                             | \$ -             | \$ 8,136            | \$ 10,521           | \$ 12,963           | \$ 15,464           | \$ 19,209           |
| 500s - Supplies and Materials                                     | \$ -             | \$ 10,020           | \$ 14,670           | \$ 19,560           | \$ 23,670           | \$ 28,920           |
| 700s - Other Miscellaneous Costs                                  | \$ -             | \$ 1,489            | \$ 1,927            | \$ 2,379            | \$ 2,844            | \$ 3,540            |
| <b>Total 9000 Community Services</b>                              | <b>\$ -</b>      | <b>\$ 94,075</b>    | <b>\$ 123,493</b>   | <b>\$ 153,863</b>   | <b>\$ 184,180</b>   | <b>\$ 228,673</b>   |
| <b>Reserve Fund</b>                                               | <b>\$ -</b>      | <b>\$ 68,945</b>    | <b>\$ 100,726</b>   | <b>\$ 135,772</b>   | <b>\$ 167,692</b>   | <b>\$ 210,131</b>   |
| <b>Total Expenses</b>                                             | <b>\$ 68,057</b> | <b>\$ 2,621,164</b> | <b>\$ 3,765,631</b> | <b>\$ 4,947,169</b> | <b>\$ 6,035,363</b> | <b>\$ 7,332,065</b> |
| <b>Net Revenue</b>                                                | <b>\$ 6,943</b>  | <b>\$ 29,188</b>    | <b>\$ 86,835</b>    | <b>\$ 210,287</b>   | <b>\$ 289,369</b>   | <b>\$ 540,872</b>   |

# BridgePrep - Broward's Five Year Budget Projections

## Complete Budget - Broward County

|                    | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------------------|--------|--------|--------|--------|--------|
| Maximum Students   | 348    | 508    | 676    | 818    | 1000   |
| Budgetted Students | 334    | 489    | 652    | 789    | 964    |

### Income Estimates

| Func                     | Obj  | Description                               | Planning Year    | Year 1              | Year 2              | Year 3              | Year 4              | Year 5              |
|--------------------------|------|-------------------------------------------|------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| <b>FEFP Calculations</b> |      |                                           |                  |                     |                     |                     |                     |                     |
|                          | 3310 | FEFP - Base Funding                       |                  | \$ 1,542,877        | \$ 2,302,244        | \$ 3,119,786        | \$ 3,862,329        | \$ 4,832,464        |
|                          | 3310 | FEFP - ESE Gurantee                       |                  | \$ 50,990           | \$ 72,640           | \$ 99,167           | \$ 118,572          | \$ 144,712          |
|                          | 3310 | FEFP - Supplemental Academic Instruction  |                  | \$ 67,466           | \$ 101,244          | \$ 138,367          | \$ 171,628          | \$ 214,937          |
|                          | 3310 | FEFP - Digital Classroom Allocation       |                  | \$ 5,399            | \$ 8,102            | \$ 11,072           | \$ 13,734           | \$ 17,200           |
|                          | 3310 | FEFP - Safe Schools Allocations           |                  | \$ 7,373            | \$ 11,065           | \$ 15,122           | \$ 18,757           | \$ 23,490           |
|                          | 3310 | FEFP - Instructional Materials Allocation |                  | \$ 25,555           | \$ 38,349           | \$ 52,410           | \$ 65,009           | \$ 81,413           |
|                          | 3310 | FEFP - Discretionary Local Effort         |                  | \$ 145,977          | \$ 217,824          | \$ 295,174          | \$ 365,429          | \$ 457,217          |
|                          | 3310 | FEFP - Discretionary Lottery              |                  | \$ 1,226            | \$ 1,829            | \$ 2,479            | \$ 3,069            | \$ 3,840            |
|                          | 3310 | FEFP - Class Size Reductions              |                  | \$ 432,627          | \$ 581,940          | \$ 769,533          | \$ 948,259          | \$ 1,182,475        |
|                          | 3492 | Transportation (All Riders)               |                  | \$ 18,666           | \$ 22,289           | \$ 22,624           | \$ 22,963           | \$ 46,615           |
| <b>Other Income</b>      |      |                                           |                  |                     |                     |                     |                     |                     |
|                          | 3261 | School Lunch Reimbursements               | \$ -             | \$ 61,200           | \$ 92,844           | \$ 123,516          | \$ 148,698          | \$ 182,304          |
|                          | 3397 | Capital Outlay Funds                      | \$ -             | \$ 112,797          | \$ 140,788          | \$ 160,121          | \$ 164,833          | \$ 171,074          |
|                          | 3451 | School Lunch Collections                  | \$ -             | \$ 27,900           | \$ 41,256           | \$ 54,684           | \$ 66,402           | \$ 81,396           |
|                          | 3473 | School-Aged Child Care Fees               | \$ -             | \$ 150,300          | \$ 220,050          | \$ 293,400          | \$ 355,050          | \$ 433,800          |
|                          | 3720 | Financing / Loan Proceeds                 | \$ 75,000        | \$ -                | \$ -                | \$ -                | \$ -                | \$ -                |
|                          |      | <b>Total Income</b>                       | <b>\$ 75,000</b> | <b>\$ 2,650,352</b> | <b>\$ 3,852,465</b> | <b>\$ 5,157,456</b> | <b>\$ 6,324,732</b> | <b>\$ 7,872,937</b> |

### Expense Estimates

|                                          |     |                              |      |            |              |              |              |              |
|------------------------------------------|-----|------------------------------|------|------------|--------------|--------------|--------------|--------------|
| <b>Function 5100 - Basic Instruction</b> |     |                              |      |            |              |              |              |              |
| 5100                                     | 120 | Classroom Teacher Salaries   | \$ - | \$ 737,100 | \$ 1,089,349 | \$ 1,460,344 | \$ 1,787,169 | \$ 2,209,441 |
| 5100                                     | 130 | Other Certified Staff Member | \$ - | \$ 166,050 | \$ 234,313   | \$ 283,724   | \$ 355,740   | \$ 468,539   |
| 5100                                     | 140 | Substitute Teachers          | \$ - | \$ 18,955  | \$ 27,370    | \$ 35,530    | \$ 43,010    | \$ 52,955    |
| 5100                                     | 160 | Other Support Personnel      | \$ - | \$ 27,360  | \$ 27,770    | \$ 42,280    | \$ 42,915    | \$ 58,078    |
| 5100                                     | 210 | Retirement                   | \$ - | \$ 37,132  | \$ 52,552    | \$ 68,952    | \$ 82,837    | \$ 102,690   |
| 5100                                     | 220 | FICA                         | \$ - | \$ 71,184  | \$ 103,385   | \$ 136,656   | \$ 167,215   | \$ 209,308   |
| 5100                                     | 240 | Worker's Compensation        | \$ - | \$ 11,631  | \$ 16,893    | \$ 22,329    | \$ 27,323    | \$ 34,201    |
| 5100                                     | 250 | Unemployment Compensation    | \$ - | \$ 5,832   | \$ 7,992     | \$ 9,936     | \$ 12,312    | \$ 14,688    |

|                       |     |                                 |                  |                     |                     |                     |                     |                     |
|-----------------------|-----|---------------------------------|------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| 5100                  | 290 | Other Employee Benefits         | \$ -             | \$ 68,959           | \$ 97,597           | \$ 128,055          | \$ 153,840          | \$ 190,711          |
| 5100                  | 510 | Supplies                        | \$ -             | \$ 14,028           | \$ 14,670           | \$ 19,951           | \$ 24,625           | \$ 30,694           |
| 5100                  | 520 | Textbooks                       | \$ -             | \$ 86,025           | \$ 44,222           | \$ 48,727           | \$ 106,610          | \$ 119,837          |
| 5100                  | 621 | AV Materials-Capitalized        | \$ -             | \$ 32,400           | \$ 14,544           | \$ 14,689           | \$ 12,982           | \$ 16,858           |
| 5100                  | 641 | Furniture, Fixtures-Capitalized | \$ -             | \$ 13,167           | \$ 18,183           | \$ 23,199           | \$ 27,588           | \$ 33,231           |
| 5100                  | 643 | Computer Hardware-Capitalized   | \$ 16,200        | \$ 30,000           | \$ 10,575           | \$ 18,302           | \$ 18,455           | \$ 18,609           |
| 5100                  | 690 | Computer Software               | \$ -             | \$ 5,000            | \$ 5,100            | \$ 5,202            | \$ 5,306            | \$ 5,412            |
| 5100                  | 730 | Dues and Fees                   | \$ -             | \$ 167              | \$ 249              | \$ 339              | \$ 418              | \$ 521              |
| 5100                  | 750 | Other Personnel Services        | \$ -             | \$ 18,610           | \$ 27,029           | \$ 35,727           | \$ 43,716           | \$ 54,721           |
| <b>5100 Sub Total</b> |     |                                 | <b>\$ 16,200</b> | <b>\$ 1,343,600</b> | <b>\$ 1,791,792</b> | <b>\$ 2,353,943</b> | <b>\$ 2,912,060</b> | <b>\$ 3,620,493</b> |

| <b>Function 5200 - Exceptional Education</b> |     |                                     |             |                  |                   |                   |                   |                   |
|----------------------------------------------|-----|-------------------------------------|-------------|------------------|-------------------|-------------------|-------------------|-------------------|
| 5200                                         | 130 | Other Certified Staff Member        | \$ -        | \$ 60,750        | \$ 86,326         | \$ 116,828        | \$ 143,990        | \$ 176,239        |
| 5200                                         | 140 | Substitute Teachers                 | \$ -        | \$ 1,275         | \$ 1,785          | \$ 2,380          | \$ 2,890          | \$ 3,485          |
| 5200                                         | 210 | Retirement                          | \$ -        | \$ 2,315         | \$ 3,250          | \$ 4,346          | \$ 5,292          | \$ 6,400          |
| 5200                                         | 220 | FICA                                | \$ -        | \$ 4,647         | \$ 6,604          | \$ 8,937          | \$ 11,015         | \$ 13,482         |
| 5200                                         | 240 | Worker's Compensation               | \$ -        | \$ 759           | \$ 1,079          | \$ 1,460          | \$ 1,800          | \$ 2,203          |
| 5200                                         | 250 | Unemployment Compensation           | \$ -        | \$ 648           | \$ 648            | \$ 864            | \$ 864            | \$ 1,080          |
| 5200                                         | 290 | Other Employee Benefits             | \$ -        | \$ 4,300         | \$ 6,036          | \$ 8,071          | \$ 9,828          | \$ 11,885         |
| 5200                                         | 310 | Professional and Technical Services | \$ -        | \$ 11,700        | \$ 16,544         | \$ 23,872         | \$ 28,931         | \$ 34,091         |
| 5200                                         | 510 | Supplies                            | \$ -        | \$ 5,010         | \$ 7,824          | \$ 11,084         | \$ 14,202         | \$ 18,316         |
| 5200                                         | 750 | Other Personnel Services            | \$ -        | \$ 1,215         | \$ 1,727          | \$ 2,337          | \$ 2,880          | \$ 3,525          |
| <b>5200 Sub Total</b>                        |     |                                     | <b>\$ -</b> | <b>\$ 92,620</b> | <b>\$ 131,823</b> | <b>\$ 180,178</b> | <b>\$ 221,692</b> | <b>\$ 270,706</b> |

| <b>Function 6100 - Pupil Services</b> |     |                              |             |                  |                  |                  |                   |                   |
|---------------------------------------|-----|------------------------------|-------------|------------------|------------------|------------------|-------------------|-------------------|
| 6100                                  | 130 | Other Certified Staff Member | \$ -        | \$ 21,000        | \$ 42,630        | \$ 43,269        | \$ 87,837         | \$ 89,155         |
| 6100                                  | 210 | Retirement                   | \$ -        | \$ 777           | \$ 1,558         | \$ 1,563         | \$ 3,135          | \$ 3,144          |
| 6100                                  | 220 | FICA                         | \$ -        | \$ 1,607         | \$ 3,261         | \$ 3,310         | \$ 6,720          | \$ 6,820          |
| 6100                                  | 240 | Worker's Compensation        | \$ -        | \$ 263           | \$ 533           | \$ 541           | \$ 1,098          | \$ 1,114          |
| 6100                                  | 250 | Unemployment Compensation    | \$ -        | \$ 216           | \$ 216           | \$ 216           | \$ 432            | \$ 432            |
| 6100                                  | 290 | Other Employee Benefits      | \$ -        | \$ 1,443         | \$ 2,894         | \$ 2,903         | \$ 5,822          | \$ 5,839          |
| 6100                                  | 750 | Other Personnel Services     | \$ -        | \$ 420           | \$ 853           | \$ 865           | \$ 1,757          | \$ 1,783          |
| <b>6100 Sub Total</b>                 |     |                              | <b>\$ -</b> | <b>\$ 25,725</b> | <b>\$ 51,945</b> | <b>\$ 52,667</b> | <b>\$ 106,800</b> | <b>\$ 108,287</b> |

| <b>Function 6200 - Instructional Media Services</b> |     |          |             |                 |                 |                 |                 |                 |
|-----------------------------------------------------|-----|----------|-------------|-----------------|-----------------|-----------------|-----------------|-----------------|
| 6200                                                | 510 | Supplies | \$ -        | \$ 1,503        | \$ 2,245        | \$ 3,051        | \$ 3,771        | \$ 4,695        |
| <b>6200 Sub Total</b>                               |     |          | <b>\$ -</b> | <b>\$ 1,503</b> | <b>\$ 2,245</b> | <b>\$ 3,051</b> | <b>\$ 3,771</b> | <b>\$ 4,695</b> |

| <b>Function 6300 - Instructional/Curriculum Development</b> |     |                              |      |      |           |           |           |           |
|-------------------------------------------------------------|-----|------------------------------|------|------|-----------|-----------|-----------|-----------|
| 6300                                                        | 130 | Other Certified Staff Member | \$ - | \$ - | \$ 42,630 | \$ 43,269 | \$ 43,918 | \$ 44,577 |
| 6300                                                        | 210 | Retirement                   | \$ - | \$ - | \$ 1,558  | \$ 1,563  | \$ 1,567  | \$ 1,572  |
| 6300                                                        | 220 | FICA                         | \$ - | \$ - | \$ 3,261  | \$ 3,310  | \$ 3,360  | \$ 3,410  |
| 6300                                                        | 240 | Worker's Compensation        | \$ - | \$ - | \$ 533    | \$ 541    | \$ 549    | \$ 557    |
| 6300                                                        | 250 | Unemployment Compensation    | \$ - | \$ - | \$ 216    | \$ 216    | \$ 216    | \$ 216    |
| 6300                                                        | 290 | Other Employee Benefits      | \$ - | \$ - | \$ 2,894  | \$ 2,903  | \$ 2,911  | \$ 2,920  |

|                                                          |     |                                     |                 |                  |                  |                  |                  |                  |
|----------------------------------------------------------|-----|-------------------------------------|-----------------|------------------|------------------|------------------|------------------|------------------|
| 6300                                                     | 750 | Other Personnel Services            | \$ -            | \$ -             | \$ 853           | \$ 865           | \$ 878           | \$ 892           |
|                                                          |     | <b>6300 Sub Total</b>               | <b>\$ -</b>     | <b>\$ -</b>      | <b>\$ 51,945</b> | <b>\$ 52,667</b> | <b>\$ 53,400</b> | <b>\$ 54,144</b> |
| <b>Function 6400 - Instructional Staff Training</b>      |     |                                     |                 |                  |                  |                  |                  |                  |
| 6400                                                     | 140 | Substitute Teachers                 | \$ -            | \$ 350           | \$ 357           | \$ 364           | \$ 371           | \$ 379           |
| 6400                                                     | 310 | Professional and Technical Services | \$ -            | \$ 3,000         | \$ 3,060         | \$ 3,121         | \$ 3,184         | \$ 3,247         |
| 6400                                                     | 330 | Travel                              | \$ -            | \$ 700           | \$ 714           | \$ 728           | \$ 743           | \$ 758           |
| 6400                                                     | 510 | Supplies                            | \$ -            | \$ 500           | \$ 510           | \$ 520           | \$ 531           | \$ 541           |
|                                                          |     | <b>6400 Sub Total</b>               | <b>\$ -</b>     | <b>\$ 4,550</b>  | <b>\$ 4,641</b>  | <b>\$ 4,734</b>  | <b>\$ 4,828</b>  | <b>\$ 4,925</b>  |
| <b>Function 6500 - Instructional-Related Technology</b>  |     |                                     |                 |                  |                  |                  |                  |                  |
| 6500                                                     | 160 | Other Support Personnel             | \$ -            | \$ 8,750         | \$ 35,525        | \$ 36,058        | \$ 36,599        | \$ 37,148        |
| 6500                                                     | 210 | Retirement                          | \$ -            | \$ 376           | \$ 1,509         | \$ 1,512         | \$ 1,516         | \$ 1,520         |
| 6500                                                     | 220 | FICA                                | \$ -            | \$ 669           | \$ 2,718         | \$ 2,758         | \$ 2,800         | \$ 2,842         |
| 6500                                                     | 240 | Worker's Compensation               | \$ -            | \$ 109           | \$ 444           | \$ 451           | \$ 457           | \$ 464           |
| 6500                                                     | 250 | Unemployment Compensation           | \$ -            | \$ 216           | \$ 216           | \$ 216           | \$ 216           | \$ 216           |
| 6500                                                     | 290 | Other Employee Benefits             | \$ -            | \$ 699           | \$ 2,802         | \$ 2,809         | \$ 2,816         | \$ 2,823         |
| 6500                                                     | 750 | Other Personnel Services            | \$ -            | \$ 175           | \$ 711           | \$ 721           | \$ 732           | \$ 743           |
|                                                          |     | <b>6500 Sub Total</b>               | <b>\$ -</b>     | <b>\$ 10,995</b> | <b>\$ 43,924</b> | <b>\$ 44,525</b> | <b>\$ 45,136</b> | <b>\$ 45,756</b> |
| <b>Function 7100 - Board</b>                             |     |                                     |                 |                  |                  |                  |                  |                  |
| 7100                                                     | 310 | Professional and Technical Services | \$ 4,000        | \$ 4,000         | \$ 5,000         | \$ 5,000         | \$ 5,500         | \$ 6,500         |
| 7100                                                     | 320 | Insurance and Bond Premiums         | \$ -            | \$ 10,020        | \$ 14,963        | \$ 20,350        | \$ 25,119        | \$ 31,304        |
|                                                          |     | <b>7100 Sub Total</b>               | <b>\$ 4,000</b> | <b>\$ 14,020</b> | <b>\$ 19,963</b> | <b>\$ 25,350</b> | <b>\$ 30,619</b> | <b>\$ 37,804</b> |
| <b>Function 7200 - General / District Administration</b> |     |                                     |                 |                  |                  |                  |                  |                  |
| 7200                                                     | 730 | Dues and Fees                       | \$ -            | \$ 86,009        | \$ 85,826        | \$ 86,766        | \$ 88,557        | \$ 90,824        |
|                                                          |     | <b>7200 Sub Total</b>               | <b>\$ -</b>     | <b>\$ 86,009</b> | <b>\$ 85,826</b> | <b>\$ 86,766</b> | <b>\$ 88,557</b> | <b>\$ 90,824</b> |
| <b>Function 7300 - School Administration</b>             |     |                                     |                 |                  |                  |                  |                  |                  |
| 7300                                                     | 110 | Administrator Salaries              | \$ 21,250       | \$ 85,000        | \$ 152,250       | \$ 154,534       | \$ 224,821       | \$ 228,193       |
| 7300                                                     | 160 | Other Support Personnel             | \$ 4,808        | \$ 62,280        | \$ 63,214        | \$ 78,998        | \$ 98,587        | \$ 100,065       |
| 7300                                                     | 210 | Retirement                          | \$ 740          | \$ 6,071         | \$ 7,808         | \$ 9,195         | \$ 12,344        | \$ 12,378        |
| 7300                                                     | 220 | FICA                                | \$ 1,993        | \$ 11,267        | \$ 16,483        | \$ 17,865        | \$ 24,741        | \$ 25,112        |
| 7300                                                     | 240 | Worker's Compensation               | \$ 326          | \$ 1,841         | \$ 2,693         | \$ 2,919         | \$ 4,043         | \$ 4,103         |
| 7300                                                     | 250 | Unemployment Compensation           | \$ 346          | \$ 864           | \$ 1,080         | \$ 1,296         | \$ 1,728         | \$ 1,728         |
| 7300                                                     | 290 | Other Employee Benefits             | \$ 1,374        | \$ 11,275        | \$ 14,501        | \$ 17,076        | \$ 22,924        | \$ 22,987        |
| 7300                                                     | 310 | Professional and Technical Services | \$ -            | \$ 92,928        | \$ 270,099       | \$ 364,093       | \$ 449,689       | \$ 563,482       |
| 7300                                                     | 360 | Rentals                             | \$ -            | \$ 4,008         | \$ 5,868         | \$ 7,824         | \$ 9,941         | \$ 12,754        |
| 7300                                                     | 370 | Communications                      | \$ -            | \$ 2,422         | \$ 3,619         | \$ 4,916         | \$ 6,067         | \$ 7,567         |
| 7300                                                     | 390 | Other Purchased Services            | \$ 7,500        | \$ 3,340         | \$ 4,988         | \$ 6,781         | \$ 8,371         | \$ 10,430        |
| 7300                                                     | 510 | Supplies                            | \$ -            | \$ 7,348         | \$ 10,973        | \$ 14,924        | \$ 18,423        | \$ 22,953        |
| 7300                                                     | 641 | Furniture, Fixtures-Capitalized     | \$ 2,500        | \$ 5,000         | \$ 1,000         | \$ 1,000         | \$ 1,000         | \$ 1,000         |
| 7300                                                     | 643 | Computer Hardware-Capitalized       | \$ 2,000        | \$ -             | \$ -             | \$ -             | \$ -             | \$ -             |
| 7300                                                     | 644 | Computer Hardware (Non Capitalized) | \$ -            | \$ 1,336         | \$ 1,995         | \$ 2,712         | \$ 3,345         | \$ 4,174         |

|                                             |     |                                     |                  |                   |                   |                   |                     |                     |
|---------------------------------------------|-----|-------------------------------------|------------------|-------------------|-------------------|-------------------|---------------------|---------------------|
| 7300                                        | 730 | Dues and Fees                       | \$ -             | \$ 1,336          | \$ 1,995          | \$ 2,712          | \$ 3,345            | \$ 4,174            |
| 7300                                        | 750 | Other Personnel Services            | \$ 521           | \$ 2,946          | \$ 4,309          | \$ 4,671          | \$ 6,468            | \$ 6,565            |
| <b>7300 Sub Total</b>                       |     |                                     | <b>\$ 43,357</b> | <b>\$ 299,261</b> | <b>\$ 562,875</b> | <b>\$ 691,516</b> | <b>\$ 895,838</b>   | <b>\$ 1,027,667</b> |
| <b>Function 7500 - Fiscal Services</b>      |     |                                     |                  |                   |                   |                   |                     |                     |
| 7500                                        | 310 | Professional and Technical Services | \$ -             | \$ 7,500          | \$ 7,725          | \$ 7,957          | \$ 8,195            | \$ 8,441            |
| 7500                                        | 720 | Interest Payment / Debt Service     | \$ 4,500         | \$ 4,500          | \$ 4,500          | \$ 79,500         | \$ -                | \$ -                |
| <b>7500 Sub Total</b>                       |     |                                     | <b>\$ 4,500</b>  | <b>\$ 12,000</b>  | <b>\$ 12,225</b>  | <b>\$ 87,457</b>  | <b>\$ 8,195</b>     | <b>\$ 8,441</b>     |
| <b>Function 7600 - Food Services</b>        |     |                                     |                  |                   |                   |                   |                     |                     |
| 7600                                        | 160 | Other Support Personnel             | \$ -             | \$ 15,750         | \$ 15,986         | \$ 16,226         | \$ 16,469           | \$ 16,716           |
| 7600                                        | 210 | Retirement                          | \$ -             | \$ 1,317          | \$ 1,318          | \$ 1,318          | \$ 1,319            | \$ 1,320            |
| 7600                                        | 220 | FICA                                | \$ -             | \$ 1,205          | \$ 1,223          | \$ 1,241          | \$ 1,260            | \$ 1,279            |
| 7600                                        | 240 | Worker's Compensation               | \$ -             | \$ 197            | \$ 200            | \$ 203            | \$ 206              | \$ 209              |
| 7600                                        | 250 | Unemployment Compensation           | \$ -             | \$ 423            | \$ 426            | \$ 429            | \$ 432              | \$ 432              |
| 7600                                        | 290 | Other Employee Benefits             | \$ -             | \$ 2,445          | \$ 2,447          | \$ 2,448          | \$ 2,450            | \$ 2,452            |
| 7600                                        | 510 | Supplies                            | \$ -             | \$ 2,000          | \$ -              | \$ -              | \$ 3,000            | \$ -                |
| 7600                                        | 570 | Food                                | \$ -             | \$ 88,128         | \$ 134,100        | \$ 178,200        | \$ 215,100          | \$ 263,700          |
| 7600                                        | 750 | Other Personnel Services            | \$ -             | \$ 315            | \$ 320            | \$ 325            | \$ 329              | \$ 334              |
| <b>7600 Sub Total</b>                       |     |                                     | <b>\$ -</b>      | <b>\$ 111,779</b> | <b>\$ 156,019</b> | <b>\$ 200,390</b> | <b>\$ 240,566</b>   | <b>\$ 286,443</b>   |
| <b>Function 7800 - Pupil Transportation</b> |     |                                     |                  |                   |                   |                   |                     |                     |
| 7800                                        | 390 | Other Purchased Services            | \$ -             | \$ 27,000         | \$ 27,540         | \$ 28,091         | \$ 28,653           | \$ 58,451           |
| <b>7800 Sub Total</b>                       |     |                                     | <b>\$ -</b>      | <b>\$ 27,000</b>  | <b>\$ 27,540</b>  | <b>\$ 28,091</b>  | <b>\$ 28,653</b>    | <b>\$ 58,451</b>    |
| <b>Function 7900 - Operation of Plant</b>   |     |                                     |                  |                   |                   |                   |                     |                     |
| 7900                                        | 160 | Other Support Personnel             | \$ -             | \$ 71,250         | \$ 82,733         | \$ 107,756        | \$ 133,512          | \$ 146,404          |
| 7900                                        | 210 | Retirement                          | \$ -             | \$ 8,059          | \$ 9,399          | \$ 12,094         | \$ 14,795           | \$ 16,145           |
| 7900                                        | 220 | FICA                                | \$ -             | \$ 5,451          | \$ 6,329          | \$ 8,243          | \$ 10,214           | \$ 11,200           |
| 7900                                        | 240 | Worker's Compensation               | \$ -             | \$ 891            | \$ 1,034          | \$ 1,347          | \$ 1,669            | \$ 1,830            |
| 7900                                        | 250 | Unemployment Compensation           | \$ -             | \$ 1,296          | \$ 1,512          | \$ 1,944          | \$ 2,376            | \$ 2,592            |
| 7900                                        | 290 | Other Employee Benefits             | \$ -             | \$ 14,966         | \$ 17,456         | \$ 22,461         | \$ 27,476           | \$ 29,983           |
| 7900                                        | 320 | Insurance and Bond Premiums         | \$ -             | \$ 12,573         | \$ 12,824         | \$ 25,750         | \$ 26,265           | \$ 26,790           |
| 7900                                        | 350 | Repairs and Maintenance             | \$ -             | \$ 2,500          | \$ 2,575          | \$ 2,652          | \$ 2,732            | \$ 2,814            |
| 7900                                        | 360 | Rentals                             | \$ -             | \$ 261,000        | \$ 400,050        | \$ 558,968        | \$ 710,203          | \$ 911,630          |
| 7900                                        | 370 | Communications                      | \$ -             | \$ 4,008          | \$ 5,985          | \$ 8,137          | \$ 10,044           | \$ 12,522           |
| 7900                                        | 380 | Public Utilities                    | \$ -             | \$ 2,171          | \$ 3,274          | \$ 4,496          | \$ 5,604            | \$ 7,052            |
| 7900                                        | 390 | Other Purchased Services            | \$ -             | \$ 6,080          | \$ 6,716          | \$ 7,376          | \$ 7,995            | \$ 8,767            |
| 7900                                        | 430 | Electricity                         | \$ -             | \$ 30,734         | \$ 31,349         | \$ 62,944         | \$ 64,203           | \$ 65,487           |
| 7900                                        | 510 | Supplies                            | \$ -             | \$ 6,680          | \$ 10,758         | \$ 14,774         | \$ 18,415           | \$ 23,175           |
| 7900                                        | 680 | Remodeling/Renovations              | \$ -             | \$ -              | \$ 5,000          | \$ 5,100          | \$ 5,202            | \$ 5,306            |
| 7900                                        | 750 | Other Personnel Services            | \$ -             | \$ 1,425          | \$ 1,655          | \$ 2,155          | \$ 2,670            | \$ 2,928            |
| <b>7900 Sub Total</b>                       |     |                                     | <b>\$ -</b>      | <b>\$ 429,083</b> | <b>\$ 598,649</b> | <b>\$ 846,198</b> | <b>\$ 1,043,375</b> | <b>\$ 1,274,626</b> |
| <b>Function 9100 - Community Service</b>    |     |                                     |                  |                   |                   |                   |                     |                     |

|                       |     |                           |             |                  |                   |                   |                   |                   |
|-----------------------|-----|---------------------------|-------------|------------------|-------------------|-------------------|-------------------|-------------------|
| 9100                  | 160 | Other Support Personnel   | \$ -        | \$ 74,430        | \$ 96,374         | \$ 118,960        | \$ 142,202        | \$ 177,004        |
| 9100                  | 220 | FICA                      | \$ -        | \$ 5,694         | \$ 7,373          | \$ 9,100          | \$ 10,878         | \$ 13,541         |
| 9100                  | 240 | Worker's Compensation     | \$ -        | \$ 930           | \$ 1,205          | \$ 1,487          | \$ 1,778          | \$ 2,213          |
| 9100                  | 250 | Unemployment Compensation | \$ -        | \$ 1,512         | \$ 1,944          | \$ 2,376          | \$ 2,808          | \$ 3,456          |
| 9100                  | 510 | Supplies                  | \$ -        | \$ 10,020        | \$ 14,670         | \$ 19,560         | \$ 23,670         | \$ 28,920         |
| 9100                  | 750 | Other Personnel Services  | \$ -        | \$ 1,489         | \$ 1,927          | \$ 2,379          | \$ 2,844          | \$ 3,540          |
| <b>9100 Sub Total</b> |     |                           | <b>\$ -</b> | <b>\$ 94,075</b> | <b>\$ 123,493</b> | <b>\$ 153,863</b> | <b>\$ 184,180</b> | <b>\$ 228,673</b> |

|  |  |              |      |           |            |            |            |            |
|--|--|--------------|------|-----------|------------|------------|------------|------------|
|  |  | Reserve Fund | \$ - | \$ 68,945 | \$ 100,726 | \$ 135,772 | \$ 167,692 | \$ 210,131 |
|--|--|--------------|------|-----------|------------|------------|------------|------------|

|                       |                  |                     |                     |                     |                     |                     |
|-----------------------|------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| <b>Total Expenses</b> | <b>\$ 68,057</b> | <b>\$ 2,621,164</b> | <b>\$ 3,765,631</b> | <b>\$ 4,947,169</b> | <b>\$ 6,035,363</b> | <b>\$ 7,332,065</b> |
|-----------------------|------------------|---------------------|---------------------|---------------------|---------------------|---------------------|

|                     |                  |                     |                     |                     |                     |                     |
|---------------------|------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| <b>Total Income</b> | <b>\$ 75,000</b> | <b>\$ 2,650,352</b> | <b>\$ 3,852,465</b> | <b>\$ 5,157,456</b> | <b>\$ 6,324,732</b> | <b>\$ 7,872,937</b> |
|---------------------|------------------|---------------------|---------------------|---------------------|---------------------|---------------------|

|                    |                 |                  |                  |                   |                   |                   |
|--------------------|-----------------|------------------|------------------|-------------------|-------------------|-------------------|
| <b>Net Revenue</b> | <b>\$ 6,943</b> | <b>\$ 29,188</b> | <b>\$ 86,835</b> | <b>\$ 210,287</b> | <b>\$ 289,369</b> | <b>\$ 540,872</b> |
|--------------------|-----------------|------------------|------------------|-------------------|-------------------|-------------------|

|                     |                 |                  |                   |                   |                   |                     |
|---------------------|-----------------|------------------|-------------------|-------------------|-------------------|---------------------|
| <b>Cash On Hand</b> | <b>\$ 6,943</b> | <b>\$ 36,131</b> | <b>\$ 122,966</b> | <b>\$ 333,253</b> | <b>\$ 622,622</b> | <b>\$ 1,163,494</b> |
|---------------------|-----------------|------------------|-------------------|-------------------|-------------------|---------------------|

## BridgePrep - Broward's Five Year Budget Projections

### Planning Year Cash Flow Estimates

|                                              |      | Directions (Mouse Over Here)        |                     |             |                  |                   |                   |                   |                    |                    |                    |                  |
|----------------------------------------------|------|-------------------------------------|---------------------|-------------|------------------|-------------------|-------------------|-------------------|--------------------|--------------------|--------------------|------------------|
| Func                                         | Obj  | Description                         | Planning Year Total | Nov.        | Dec.             | Jan.              | Feb.              | Mar.              | Apr.               | May                | Jun.               |                  |
| <b>FEFP Calculations</b>                     |      |                                     |                     |             |                  |                   |                   |                   |                    |                    |                    |                  |
| <b>Other Income</b>                          |      |                                     |                     |             |                  |                   |                   |                   |                    |                    |                    |                  |
|                                              | 3720 | Financing / Loan Proceeds           | \$ 75,000           | \$ -        | \$ 75,000        | \$ -              | \$ -              | \$ -              | \$ -               | \$ -               | \$ -               | \$ -             |
|                                              |      | <b>Total Income</b>                 | <b>\$ 75,000</b>    | <b>\$ -</b> | <b>\$ 75,000</b> | <b>\$ -</b>       | <b>\$ -</b>       | <b>\$ -</b>       | <b>\$ -</b>        | <b>\$ -</b>        | <b>\$ -</b>        | <b>\$ -</b>      |
| <b>Expense Estimates</b>                     |      |                                     |                     |             |                  |                   |                   |                   |                    |                    |                    |                  |
| <b>Function 5100 - Basic Instruction</b>     |      |                                     |                     |             |                  |                   |                   |                   |                    |                    |                    |                  |
| 5100                                         | 643  | Computer Hardware-Capitalized       | \$ 16,200           | \$ -        | \$ -             | \$ -              | \$ -              | \$ -              | \$ -               | \$ -               | \$ -               | \$ 16,200        |
|                                              |      | <b>5100 Sub Total</b>               | <b>\$ 16,200</b>    | <b>\$ -</b> | <b>\$ -</b>      | <b>\$ -</b>       | <b>\$ -</b>       | <b>\$ -</b>       | <b>\$ -</b>        | <b>\$ -</b>        | <b>\$ -</b>        | <b>\$ 16,200</b> |
| <b>Function 7100 - Board</b>                 |      |                                     |                     |             |                  |                   |                   |                   |                    |                    |                    |                  |
| 7100                                         | 310  | Professional and Technical Services | \$ 4,000            | \$ -        | \$ -             | \$ 2,000          | \$ 1,000          | \$ 1,000          | \$ -               | \$ -               | \$ -               | \$ -             |
|                                              |      | <b>7100 Sub Total</b>               | <b>\$ 4,000</b>     | <b>\$ -</b> | <b>\$ -</b>      | <b>\$ 2,000</b>   | <b>\$ 1,000</b>   | <b>\$ 1,000</b>   | <b>\$ -</b>        | <b>\$ -</b>        | <b>\$ -</b>        | <b>\$ -</b>      |
| <b>Function 7300 - School Administration</b> |      |                                     |                     |             |                  |                   |                   |                   |                    |                    |                    |                  |
| 7300                                         | 110  | Administrator Salaries              | \$ 21,250           | \$ -        | \$ -             | \$ -              | \$ -              | \$ -              | \$ 7,083           | \$ 7,083           | \$ 7,083           | \$ -             |
| 7300                                         | 160  | Other Support Personnel             | \$ 4,808            | \$ -        | \$ -             | \$ -              | \$ -              | \$ -              | \$ 1,603           | \$ 1,603           | \$ 1,603           | \$ -             |
| 7300                                         | 210  | Retirement                          | \$ 740              | \$ -        | \$ -             | \$ -              | \$ -              | \$ -              | \$ 247             | \$ 247             | \$ 247             | \$ -             |
| 7300                                         | 220  | FICA                                | \$ 1,993            | \$ -        | \$ -             | \$ -              | \$ -              | \$ -              | \$ 664             | \$ 664             | \$ 664             | \$ -             |
| 7300                                         | 240  | Worker's Compensation               | \$ 326              | \$ -        | \$ -             | \$ -              | \$ -              | \$ -              | \$ 109             | \$ 109             | \$ 109             | \$ -             |
| 7300                                         | 250  | Unemployment Compensation           | \$ 346              | \$ -        | \$ -             | \$ -              | \$ -              | \$ -              | \$ 115             | \$ 115             | \$ 115             | \$ -             |
| 7300                                         | 290  | Other Employee Benefits             | \$ 1,374            | \$ -        | \$ -             | \$ -              | \$ -              | \$ -              | \$ 458             | \$ 458             | \$ 458             | \$ -             |
| 7300                                         | 390  | Other Purchased Services            | \$ 7,500            | \$ -        | \$ -             | \$ -              | \$ -              | \$ -              | \$ 2,500           | \$ 2,500           | \$ 2,500           | \$ -             |
| 7300                                         | 641  | Furniture, Fixtures-Capitalized     | \$ 2,500            | \$ -        | \$ -             | \$ -              | \$ -              | \$ -              | \$ 2,500           | \$ -               | \$ -               | \$ -             |
| 7300                                         | 643  | Computer Hardware-Capitalized       | \$ 2,000            | \$ -        | \$ -             | \$ -              | \$ -              | \$ -              | \$ 2,000           | \$ -               | \$ -               | \$ -             |
| 7300                                         | 750  | Other Personnel Services            | \$ 521              | \$ -        | \$ -             | \$ -              | \$ -              | \$ -              | \$ 174             | \$ 174             | \$ 174             | \$ -             |
|                                              |      | <b>7300 Sub Total</b>               | <b>\$ 43,357</b>    | <b>\$ -</b> | <b>\$ -</b>      | <b>\$ -</b>       | <b>\$ -</b>       | <b>\$ -</b>       | <b>\$ 17,452</b>   | <b>\$ 12,952</b>   | <b>\$ 12,952</b>   | <b>\$ -</b>      |
| <b>Function 7500 - Fiscal Services</b>       |      |                                     |                     |             |                  |                   |                   |                   |                    |                    |                    |                  |
| 7500                                         | 720  | Interest Payment / Debt Service     | \$ 4,500            | \$ -        | \$ -             | \$ -              | \$ -              | \$ -              | \$ -               | \$ -               | \$ -               | \$ 4,500         |
|                                              |      | <b>7500 Sub Total</b>               | <b>\$ 4,500</b>     | <b>\$ -</b> | <b>\$ -</b>      | <b>\$ -</b>       | <b>\$ -</b>       | <b>\$ -</b>       | <b>\$ -</b>        | <b>\$ -</b>        | <b>\$ -</b>        | <b>\$ 4,500</b>  |
|                                              |      | <b>Total Expenses</b>               | <b>\$ 68,057</b>    | <b>\$ -</b> | <b>\$ -</b>      | <b>\$ 2,000</b>   | <b>\$ 1,000</b>   | <b>\$ 1,000</b>   | <b>\$ 17,452</b>   | <b>\$ 12,952</b>   | <b>\$ 33,652</b>   | <b>\$ -</b>      |
|                                              |      | <b>Total Income</b>                 | <b>\$ 75,000</b>    | <b>\$ -</b> | <b>\$ 75,000</b> | <b>\$ -</b>       | <b>\$ -</b>       | <b>\$ -</b>       | <b>\$ -</b>        | <b>\$ -</b>        | <b>\$ -</b>        | <b>\$ -</b>      |
|                                              |      | <b>Net Revenue</b>                  | <b>\$ 6,943</b>     | <b>\$ -</b> | <b>\$ 75,000</b> | <b>\$ (2,000)</b> | <b>\$ (1,000)</b> | <b>\$ (1,000)</b> | <b>\$ (17,452)</b> | <b>\$ (12,952)</b> | <b>\$ (33,652)</b> | <b>\$ -</b>      |
|                                              |      | <b>Cash On Hand</b>                 | <b>\$ 6,943</b>     | <b>\$ -</b> | <b>\$ 75,000</b> | <b>\$ 73,000</b>  | <b>\$ 72,000</b>  | <b>\$ 71,000</b>  | <b>\$ 53,548</b>   | <b>\$ 40,595</b>   | <b>\$ 6,943</b>    | <b>\$ -</b>      |

## BridgePrep - Broward's Five Year Budget Projections

### Year 1 Cash Flow Estimates

|                                              |      | Directions (Mouse Over Here)              |                     |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |
|----------------------------------------------|------|-------------------------------------------|---------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| Func                                         | Obj  | Description                               | Year 1 Total        | July              | Aug.              | Sept.             | Oct.              | Nov.              | Dec.              | Jan.              | Feb.              | Mar.              | Apr.              | May               | Jun.              |
| <b>FEFP Calculations</b>                     |      |                                           |                     |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |
|                                              | 3310 | FEFP - Base Funding                       | \$ 1,542,877        | \$ 128,573        | \$ 128,573        | \$ 128,573        | \$ 128,573        | \$ 128,573        | \$ 128,573        | \$ 128,573        | \$ 128,573        | \$ 128,573        | \$ 128,573        | \$ 128,573        | \$ 128,573        |
|                                              | 3310 | FEFP - ESE Gurantee                       | \$ 50,990           | \$ 4,249          | \$ 4,249          | \$ 4,249          | \$ 4,249          | \$ 4,249          | \$ 4,249          | \$ 4,249          | \$ 4,249          | \$ 4,249          | \$ 4,249          | \$ 4,249          | \$ 4,249          |
|                                              | 3310 | FEFP - Supplemental Academic Instruction  | \$ 67,466           | \$ 5,622          | \$ 5,622          | \$ 5,622          | \$ 5,622          | \$ 5,622          | \$ 5,622          | \$ 5,622          | \$ 5,622          | \$ 5,622          | \$ 5,622          | \$ 5,622          | \$ 5,622          |
|                                              | 3310 | FEFP - Digital Classroom Allocation       | \$ 5,399            | \$ 450            | \$ 450            | \$ 450            | \$ 450            | \$ 450            | \$ 450            | \$ 450            | \$ 450            | \$ 450            | \$ 450            | \$ 450            | \$ 450            |
|                                              | 3310 | FEFP - Safe Schools Allocations           | \$ 7,373            | \$ 614            | \$ 614            | \$ 614            | \$ 614            | \$ 614            | \$ 614            | \$ 614            | \$ 614            | \$ 614            | \$ 614            | \$ 614            | \$ 614            |
|                                              | 3310 | FEFP - Instructional Materials Allocation | \$ 25,555           | \$ 2,130          | \$ 2,130          | \$ 2,130          | \$ 2,130          | \$ 2,130          | \$ 2,130          | \$ 2,130          | \$ 2,130          | \$ 2,130          | \$ 2,130          | \$ 2,130          | \$ 2,130          |
|                                              | 3310 | FEFP - Discretionary Local Effort         | \$ 145,977          | \$ 12,165         | \$ 12,165         | \$ 12,165         | \$ 12,165         | \$ 12,165         | \$ 12,165         | \$ 12,165         | \$ 12,165         | \$ 12,165         | \$ 12,165         | \$ 12,165         | \$ 12,165         |
|                                              | 3310 | FEFP - Discretionary Lottery              | \$ 1,226            | \$ 102            | \$ 102            | \$ 102            | \$ 102            | \$ 102            | \$ 102            | \$ 102            | \$ 102            | \$ 102            | \$ 102            | \$ 102            | \$ 102            |
|                                              | 3310 | FEFP - Class Size Reductions              | \$ 432,627          | \$ 36,052         | \$ 36,052         | \$ 36,052         | \$ 36,052         | \$ 36,052         | \$ 36,052         | \$ 36,052         | \$ 36,052         | \$ 36,052         | \$ 36,052         | \$ 36,052         | \$ 36,052         |
|                                              | 3492 | Transportation (All Riders)               | \$ 18,666           | \$ -              | \$ -              | \$ 1,867          | \$ 1,867          | \$ 1,867          | \$ 1,867          | \$ 1,867          | \$ 1,867          | \$ 1,867          | \$ 1,867          | \$ 1,867          | \$ 1,867          |
| <b>Other Income</b>                          |      |                                           |                     |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |
|                                              | 3261 | School Lunch Reimbursements               | \$ 61,200           | \$ -              | \$ -              | \$ -              | \$ 6,800          | \$ 6,800          | \$ 6,800          | \$ 6,800          | \$ 6,800          | \$ 6,800          | \$ 6,800          | \$ 6,800          | \$ 6,800          |
|                                              | 3397 | Capital Outlay Funds                      | \$ 112,797          | \$ 9,400          | \$ 9,400          | \$ 9,400          | \$ 9,400          | \$ 9,400          | \$ 9,400          | \$ 9,400          | \$ 9,400          | \$ 9,400          | \$ 9,400          | \$ 9,400          | \$ 9,400          |
|                                              | 3451 | School Lunch Collections                  | \$ 27,900           | \$ -              | \$ -              | \$ -              | \$ 2,790          | \$ 2,790          | \$ 2,790          | \$ 2,790          | \$ 2,790          | \$ 2,790          | \$ 2,790          | \$ 2,790          | \$ 2,790          |
|                                              | 3473 | School-Aged Child Care Fees               | \$ 150,300          | \$ -              | \$ -              | \$ 15,030         | \$ 15,030         | \$ 15,030         | \$ 15,030         | \$ 15,030         | \$ 15,030         | \$ 15,030         | \$ 15,030         | \$ 15,030         | \$ 15,030         |
|                                              |      | <b>Total Income</b>                       | <b>\$ 2,650,352</b> | <b>\$ 199,357</b> | <b>\$ 199,357</b> | <b>\$ 219,044</b> | <b>\$ 225,844</b> | <b>\$ 225,844</b> | <b>\$ 225,844</b> | <b>\$ 225,844</b> | <b>\$ 225,844</b> | <b>\$ 225,844</b> | <b>\$ 225,844</b> | <b>\$ 225,844</b> | <b>\$ 225,844</b> |
| <b>Expense Estimates</b>                     |      |                                           |                     |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |
| <b>Function 5100 - Basic Instruction</b>     |      |                                           |                     |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |
| 5100                                         | 120  | Classroom Teacher Salaries                | \$ 737,100          | \$ -              | \$ -              | \$ 73,710         | \$ 73,710         | \$ 73,710         | \$ 73,710         | \$ 73,710         | \$ 73,710         | \$ 73,710         | \$ 73,710         | \$ 73,710         | \$ 73,710         |
| 5100                                         | 130  | Other Certified Staff Member              | \$ 166,050          | \$ -              | \$ -              | \$ 16,605         | \$ 16,605         | \$ 16,605         | \$ 16,605         | \$ 16,605         | \$ 16,605         | \$ 16,605         | \$ 16,605         | \$ 16,605         | \$ 16,605         |
| 5100                                         | 140  | Substitute Teachers                       | \$ 18,955           | \$ -              | \$ -              | \$ 1,896          | \$ 1,896          | \$ 1,896          | \$ 1,896          | \$ 1,896          | \$ 1,896          | \$ 1,896          | \$ 1,896          | \$ 1,896          | \$ 1,896          |
| 5100                                         | 160  | Other Support Personnel                   | \$ 27,360           | \$ -              | \$ -              | \$ 2,736          | \$ 2,736          | \$ 2,736          | \$ 2,736          | \$ 2,736          | \$ 2,736          | \$ 2,736          | \$ 2,736          | \$ 2,736          | \$ 2,736          |
| 5100                                         | 210  | Retirement                                | \$ 37,132           | \$ -              | \$ -              | \$ 3,713          | \$ 3,713          | \$ 3,713          | \$ 3,713          | \$ 3,713          | \$ 3,713          | \$ 3,713          | \$ 3,713          | \$ 3,713          | \$ 3,713          |
| 5100                                         | 220  | FICA                                      | \$ 71,184           | \$ -              | \$ -              | \$ 7,118          | \$ 7,118          | \$ 7,118          | \$ 7,118          | \$ 7,118          | \$ 7,118          | \$ 7,118          | \$ 7,118          | \$ 7,118          | \$ 7,118          |
| 5100                                         | 240  | Worker's Compensation                     | \$ 11,631           | \$ -              | \$ -              | \$ 1,163          | \$ 1,163          | \$ 1,163          | \$ 1,163          | \$ 1,163          | \$ 1,163          | \$ 1,163          | \$ 1,163          | \$ 1,163          | \$ 1,163          |
| 5100                                         | 250  | Unemployment Compensation                 | \$ 5,832            | \$ -              | \$ -              | \$ 583            | \$ 583            | \$ 583            | \$ 583            | \$ 583            | \$ 583            | \$ 583            | \$ 583            | \$ 583            | \$ 583            |
| 5100                                         | 290  | Other Employee Benefits                   | \$ 68,959           | \$ -              | \$ -              | \$ 6,896          | \$ 6,896          | \$ 6,896          | \$ 6,896          | \$ 6,896          | \$ 6,896          | \$ 6,896          | \$ 6,896          | \$ 6,896          | \$ 6,896          |
| 5100                                         | 510  | Supplies                                  | \$ 14,028           | \$ 5,261          | \$ 5,261          | \$ 351            | \$ 351            | \$ 351            | \$ 351            | \$ 351            | \$ 351            | \$ 351            | \$ 351            | \$ 351            | \$ 351            |
| 5100                                         | 520  | Textbooks                                 | \$ 86,025           | \$ 43,013         | \$ 43,013         | \$ -              | \$ -              | \$ -              | \$ -              | \$ -              | \$ -              | \$ -              | \$ -              | \$ -              | \$ -              |
| 5100                                         | 621  | AV Materials-Capitalized                  | \$ 32,400           | \$ 16,200         | \$ 16,200         | \$ -              | \$ -              | \$ -              | \$ -              | \$ -              | \$ -              | \$ -              | \$ -              | \$ -              | \$ -              |
| 5100                                         | 641  | Furniture, Fixtures-Capitalized           | \$ 13,167           | \$ 6,584          | \$ 6,584          | \$ -              | \$ -              | \$ -              | \$ -              | \$ -              | \$ -              | \$ -              | \$ -              | \$ -              | \$ -              |
| 5100                                         | 643  | Computer Hardware-Capitalized             | \$ 30,000           | \$ 15,000         | \$ 15,000         | \$ -              | \$ -              | \$ -              | \$ -              | \$ -              | \$ -              | \$ -              | \$ -              | \$ -              | \$ -              |
| 5100                                         | 690  | Computer Software                         | \$ 5,000            | \$ 1,875          | \$ 1,875          | \$ 125            | \$ 125            | \$ 125            | \$ 125            | \$ 125            | \$ 125            | \$ 125            | \$ 125            | \$ 125            | \$ 125            |
| 5100                                         | 730  | Dues and Fees                             | \$ 167              | \$ -              | \$ -              | \$ 17             | \$ 17             | \$ 17             | \$ 17             | \$ 17             | \$ 17             | \$ 17             | \$ 17             | \$ 17             | \$ 17             |
| 5100                                         | 750  | Other Personnel Services                  | \$ 18,610           | \$ -              | \$ -              | \$ 1,861          | \$ 1,861          | \$ 1,861          | \$ 1,861          | \$ 1,861          | \$ 1,861          | \$ 1,861          | \$ 1,861          | \$ 1,861          | \$ 1,861          |
|                                              |      | <b>5100 Sub Total</b>                     | <b>\$ 1,343,600</b> | <b>\$ 87,932</b>  | <b>\$ 87,932</b>  | <b>\$ 116,774</b> | <b>\$ 116,774</b> | <b>\$ 116,774</b> | <b>\$ 116,774</b> | <b>\$ 116,774</b> | <b>\$ 116,774</b> | <b>\$ 116,774</b> | <b>\$ 116,774</b> | <b>\$ 116,774</b> | <b>\$ 116,774</b> |
| <b>Function 5200 - Exceptional Education</b> |      |                                           |                     |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |
| 5200                                         | 130  | Other Certified Staff Member              | \$ 60,750           | \$ -              | \$ -              | \$ 6,075          | \$ 6,075          | \$ 6,075          | \$ 6,075          | \$ 6,075          | \$ 6,075          | \$ 6,075          | \$ 6,075          | \$ 6,075          | \$ 6,075          |
| 5200                                         | 140  | Substitute Teachers                       | \$ 1,275            | \$ -              | \$ -              | \$ 128            | \$ 128            | \$ 128            | \$ 128            | \$ 128            | \$ 128            | \$ 128            | \$ 128            | \$ 128            | \$ 128            |
| 5200                                         | 210  | Retirement                                | \$ 2,315            | \$ -              | \$ -              | \$ 232            | \$ 232            | \$ 232            | \$ 232            | \$ 232            | \$ 232            | \$ 232            | \$ 232            | \$ 232            | \$ 232            |
| 5200                                         | 220  | FICA                                      | \$ 4,647            | \$ -              | \$ -              | \$ 465            | \$ 465            | \$ 465            | \$ 465            | \$ 465            | \$ 465            | \$ 465            | \$ 465            | \$ 465            | \$ 465            |
| 5200                                         | 240  | Worker's Compensation                     | \$ 759              | \$ -              | \$ -              | \$ 76             | \$ 76             | \$ 76             | \$ 76             | \$ 76             | \$ 76             | \$ 76             | \$ 76             | \$ 76             | \$ 76             |
| 5200                                         | 250  | Unemployment Compensation                 | \$ 648              | \$ -              | \$ -              | \$ 65             | \$ 65             | \$ 65             | \$ 65             | \$ 65             | \$ 65             | \$ 65             | \$ 65             | \$ 65             | \$ 65             |
| 5200                                         | 290  | Other Employee Benefits                   | \$ 4,300            | \$ -              | \$ -              | \$ 430            | \$ 430            | \$ 430            | \$ 430            | \$ 430            | \$ 430            | \$ 430            | \$ 430            | \$ 430            | \$ 430            |
| 5200                                         | 310  | Professional and Technical Services       | \$ 11,700           | \$ 975            | \$ 975            | \$ 975            | \$ 975            | \$ 975            | \$ 975            | \$ 975            | \$ 975            | \$ 975            | \$ 975            | \$ 975            | \$ 975            |
| 5200                                         | 510  | Supplies                                  | \$ 5,010            | \$ 1,879          | \$ 1,879          | \$ 125            | \$ 125            | \$ 125            | \$ 125            | \$ 125            | \$ 125            | \$ 125            | \$ 125            | \$ 125            | \$ 125            |
| 5200                                         | 750  | Other Personnel Services                  | \$ 1,215            | \$ -              | \$ -              | \$ 122            | \$ 122            | \$ 122            | \$ 122            | \$ 122            | \$ 122            | \$ 122            | \$ 122            | \$ 122            | \$ 122            |
|                                              |      | <b>5200 Sub Total</b>                     | <b>\$ 92,620</b>    | <b>\$ 2,854</b>   | <b>\$ 2,854</b>   | <b>\$ 8,691</b>   | <b>\$ 8,691</b>   | <b>\$ 8,691</b>   | <b>\$ 8,691</b>   | <b>\$ 8,691</b>   | <b>\$ 8,691</b>   | <b>\$ 8,691</b>   | <b>\$ 8,691</b>   | <b>\$ 8,691</b>   | <b>\$ 8,691</b>   |
| <b>Function 6100 - Pupil Services</b>        |      |                                           |                     |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |
| 6100                                         | 130  | Other Certified Staff Member              | \$ 21,000           | \$ -              | \$ -              | \$ 2,100          | \$ 2,100          | \$ 2,100          | \$ 2,100          | \$ 2,100          | \$ 2,100          | \$ 2,100          | \$ 2,100          | \$ 2,100          | \$ 2,100          |

|                                                          |     |                                     |                   |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |
|----------------------------------------------------------|-----|-------------------------------------|-------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| 6100                                                     | 210 | Retirement                          | \$ 777            | \$ -             | \$ -             | \$ 78            | \$ 78            | \$ 78            | \$ 78            | \$ 78            | \$ 78            | \$ 78            | \$ 78            | \$ 78            | \$ 78            | \$ 78            |
| 6100                                                     | 220 | FICA                                | \$ 1,607          | \$ -             | \$ -             | \$ 161           | \$ 161           | \$ 161           | \$ 161           | \$ 161           | \$ 161           | \$ 161           | \$ 161           | \$ 161           | \$ 161           | \$ 161           |
| 6100                                                     | 240 | Worker's Compensation               | \$ 263            | \$ -             | \$ -             | \$ 26            | \$ 26            | \$ 26            | \$ 26            | \$ 26            | \$ 26            | \$ 26            | \$ 26            | \$ 26            | \$ 26            | \$ 26            |
| 6100                                                     | 250 | Unemployment Compensation           | \$ 216            | \$ -             | \$ -             | \$ 22            | \$ 22            | \$ 22            | \$ 22            | \$ 22            | \$ 22            | \$ 22            | \$ 22            | \$ 22            | \$ 22            | \$ 22            |
| 6100                                                     | 290 | Other Employee Benefits             | \$ 1,443          | \$ -             | \$ -             | \$ 144           | \$ 144           | \$ 144           | \$ 144           | \$ 144           | \$ 144           | \$ 144           | \$ 144           | \$ 144           | \$ 144           | \$ 144           |
| 6100                                                     | 750 | Other Personnel Services            | \$ 420            | \$ -             | \$ -             | \$ 42            | \$ 42            | \$ 42            | \$ 42            | \$ 42            | \$ 42            | \$ 42            | \$ 42            | \$ 42            | \$ 42            | \$ 42            |
| <b>6100 Sub Total</b>                                    |     |                                     | <b>\$ 25,725</b>  | <b>\$ -</b>      | <b>\$ -</b>      | <b>\$ 2,573</b>  | <b>\$ 2,573</b>  | <b>\$ 2,573</b>  | <b>\$ 2,573</b>  | <b>\$ 2,573</b>  | <b>\$ 2,573</b>  | <b>\$ 2,573</b>  | <b>\$ 2,573</b>  | <b>\$ 2,573</b>  | <b>\$ 2,573</b>  | <b>\$ 2,573</b>  |
| <b>Function 6200 - Instructional Media Services</b>      |     |                                     |                   |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |
| 6200                                                     | 510 | Supplies                            | \$ 1,503          | \$ 564           | \$ 564           | \$ 38            | \$ 38            | \$ 38            | \$ 38            | \$ 38            | \$ 38            | \$ 38            | \$ 38            | \$ 38            | \$ 38            | \$ 38            |
| <b>6200 Sub Total</b>                                    |     |                                     | <b>\$ 1,503</b>   | <b>\$ 564</b>    | <b>\$ 564</b>    | <b>\$ 38</b>     | <b>\$ 38</b>     | <b>\$ 38</b>     | <b>\$ 38</b>     | <b>\$ 38</b>     | <b>\$ 38</b>     | <b>\$ 38</b>     | <b>\$ 38</b>     | <b>\$ 38</b>     | <b>\$ 38</b>     | <b>\$ 38</b>     |
| <b>Function 6400 - Instructional Staff Training</b>      |     |                                     |                   |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |
| 6400                                                     | 140 | Substitute Teachers                 | \$ 350            | \$ -             | \$ -             | \$ 35            | \$ 35            | \$ 35            | \$ 35            | \$ 35            | \$ 35            | \$ 35            | \$ 35            | \$ 35            | \$ 35            | \$ 35            |
| 6400                                                     | 310 | Professional and Technical Services | \$ 3,000          | \$ 250           | \$ 250           | \$ 250           | \$ 250           | \$ 250           | \$ 250           | \$ 250           | \$ 250           | \$ 250           | \$ 250           | \$ 250           | \$ 250           | \$ 250           |
| 6400                                                     | 330 | Travel                              | \$ 700            | \$ -             | \$ -             | \$ 70            | \$ 70            | \$ 70            | \$ 70            | \$ 70            | \$ 70            | \$ 70            | \$ 70            | \$ 70            | \$ 70            | \$ 70            |
| 6400                                                     | 510 | Supplies                            | \$ 500            | \$ 188           | \$ 188           | \$ 13            | \$ 13            | \$ 13            | \$ 13            | \$ 13            | \$ 13            | \$ 13            | \$ 13            | \$ 13            | \$ 13            | \$ 13            |
| <b>6400 Sub Total</b>                                    |     |                                     | <b>\$ 4,550</b>   | <b>\$ 438</b>    | <b>\$ 438</b>    | <b>\$ 368</b>    | <b>\$ 368</b>    | <b>\$ 368</b>    | <b>\$ 368</b>    | <b>\$ 368</b>    | <b>\$ 368</b>    | <b>\$ 368</b>    | <b>\$ 368</b>    | <b>\$ 368</b>    | <b>\$ 368</b>    | <b>\$ 368</b>    |
| <b>Function 6500 - Instructional-Related Technology</b>  |     |                                     |                   |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |
| 6500                                                     | 160 | Other Support Personnel             | \$ 8,750          | \$ -             | \$ -             | \$ 875           | \$ 875           | \$ 875           | \$ 875           | \$ 875           | \$ 875           | \$ 875           | \$ 875           | \$ 875           | \$ 875           | \$ 875           |
| 6500                                                     | 210 | Retirement                          | \$ 376            | \$ -             | \$ -             | \$ 38            | \$ 38            | \$ 38            | \$ 38            | \$ 38            | \$ 38            | \$ 38            | \$ 38            | \$ 38            | \$ 38            | \$ 38            |
| 6500                                                     | 220 | FICA                                | \$ 669            | \$ -             | \$ -             | \$ 67            | \$ 67            | \$ 67            | \$ 67            | \$ 67            | \$ 67            | \$ 67            | \$ 67            | \$ 67            | \$ 67            | \$ 67            |
| 6500                                                     | 240 | Worker's Compensation               | \$ 109            | \$ -             | \$ -             | \$ 11            | \$ 11            | \$ 11            | \$ 11            | \$ 11            | \$ 11            | \$ 11            | \$ 11            | \$ 11            | \$ 11            | \$ 11            |
| 6500                                                     | 250 | Unemployment Compensation           | \$ 216            | \$ -             | \$ -             | \$ 22            | \$ 22            | \$ 22            | \$ 22            | \$ 22            | \$ 22            | \$ 22            | \$ 22            | \$ 22            | \$ 22            | \$ 22            |
| 6500                                                     | 290 | Other Employee Benefits             | \$ 699            | \$ -             | \$ -             | \$ 70            | \$ 70            | \$ 70            | \$ 70            | \$ 70            | \$ 70            | \$ 70            | \$ 70            | \$ 70            | \$ 70            | \$ 70            |
| 6500                                                     | 750 | Other Personnel Services            | \$ 175            | \$ -             | \$ -             | \$ 18            | \$ 18            | \$ 18            | \$ 18            | \$ 18            | \$ 18            | \$ 18            | \$ 18            | \$ 18            | \$ 18            | \$ 18            |
| <b>6500 Sub Total</b>                                    |     |                                     | <b>\$ 10,995</b>  | <b>\$ -</b>      | <b>\$ -</b>      | <b>\$ 1,099</b>  | <b>\$ 1,099</b>  | <b>\$ 1,099</b>  | <b>\$ 1,099</b>  | <b>\$ 1,099</b>  | <b>\$ 1,099</b>  | <b>\$ 1,099</b>  | <b>\$ 1,099</b>  | <b>\$ 1,099</b>  | <b>\$ 1,099</b>  | <b>\$ 1,099</b>  |
| <b>Function 7100 - Board</b>                             |     |                                     |                   |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |
| 7100                                                     | 310 | Professional and Technical Services | \$ 4,000          | \$ 333           | \$ 333           | \$ 333           | \$ 333           | \$ 333           | \$ 333           | \$ 333           | \$ 333           | \$ 333           | \$ 333           | \$ 333           | \$ 333           | \$ 333           |
| 7100                                                     | 320 | Insurance and Bond Premiums         | \$ 10,020         | \$ 5,010         | \$ 5,010         | \$ -             | \$ -             | \$ -             | \$ -             | \$ -             | \$ -             | \$ -             | \$ -             | \$ -             | \$ -             | \$ -             |
| <b>7100 Sub Total</b>                                    |     |                                     | <b>\$ 14,020</b>  | <b>\$ 5,343</b>  | <b>\$ 5,343</b>  | <b>\$ 333</b>    | <b>\$ 333</b>    | <b>\$ 333</b>    | <b>\$ 333</b>    | <b>\$ 333</b>    | <b>\$ 333</b>    | <b>\$ 333</b>    | <b>\$ 333</b>    | <b>\$ 333</b>    | <b>\$ 333</b>    | <b>\$ 333</b>    |
| <b>Function 7200 - General / District Administration</b> |     |                                     |                   |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |
| 7200                                                     | 730 | Dues and Fees                       | \$ 86,009         | \$ 7,167         | \$ 7,167         | \$ 7,167         | \$ 7,167         | \$ 7,167         | \$ 7,167         | \$ 7,167         | \$ 7,167         | \$ 7,167         | \$ 7,167         | \$ 7,167         | \$ 7,167         | \$ 7,167         |
| <b>7200 Sub Total</b>                                    |     |                                     | <b>\$ 86,009</b>  | <b>\$ 7,167</b>  | <b>\$ 7,167</b>  | <b>\$ 7,167</b>  | <b>\$ 7,167</b>  | <b>\$ 7,167</b>  | <b>\$ 7,167</b>  | <b>\$ 7,167</b>  | <b>\$ 7,167</b>  | <b>\$ 7,167</b>  | <b>\$ 7,167</b>  | <b>\$ 7,167</b>  | <b>\$ 7,167</b>  | <b>\$ 7,167</b>  |
| <b>Function 7300 - School Administration</b>             |     |                                     |                   |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |
| 7300                                                     | 110 | Administrator Salaries              | \$ 85,000         | \$ 7,083         | \$ 7,083         | \$ 7,083         | \$ 7,083         | \$ 7,083         | \$ 7,083         | \$ 7,083         | \$ 7,083         | \$ 7,083         | \$ 7,083         | \$ 7,083         | \$ 7,083         | \$ 7,083         |
| 7300                                                     | 160 | Other Support Personnel             | \$ 62,280         | \$ 5,190         | \$ 5,190         | \$ 5,190         | \$ 5,190         | \$ 5,190         | \$ 5,190         | \$ 5,190         | \$ 5,190         | \$ 5,190         | \$ 5,190         | \$ 5,190         | \$ 5,190         | \$ 5,190         |
| 7300                                                     | 210 | Retirement                          | \$ 6,071          | \$ 506           | \$ 506           | \$ 506           | \$ 506           | \$ 506           | \$ 506           | \$ 506           | \$ 506           | \$ 506           | \$ 506           | \$ 506           | \$ 506           | \$ 506           |
| 7300                                                     | 220 | FICA                                | \$ 11,267         | \$ 939           | \$ 939           | \$ 939           | \$ 939           | \$ 939           | \$ 939           | \$ 939           | \$ 939           | \$ 939           | \$ 939           | \$ 939           | \$ 939           | \$ 939           |
| 7300                                                     | 240 | Worker's Compensation               | \$ 1,841          | \$ 153           | \$ 153           | \$ 153           | \$ 153           | \$ 153           | \$ 153           | \$ 153           | \$ 153           | \$ 153           | \$ 153           | \$ 153           | \$ 153           | \$ 153           |
| 7300                                                     | 250 | Unemployment Compensation           | \$ 864            | \$ 72            | \$ 72            | \$ 72            | \$ 72            | \$ 72            | \$ 72            | \$ 72            | \$ 72            | \$ 72            | \$ 72            | \$ 72            | \$ 72            | \$ 72            |
| 7300                                                     | 290 | Other Employee Benefits             | \$ 11,275         | \$ 940           | \$ 940           | \$ 940           | \$ 940           | \$ 940           | \$ 940           | \$ 940           | \$ 940           | \$ 940           | \$ 940           | \$ 940           | \$ 940           | \$ 940           |
| 7300                                                     | 310 | Professional and Technical Services | \$ 92,928         | \$ 7,744         | \$ 7,744         | \$ 7,744         | \$ 7,744         | \$ 7,744         | \$ 7,744         | \$ 7,744         | \$ 7,744         | \$ 7,744         | \$ 7,744         | \$ 7,744         | \$ 7,744         | \$ 7,744         |
| 7300                                                     | 360 | Rentals                             | \$ 4,008          | \$ -             | \$ -             | \$ 401           | \$ 401           | \$ 401           | \$ 401           | \$ 401           | \$ 401           | \$ 401           | \$ 401           | \$ 401           | \$ 401           | \$ 401           |
| 7300                                                     | 370 | Communications                      | \$ 2,422          | \$ 202           | \$ 202           | \$ 202           | \$ 202           | \$ 202           | \$ 202           | \$ 202           | \$ 202           | \$ 202           | \$ 202           | \$ 202           | \$ 202           | \$ 202           |
| 7300                                                     | 390 | Other Purchased Services            | \$ 3,340          | \$ 278           | \$ 278           | \$ 278           | \$ 278           | \$ 278           | \$ 278           | \$ 278           | \$ 278           | \$ 278           | \$ 278           | \$ 278           | \$ 278           | \$ 278           |
| 7300                                                     | 510 | Supplies                            | \$ 7,348          | \$ 2,756         | \$ 2,756         | \$ 184           | \$ 184           | \$ 184           | \$ 184           | \$ 184           | \$ 184           | \$ 184           | \$ 184           | \$ 184           | \$ 184           | \$ 184           |
| 7300                                                     | 641 | Furniture, Fixtures-Capitalized     | \$ 5,000          | \$ 2,500         | \$ 2,500         | \$ -             | \$ -             | \$ -             | \$ -             | \$ -             | \$ -             | \$ -             | \$ -             | \$ -             | \$ -             | \$ -             |
| 7300                                                     | 644 | Computer Hardware (Non Capitalized) | \$ 1,336          | \$ 668           | \$ 668           | \$ -             | \$ -             | \$ -             | \$ -             | \$ -             | \$ -             | \$ -             | \$ -             | \$ -             | \$ -             | \$ -             |
| 7300                                                     | 730 | Dues and Fees                       | \$ 1,336          | \$ -             | \$ -             | \$ 134           | \$ 134           | \$ 134           | \$ 134           | \$ 134           | \$ 134           | \$ 134           | \$ 134           | \$ 134           | \$ 134           | \$ 134           |
| 7300                                                     | 750 | Other Personnel Services            | \$ 2,946          | \$ -             | \$ -             | \$ 295           | \$ 295           | \$ 295           | \$ 295           | \$ 295           | \$ 295           | \$ 295           | \$ 295           | \$ 295           | \$ 295           | \$ 295           |
| <b>7300 Sub Total</b>                                    |     |                                     | <b>\$ 299,261</b> | <b>\$ 29,031</b> | <b>\$ 29,031</b> | <b>\$ 24,120</b> | <b>\$ 24,120</b> | <b>\$ 24,120</b> | <b>\$ 24,120</b> | <b>\$ 24,120</b> | <b>\$ 24,120</b> | <b>\$ 24,120</b> | <b>\$ 24,120</b> | <b>\$ 24,120</b> | <b>\$ 24,120</b> | <b>\$ 24,120</b> |
| <b>Function 7500 - Fiscal Services</b>                   |     |                                     |                   |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |
| 7500                                                     | 310 | Professional and Technical Services | \$ 7,500          | \$ 188           | \$ 188           | \$ 188           | \$ 188           | \$ 188           | \$ 188           | \$ 188           | \$ 188           | \$ 188           | \$ 188           | \$ 188           | \$ 2,813         | \$ 2,813         |
| 7500                                                     | 720 | Interest Payment / Debt Service     | \$ 4,500          | \$ 375           | \$ 375           | \$ 375           | \$ 375           | \$ 375           | \$ 375           | \$ 375           | \$ 375           | \$ 375           | \$ 375           | \$ 375           | \$ 375           | \$ 375           |
| <b>7500 Sub Total</b>                                    |     |                                     | <b>\$ 12,000</b>  | <b>\$ 563</b>    | <b>\$ 563</b>    | <b>\$ 563</b>    | <b>\$ 563</b>    | <b>\$ 563</b>    | <b>\$ 563</b>    | <b>\$ 563</b>    | <b>\$ 563</b>    | <b>\$ 563</b>    | <b>\$ 563</b>    | <b>\$ 563</b>    | <b>\$ 3,188</b>  | <b>\$ 3,188</b>  |
| <b>Function 7600 - Food Services</b>                     |     |                                     |                   |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |                  |
| 7600                                                     | 160 | Other Support Personnel             | \$ 15,750         | \$ -             | \$ -             | \$ 1,575         | \$ 1,575         | \$ 1,575         | \$ 1,575         | \$ 1,575         | \$ 1,575         | \$ 1,575         | \$ 1,575         | \$ 1,575         | \$ 1,575         | \$ 1,575         |
| 7600                                                     | 210 | Retirement                          | \$ 1,317          | \$ -             | \$ -             | \$ 132           | \$ 132           | \$ 132           | \$ 132           | \$ 132           | \$ 132           | \$ 132           | \$ 132           | \$ 132           | \$ 132           | \$ 132           |
| 7600                                                     | 220 | FICA                                | \$ 1,205          | \$ -             | \$ -             | \$ 120           | \$ 120           | \$ 120           | \$ 120           | \$ 120           | \$ 120           | \$ 120           | \$ 120           | \$ 120           | \$ 120           | \$ 120           |

|                                             |     |                             |            |                     |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |
|---------------------------------------------|-----|-----------------------------|------------|---------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 7600                                        | 240 | Worker's Compensation       | \$ 197     | \$ -                | \$ -              | \$ 20             | \$ 20             | \$ 20             | \$ 20             | \$ 20             | \$ 20             | \$ 20             | \$ 20             | \$ 20             | \$ 20             | \$ 20             |
| 7600                                        | 250 | Unemployment Compensation   | \$ 423     | \$ -                | \$ -              | \$ 42             | \$ 42             | \$ 42             | \$ 42             | \$ 42             | \$ 42             | \$ 42             | \$ 42             | \$ 42             | \$ 42             | \$ 42             |
| 7600                                        | 290 | Other Employee Benefits     | \$ 2,445   | \$ -                | \$ -              | \$ 245            | \$ 245            | \$ 245            | \$ 245            | \$ 245            | \$ 245            | \$ 245            | \$ 245            | \$ 245            | \$ 245            | \$ 245            |
| 7600                                        | 510 | Supplies                    | \$ 2,000   | \$ 750              | \$ 750            | \$ 50             | \$ 50             | \$ 50             | \$ 50             | \$ 50             | \$ 50             | \$ 50             | \$ 50             | \$ 50             | \$ 50             | \$ 50             |
| 7600                                        | 570 | Food                        | \$ 88,128  | \$ -                | \$ -              | \$ 8,813          | \$ 8,813          | \$ 8,813          | \$ 8,813          | \$ 8,813          | \$ 8,813          | \$ 8,813          | \$ 8,813          | \$ 8,813          | \$ 8,813          | \$ 8,813          |
| 7600                                        | 750 | Other Personnel Services    | \$ 315     | \$ -                | \$ -              | \$ 32             | \$ 32             | \$ 32             | \$ 32             | \$ 32             | \$ 32             | \$ 32             | \$ 32             | \$ 32             | \$ 32             | \$ 32             |
| <b>7600 Sub Total</b>                       |     |                             |            | <b>\$ 111,779</b>   | <b>\$ 750</b>     | <b>\$ 750</b>     | <b>\$ 11,028</b>  | <b>\$ 11,028</b>  | <b>\$ 11,028</b>  | <b>\$ 11,028</b>  | <b>\$ 11,028</b>  | <b>\$ 11,028</b>  | <b>\$ 11,028</b>  | <b>\$ 11,028</b>  | <b>\$ 11,028</b>  | <b>\$ 11,028</b>  |
| <b>Function 7800 - Pupil Transportation</b> |     |                             |            |                     |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |
| 7800                                        | 390 | Other Purchased Services    | \$ 27,000  | \$ -                | \$ -              | \$ 2,700          | \$ 2,700          | \$ 2,700          | \$ 2,700          | \$ 2,700          | \$ 2,700          | \$ 2,700          | \$ 2,700          | \$ 2,700          | \$ 2,700          | \$ 2,700          |
| <b>7800 Sub Total</b>                       |     |                             |            | <b>\$ 27,000</b>    | <b>\$ -</b>       | <b>\$ -</b>       | <b>\$ 2,700</b>   | <b>\$ 2,700</b>   | <b>\$ 2,700</b>   | <b>\$ 2,700</b>   | <b>\$ 2,700</b>   | <b>\$ 2,700</b>   | <b>\$ 2,700</b>   | <b>\$ 2,700</b>   | <b>\$ 2,700</b>   | <b>\$ 2,700</b>   |
| <b>Function 7900 - Operation of Plant</b>   |     |                             |            |                     |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |
| 7900                                        | 160 | Other Support Personnel     | \$ 71,250  | \$ 5,938            | \$ 5,938          | \$ 5,938          | \$ 5,938          | \$ 5,938          | \$ 5,938          | \$ 5,938          | \$ 5,938          | \$ 5,938          | \$ 5,938          | \$ 5,938          | \$ 5,938          | \$ 5,938          |
| 7900                                        | 210 | Retirement                  | \$ 8,059   | \$ 672              | \$ 672            | \$ 672            | \$ 672            | \$ 672            | \$ 672            | \$ 672            | \$ 672            | \$ 672            | \$ 672            | \$ 672            | \$ 672            | \$ 672            |
| 7900                                        | 220 | FICA                        | \$ 5,451   | \$ 454              | \$ 454            | \$ 454            | \$ 454            | \$ 454            | \$ 454            | \$ 454            | \$ 454            | \$ 454            | \$ 454            | \$ 454            | \$ 454            | \$ 454            |
| 7900                                        | 240 | Worker's Compensation       | \$ 891     | \$ 74               | \$ 74             | \$ 74             | \$ 74             | \$ 74             | \$ 74             | \$ 74             | \$ 74             | \$ 74             | \$ 74             | \$ 74             | \$ 74             | \$ 74             |
| 7900                                        | 250 | Unemployment Compensation   | \$ 1,296   | \$ 108              | \$ 108            | \$ 108            | \$ 108            | \$ 108            | \$ 108            | \$ 108            | \$ 108            | \$ 108            | \$ 108            | \$ 108            | \$ 108            | \$ 108            |
| 7900                                        | 290 | Other Employee Benefits     | \$ 14,966  | \$ 1,247            | \$ 1,247          | \$ 1,247          | \$ 1,247          | \$ 1,247          | \$ 1,247          | \$ 1,247          | \$ 1,247          | \$ 1,247          | \$ 1,247          | \$ 1,247          | \$ 1,247          | \$ 1,247          |
| 7900                                        | 320 | Insurance and Bond Premiums | \$ 12,573  | \$ 6,287            | \$ 6,287          | \$ -              | \$ -              | \$ -              | \$ -              | \$ -              | \$ -              | \$ -              | \$ -              | \$ -              | \$ -              | \$ -              |
| 7900                                        | 350 | Repairs and Maintenance     | \$ 2,500   | \$ 208              | \$ 208            | \$ 208            | \$ 208            | \$ 208            | \$ 208            | \$ 208            | \$ 208            | \$ 208            | \$ 208            | \$ 208            | \$ 208            | \$ 208            |
| 7900                                        | 360 | Rentals                     | \$ 261,000 | \$ 21,750           | \$ 21,750         | \$ 21,750         | \$ 21,750         | \$ 21,750         | \$ 21,750         | \$ 21,750         | \$ 21,750         | \$ 21,750         | \$ 21,750         | \$ 21,750         | \$ 21,750         | \$ 21,750         |
| 7900                                        | 370 | Communications              | \$ 4,008   | \$ 334              | \$ 334            | \$ 334            | \$ 334            | \$ 334            | \$ 334            | \$ 334            | \$ 334            | \$ 334            | \$ 334            | \$ 334            | \$ 334            | \$ 334            |
| 7900                                        | 380 | Public Utilities            | \$ 2,171   | \$ 181              | \$ 181            | \$ 181            | \$ 181            | \$ 181            | \$ 181            | \$ 181            | \$ 181            | \$ 181            | \$ 181            | \$ 181            | \$ 181            | \$ 181            |
| 7900                                        | 390 | Other Purchased Services    | \$ 6,080   | \$ 507              | \$ 507            | \$ 507            | \$ 507            | \$ 507            | \$ 507            | \$ 507            | \$ 507            | \$ 507            | \$ 507            | \$ 507            | \$ 507            | \$ 507            |
| 7900                                        | 430 | Electricity                 | \$ 30,734  | \$ 2,561            | \$ 2,561          | \$ 2,561          | \$ 2,561          | \$ 2,561          | \$ 2,561          | \$ 2,561          | \$ 2,561          | \$ 2,561          | \$ 2,561          | \$ 2,561          | \$ 2,561          | \$ 2,561          |
| 7900                                        | 510 | Supplies                    | \$ 6,680   | \$ 2,505            | \$ 2,505          | \$ 167            | \$ 167            | \$ 167            | \$ 167            | \$ 167            | \$ 167            | \$ 167            | \$ 167            | \$ 167            | \$ 167            | \$ 167            |
| 7900                                        | 750 | Other Personnel Services    | \$ 1,425   | \$ 119              | \$ 119            | \$ 119            | \$ 119            | \$ 119            | \$ 119            | \$ 119            | \$ 119            | \$ 119            | \$ 119            | \$ 119            | \$ 119            | \$ 119            |
| <b>7900 Sub Total</b>                       |     |                             |            | <b>\$ 429,083</b>   | <b>\$ 42,944</b>  | <b>\$ 42,944</b>  | <b>\$ 34,320</b>  | <b>\$ 34,320</b>  | <b>\$ 34,320</b>  | <b>\$ 34,320</b>  | <b>\$ 34,320</b>  | <b>\$ 34,320</b>  | <b>\$ 34,320</b>  | <b>\$ 34,320</b>  | <b>\$ 34,320</b>  | <b>\$ 34,320</b>  |
| <b>Function 9100 - Community Service</b>    |     |                             |            |                     |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |
| 9100                                        | 160 | Other Support Personnel     | \$ 74,430  | \$ -                | \$ -              | \$ 7,443          | \$ 7,443          | \$ 7,443          | \$ 7,443          | \$ 7,443          | \$ 7,443          | \$ 7,443          | \$ 7,443          | \$ 7,443          | \$ 7,443          | \$ 7,443          |
| 9100                                        | 220 | FICA                        | \$ 5,694   | \$ -                | \$ -              | \$ 569            | \$ 569            | \$ 569            | \$ 569            | \$ 569            | \$ 569            | \$ 569            | \$ 569            | \$ 569            | \$ 569            | \$ 569            |
| 9100                                        | 240 | Worker's Compensation       | \$ 930     | \$ -                | \$ -              | \$ 93             | \$ 93             | \$ 93             | \$ 93             | \$ 93             | \$ 93             | \$ 93             | \$ 93             | \$ 93             | \$ 93             | \$ 93             |
| 9100                                        | 250 | Unemployment Compensation   | \$ 1,512   | \$ -                | \$ -              | \$ 151            | \$ 151            | \$ 151            | \$ 151            | \$ 151            | \$ 151            | \$ 151            | \$ 151            | \$ 151            | \$ 151            | \$ 151            |
| 9100                                        | 510 | Supplies                    | \$ 10,020  | \$ 3,758            | \$ 3,758          | \$ 251            | \$ 251            | \$ 251            | \$ 251            | \$ 251            | \$ 251            | \$ 251            | \$ 251            | \$ 251            | \$ 251            | \$ 251            |
| 9100                                        | 750 | Other Personnel Services    | \$ 1,489   | \$ -                | \$ -              | \$ 149            | \$ 149            | \$ 149            | \$ 149            | \$ 149            | \$ 149            | \$ 149            | \$ 149            | \$ 149            | \$ 149            | \$ 149            |
| <b>9100 Sub Total</b>                       |     |                             |            | <b>\$ 94,075</b>    | <b>\$ 3,758</b>   | <b>\$ 3,758</b>   | <b>\$ 8,656</b>   | <b>\$ 8,656</b>   | <b>\$ 8,656</b>   | <b>\$ 8,656</b>   | <b>\$ 8,656</b>   | <b>\$ 8,656</b>   | <b>\$ 8,656</b>   | <b>\$ 8,656</b>   | <b>\$ 8,656</b>   | <b>\$ 8,656</b>   |
|                                             |     |                             |            |                     |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |
| 0                                           |     | Reserve Fund                | \$ 68,945  | \$ -                | \$ -              | \$ 6,894          | \$ 6,894          | \$ 6,894          | \$ 6,894          | \$ 6,894          | \$ 6,894          | \$ 6,894          | \$ 6,894          | \$ 6,894          | \$ 6,894          | \$ 6,894          |
|                                             |     |                             |            |                     |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |                   |
| <b>Total Expenses</b>                       |     |                             |            | <b>\$ 2,621,164</b> | <b>\$ 181,342</b> | <b>\$ 181,342</b> | <b>\$ 225,323</b> | <b>\$ 225,323</b> | <b>\$ 225,323</b> | <b>\$ 225,323</b> | <b>\$ 225,323</b> | <b>\$ 225,323</b> | <b>\$ 225,323</b> | <b>\$ 225,323</b> | <b>\$ 227,948</b> | <b>\$ 227,948</b> |
| <b>Total Income</b>                         |     |                             |            | <b>\$ 2,650,352</b> | <b>\$ 199,357</b> | <b>\$ 199,357</b> | <b>\$ 219,044</b> | <b>\$ 225,844</b> | <b>\$ 225,844</b> | <b>\$ 225,844</b> | <b>\$ 225,844</b> | <b>\$ 225,844</b> | <b>\$ 225,844</b> | <b>\$ 225,844</b> | <b>\$ 225,844</b> | <b>\$ 225,844</b> |
| <b>Net Revenue</b>                          |     |                             |            | <b>\$ 29,188</b>    | <b>\$ 18,015</b>  | <b>\$ 18,015</b>  | <b>\$ (6,279)</b> | <b>\$ 521</b>     | <b>\$ 521</b>     | <b>\$ 521</b>     | <b>\$ 521</b>     | <b>\$ 521</b>     | <b>\$ 521</b>     | <b>\$ 521</b>     | <b>\$ (2,104)</b> | <b>\$ (2,104)</b> |
| <b>Cash On Hand</b>                         |     |                             |            | <b>\$ 36,131</b>    | <b>\$ 24,958</b>  | <b>\$ 42,973</b>  | <b>\$ 36,694</b>  | <b>\$ 37,215</b>  | <b>\$ 37,736</b>  | <b>\$ 38,256</b>  | <b>\$ 38,777</b>  | <b>\$ 39,298</b>  | <b>\$ 39,819</b>  | <b>\$ 40,340</b>  | <b>\$ 38,235</b>  | <b>\$ 36,131</b>  |

## Revenue Estimate Worksheet for BridgePrep - Broward 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

|                                    |               | 2015-16             |                        |                     |
|------------------------------------|---------------|---------------------|------------------------|---------------------|
|                                    |               | Base Funding        |                        |                     |
|                                    |               | (WFTE x BSA x DCD)  |                        |                     |
| Program                            | Number of FTE | Program Cost Factor | Weighted FTE (2) x (3) |                     |
| (1)                                | (2)           | (3)                 | (4)                    | (5)                 |
| 101 Basic K-3                      | 156.00        | 1.115               | 173.9400               | \$ 740,980          |
| 111 Basic K-3 with ESE Services    | 28.00         | 1.115               | 31.2200                | \$ 132,996          |
| 102 Basic 4-8                      | 93.00         | 1.000               | 93.0000                | \$ 396,177          |
| 112 Basic 4-8 with ESE Services    | 18.00         | 1.000               | 18.0000                | \$ 76,680           |
| 103 Basic 9-12                     | 0.00          | 1.005               | 0.0000                 | \$ -                |
| 113 Basic 9-12 with ESE Services   | 0.00          | 1.005               | 0.0000                 | \$ -                |
| 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)        | 24.00         | 1.180               | 28.3200                | \$ 120,642          |
| 130 ESOL (Grade Level 4-8)         | 15.00         | 1.180               | 17.7000                | \$ 75,402           |
| 130 ESOL (Grade Level 9-12)        | 0.00          | 1.180               | 0.0000                 | \$ -                |
| 300 Career Education (Grades 9-12) |               | 1.005               | 0.0000                 | \$ -                |
| <b>Totals</b>                      | <b>334.00</b> |                     | <b>362.1800</b>        | <b>\$ 1,542,877</b> |

Letters in Parentheses Refer to Notes at Bottom of Worksheet:

|                                     |                 | 2015-16                      |                     |
|-------------------------------------|-----------------|------------------------------|---------------------|
|                                     |                 | Base Funding                 |                     |
|                                     |                 | (WFTE x BSA x DCD)           |                     |
| Additional FTE (a)                  | Number of FTE   |                              |                     |
| 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            | \$                           | -                   |
| <b>Total Additional FTE</b>         | <b>0.0000</b>   | <b>Additional Base Funds</b> | <b>\$ -</b>         |
| <b>Total Funded Weighted FTE</b>    | <b>362.1800</b> | <b>Total Base Funding</b>    | <b>\$ 1,542,877</b> |

| 2. ESE Guaranteed Allocation:      | FTE          | Grade Level | Matrix Level               | Guarantee Per Student |               |
|------------------------------------|--------------|-------------|----------------------------|-----------------------|---------------|
|                                    | 28.00        | PK-3        | 251                        | \$ 1,058              | \$ 29,624     |
|                                    | 0.00         | PK-3        | 252                        | \$ 3,418              | \$ -          |
|                                    | 0.00         | PK-3        | 253                        | \$ 6,974              | \$ -          |
|                                    | 18.00        | 4-8         | 251                        | \$ 1,187              | \$ 21,366     |
|                                    | 0.00         | 4-8         | 252                        | \$ 3,546              | \$ -          |
|                                    | 0.00         | 4-8         | 253                        | \$ 7,102              | \$ -          |
|                                    | 0.00         | 9-12        | 251                        | \$ 845                | \$ -          |
|                                    | 0.00         | 9-12        | 252                        | \$ 3,204              | \$ -          |
|                                    | 0.00         | 9-12        | 253                        | \$ 6,760              | \$ -          |
| <b>Total FTE with ESE Services</b> | <b>46.00</b> |             | <b>Total ESE Guarantee</b> | <b>\$</b>             | <b>50,990</b> |

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: 334.00 ÷ District's Total UFTE: 267,112.97  
= 0.1250%

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: 362.18 ÷ District's Total WFTE: 289,621.53  
= 0.1251%

|                                                                            |        |                   |   |         |    |               |
|----------------------------------------------------------------------------|--------|-------------------|---|---------|----|---------------|
| 4. Supplemental Academic Instruction (UFTE share)                          | (b)    | <u>53,972,820</u> | x | 0.1250% | \$ | <u>67,466</u> |
| 5. Discretionary Millage Compression Allocation<br>.748 Mills (UFTE share) | (b)    | <u>0</u>          | x | 0.1250% | \$ | <u>-</u>      |
| 6. Digital Classrooms Allocation (UFTE share)                              | (b)(d) | <u>4,317,610</u>  | x | 0.1250% | \$ | <u>5,397</u>  |
| 7. Safe Schools Allocation (UFTE share)                                    | (b)    | <u>5,896,615</u>  | x | 0.1250% | \$ | <u>7,371</u>  |
| 8. Instructional Materials Allocation (UFTE share)                         | (b)    | <u>20,437,009</u> | x | 0.1250% | \$ | <u>25,546</u> |
| 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) | <u>0</u>           | x | 0.1251% | \$ | <u>-</u>       |
| 10. Sparsity Supplement (WFTE share)          | (c) | <u>0</u>           | x | 0.1251% | \$ | <u>-</u>       |
| 11. Discretionary Local Effort (WFTE share)   | (c) | <u>116,732,452</u> | x | 0.1251% | \$ | <u>146,032</u> |
| 12. Proration to Funds Available (WFTE share) | (c) | <u>0</u>           | x | 0.1251% | \$ | <u>-</u>       |
| 13. Discretionary Lottery (WFTE share)        | (c) | <u>980,408</u>     | x | 0.1251% | \$ | <u>1,226</u>   |

14. Class Size Reduction Funds:

| Weighted FTE (not including Add-On) | X               | DCD    | X        | Allocation factors |                                  |                   |
|-------------------------------------|-----------------|--------|----------|--------------------|----------------------------------|-------------------|
| PK - 3                              | 233.4800        | 1.0254 | 1,313.27 | =                  | <u>314,410</u>                   |                   |
| 4-8                                 | 128.7000        | 1.0254 | 895.79   | =                  | <u>118,216</u>                   |                   |
| 9-12                                | 0.0000          | 1.0254 | 897.95   | =                  | <u>0</u>                         |                   |
| Total *                             | <u>362.1800</u> |        |          |                    | Total Class Size Reduction Funds | \$ <u>432,626</u> |

(\*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 |     | <u>51</u> | x | 366   | \$ | <u>18,666</u> |
| Enter All Adjusted ESE Riders      |     | <u>0</u>  | x | 1,373 | \$ | <u>-</u>      |

16. Federally Connected Student Supplement

| Impact Aid Student Type    | Number of Students | Exempt Property Allocation | Impact Aide Student Allocation | Total |
|----------------------------|--------------------|----------------------------|--------------------------------|-------|
| Military and Indian Lands  | <u>0</u>           | \$0.00                     | \$0.00                         | \$ -  |
| Civilians on Federal Lands | <u>0</u>           | \$0.00                     | \$0.00                         | \$ -  |
| Students with Disabilities | <u>0</u>           |                            | \$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                       | \$  | <u>2,298,197</u> |

|                                                                                            |          |                  |
|--------------------------------------------------------------------------------------------|----------|------------------|
| 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: | <u>0</u> | \$ <u>18,666</u> |

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(1)(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.*

## Enrollment and Staffing Page

| Ongoing Budget Totals | Ping Yr   | Year 1       | Year 2       | Year 3       | Year 4       | Year 5       |
|-----------------------|-----------|--------------|--------------|--------------|--------------|--------------|
| Estimated Income      | \$ 75,000 | \$ 2,650,352 | \$ 3,852,465 | \$ 5,157,456 | \$ 6,324,732 | \$ 7,872,937 |
| Estimated Expense     | \$ 68,057 | \$ 2,621,164 | \$ 3,765,631 | \$ 4,947,169 | \$ 6,035,363 | \$ 7,332,065 |
| Net Revenue           | \$ 6,943  | \$ 29,188    | \$ 86,835    | \$ 210,287   | \$ 289,369   | \$ 540,872   |
| Cash Balance          | \$ 6,943  | \$ 36,131    | \$ 122,966   | \$ 333,253   | \$ 622,622   | \$ 1,163,494 |

### Enrollment Estimates

**Use Classes or Students** **1 - Number of Classes** One of the primary decisions you need to make is how many students you will have. Below you can enter the number of classes or students you anticipate having each year. Select whether you are using number of classes or students before changing the information below.

|              | Students Per Class | Number of Classes Per Grade Level |        |        |        |        |
|--------------|--------------------|-----------------------------------|--------|--------|--------|--------|
|              |                    | Year 1                            | Year 2 | Year 3 | Year 4 | Year 5 |
| Kindergarten | 18                 | 3                                 | 5      | 5      | 6      | 7      |
| 1st Grade    | 18                 | 3                                 | 4      | 5      | 6      | 6      |
| 2nd Grade    | 18                 | 3                                 | 4      | 4      | 5      | 6      |
| 3rd Grade    | 18                 | 3                                 | 3      | 4      | 4      | 6      |
| 4th Grade    | 22                 | 2                                 | 3      | 3      | 4      | 5      |
| 5th Grade    | 22                 | 2                                 | 2      | 3      | 3      | 5      |
| 6th Grade    | 22                 | 2                                 | 3      | 5      | 5      | 5      |
| 7th Grade    | 22                 | 0                                 | 2      | 3      | 5      | 5      |
| 8th Grade    | 22                 | 0                                 | 0      | 2      | 3      | 5      |
| 9th Grade    | 25                 | 0                                 | 0      | 0      | 0      | 0      |
| 10th Grade   | 25                 | 0                                 | 0      | 0      | 0      | 0      |
| 11th Grade   | 25                 | 0                                 | 0      | 0      | 0      | 0      |
| 12th Grade   | 25                 | 0                                 | 0      | 0      | 0      | 0      |

**Percentage of seats full** **97.0%** In order to budget conservatively, enter the percentage of your total possible enrollment you think is realistic. For example, if you enter 95%, for a class of 22 students, the calculator will assume that the class will actually have about 21 students when it calculates your estimated income. It is better to under-estimate how many students you will have than over estimate, so be sure to leave some room for error.

|                           |     |     |     |     |      |
|---------------------------|-----|-----|-----|-----|------|
| <b>Total Classes</b>      | 18  | 26  | 34  | 41  | 50   |
| <b>Max Enrollment</b>     | 348 | 508 | 676 | 818 | 1000 |
| <b>Assumed enrollment</b> | 334 | 489 | 652 | 789 | 964  |

← This is the minimum number of classrooms you will need.  
 ← This is the maximum number of students each year.  
 ← Budget will be based on these numbers.

### Special Populations

The section below is for you to estimate the PERCENTAGE of students you anticipate in each special category at each grade level. Some categories go up as students get older, and others go down. For example, often more students have Speech and Language needs at the earlier levels (ESE) but more students are added to Gifted as they get older. The state of Florida releases detailed statistics which can be used to get an idea of the percentages for the district you are applying for. Visit <http://www.fldoe.org/eias/eiaspubs/pubstudent.asp> to check the numbers for your area. Some counties, for example, have significantly higher ESOL populations, some have higher free and reduced lunch populations, etc.

|              | ESE Students | Gifted Students | ESOL Students | Free/Reduced Lunch |
|--------------|--------------|-----------------|---------------|--------------------|
| Kindergarten | 9%           | 0%              | 11%           | 59%                |
| 1st Grade    | 12%          | 2%              | 11%           | 59%                |
| 2nd Grade    | 12%          | 3%              | 11%           | 59%                |
| 3rd Grade    | 12%          | 4%              | 11%           | 59%                |
| 4th Grade    | 10%          | 4%              | 11%           | 59%                |
| 5th Grade    | 10%          | 4%              | 11%           | 59%                |
| 6th Grade    | 9%           | 4%              | 11%           | 59%                |
| 7th Grade    | 9%           | 4%              | 11%           | 59%                |
| 8th Grade    | 9%           | 4%              | 11%           | 59%                |
| 9th Grade    | 0%           | 0%              | 0%            | 0%                 |
| 10th Grade   | 0%           | 0%              | 0%            | 0%                 |
| 11th Grade   | 0%           | 0%              | 0%            | 0%                 |

|            |    |    |    |    |
|------------|----|----|----|----|
| 12th Grade | 0% | 0% | 0% | 0% |
|------------|----|----|----|----|

The section below is just for your information. Based on the percentages you entered above, the numbers below represent how many students you can expect in each grade section in each category. These numbers will be important to help you to decide how many staff members you need in the next section. The percentages you entered above are applied to the estimated number of students (based on the percentage of open seats), and then rounded up to the nearest whole number.

|               |        | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------|--------|--------|--------|--------|--------|--------|
| Kind thru 3rd | ESE    | 23     | 30     | 34     | 39     | 47     |
|               | Gifted | 5      | 5      | 7      | 8      | 9      |
|               | ESOL   | 24     | 32     | 36     | 40     | 46     |
|               | FRL    | 124    | 164    | 184    | 214    | 255    |
| 4th & 5th     | ESE    | 8      | 10     | 12     | 15     | 22     |
|               | Gifted | 4      | 5      | 6      | 6      | 8      |
|               | ESOL   | 10     | 12     | 14     | 16     | 24     |
|               | FRL    | 50     | 63     | 76     | 88     | 126    |
| 6th thru 8th  | ESE    | 4      | 10     | 20     | 26     | 30     |
|               | Gifted | 2      | 5      | 9      | 11     | 12     |
|               | ESOL   | 5      | 12     | 24     | 31     | 36     |
|               | FRL    | 25     | 63     | 126    | 164    | 189    |
| 9th thru 12th | ESE    | 0      | 0      | 0      | 0      | 0      |
|               | Gifted | 0      | 0      | 0      | 0      | 0      |
|               | ESOL   | 0      | 0      | 0      | 0      | 0      |
|               | FRL    | 0      | 0      | 0      | 0      | 0      |
| School Total  | ESE    | 35     | 50     | 66     | 80     | 99     |
|               | Gifted | 11     | 15     | 22     | 25     | 29     |
|               | ESOL   | 39     | 56     | 74     | 87     | 106    |
|               | FRL    | 199    | 290    | 386    | 466    | 570    |

The following options are unusual, and you should only use them if you know they apply to you. Most ESE students are considered basic ESE students. However, in some rare cases a student may have a very high degree of special needs, and the IEP team will complete a matrix of services to determine what level the student is. For students who are levels 4 or 5 receive additional funding. In general, most schools will not have students who are at level 4 or 5.

|                            | Kind-3rd | 4th - 8th | 9th - 12th |
|----------------------------|----------|-----------|------------|
| How Many Level 4 Students? | 0        | 0         | 0          |
| How Many Level 5 Students? | 0        | 0         | 0          |

Enter TOTAL number of students in each grade range. The calculator will use the same number for each year of the budget. However, unless you KNOW you will have students who meet this criteria, you should say 0.

| School              |    |
|---------------------|----|
| ESE Focused School? | No |

State law provides for different income calculations for those schools who have at least 75% of their students who are ESE. In general, this will not apply to most schools, and you should leave this as "No", however, if you are a special ed focused school, this may apply to you.

## Staffing Assumptions

The tool below will help you decide how many teachers you will need to be able to work with your estimated number of students. By entering the number of minutes of instruction for each of the special areas, the calculator will calculate the number of teachers you would need in order to provide the desired level of services to your students. In the yellow boxes below enter the NUMBER OF MINUTES you want your students to have EACH WEEK of each of the following areas:

|      | Art | Music | Wrlld Lng | Phys Ed | Rdg Spec | Other 1 | Other 2 |
|------|-----|-------|-----------|---------|----------|---------|---------|
| Kind | 0   | 0     | 300       | 0       | 0        | 0       | 0       |
| 1st  | 0   | 0     | 300       | 0       | 0        | 0       | 0       |
| 2nd  | 30  | 30    | 300       | 75      | 0        | 0       | 0       |
| 3rd  | 60  | 60    | 300       | 150     | 0        | 0       | 0       |
| 4th  | 60  | 60    | 300       | 150     | 0        | 0       | 0       |
| 5th  | 60  | 60    | 300       | 150     | 0        | 0       | 0       |

|             |      |                                                                 |
|-------------|------|-----------------------------------------------------------------|
| Teacher FTE | 1800 | How many minutes can a full-time teacher teach during the week? |
|-------------|------|-----------------------------------------------------------------|

For middle and high schools teachers are usually calculated based on sections as opposed to the number of minutes. The following questions will help to determine the number of teachers you will need for middle and high school students.

|                                                          | Middle School (6-8) | High School (9-12) |                                                                                                                                                 |
|----------------------------------------------------------|---------------------|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Number of sections per day in the master schedule        | 6                   | 7                  | (i.e. 4 periods a day for block periods, 7 periods or 8 periods a day for more traditional schedules etc.)                                      |
| How many sections per day does a full time teacher teach | 5.5                 | 6                  | Include only instructional time (time with students, not planning time).                                                                        |
| Number of non class size sections per day                | 0                   | 0                  | Not all courses are required to follow class size amendments. Enter the number of sections per day not required to meet class size requirements |
| Class Size in NON CORE courses                           | 0                   | 35                 | Enter the maximum class size you will allow in none core courses that are not required to meet class size reduction numbers.                    |
| Recommended Number of Teachers for Year 1                |                     | 2.2                | 0                                                                                                                                               |

|                  |    |                                                                                                                                       |
|------------------|----|---------------------------------------------------------------------------------------------------------------------------------------|
| ESE Case Load    | 30 | What is the maximum number of students one full-time ESE teacher can provide services to in your school?                              |
| Gifted Case Load | 40 | What is the maximum number of students one full-time Gifted teacher can provide services to in your school?                           |
| ESOL Case Load   | 50 | If you are going to have specialized ESOL staff at your school, how many ESOL students can one full-time teacher provide services to? |

Based on your answers above, the calculator has calculated the number of teachers you will need to have. To the right of each yellow box below is a small gray number, this is the number of teachers you will need to meet the minutes and services based on the assumptions you have entered above. In the yellow boxes, you can set the number of teachers you want. Be sure to enter the numbers based on "Full Time Equivalence" ... this means that a full time teacher is 1.0, a half time teacher would be 0.5.

|                                                        |                                              | Year 1 |     | Year 2 |     | Year 3 |     | Year 4 |     | Year 5 |     | Budget Function | Budget Object |
|--------------------------------------------------------|----------------------------------------------|--------|-----|--------|-----|--------|-----|--------|-----|--------|-----|-----------------|---------------|
| Elementary (K-5)<br>Calculations                       | Classroom Teachers                           | 16.0   | 16  | 21.0   | 21  | 24.0   | 24  | 28.0   | 28  | 35.0   | 35  | 5100-Instr      | 120-ClasTchr  |
|                                                        | Art Teacher(s)                               | 0.3    | 0.3 | 0.4    | 0.4 | 0.4    | 0.4 | 0.5    | 0.5 | 0.7    | 0.7 | 5100-Instr      | 130-OthTchr   |
|                                                        | Music Teacher(s)                             | 0.3    | 0.3 | 0.4    | 0.4 | 0.4    | 0.4 | 0.5    | 0.5 | 0.7    | 0.7 | 5100-Instr      | 130-OthTchr   |
|                                                        | Wrld Lang Teacher(s)                         | 2.7    | 2.7 | 3.5    | 3.5 | 4.0    | 4   | 4.7    | 4.7 | 5.9    | 5.9 | 5100-Instr      | 130-OthTchr   |
|                                                        | Phys Ed Teacher(s)                           | 0.8    | 0.8 | 0.9    | 0.9 | 1.0    | 1   | 1.2    | 1.2 | 1.6    | 1.6 | 5100-Instr      | 130-OthTchr   |
| Middle School and<br>High School (6-12)<br>Calclutions | Full Time Middle/High Teachers (w/ Benefits) | 2.2    | 2.2 | 5.5    | 5.5 | 11.0   | 11  | 14.2   | 14  | 16.4   | 16  | 5100-Instr      | 120-ClasTchr  |
|                                                        | Part Time Middle/High Teachers (NO Benefits) | 0.0    | 0   | 0.0    | 0   | 0.0    | 0   | 0.0    | 0   | 0.0    | 0   | 5100-Instr      | 130-OthTchr   |
|                                                        | Reading Specialst(s)                         | 0.0    | 0   | 0.5    | 0   | 1.0    | 0   | 1.5    | 0   | 2.0    | 0   | 5100-Instr      | 130-OthTchr   |
|                                                        | ESE Teacher(s)                               | 1.2    | 1.2 | 1.7    | 1.7 | 2.2    | 2.2 | 2.7    | 2.7 | 3.3    | 3.3 | 5200-ESE        | 130-OthTchr   |
|                                                        | Gifted Teacher(s)                            | 0.3    | 0.3 | 0.4    | 0.4 | 0.6    | 0.6 | 0.7    | 0.7 | 0.8    | 0.8 | 5200-ESE        | 130-OthTchr   |
|                                                        | Title 1 Teachers                             | 0.0    | 0   | 0.0    | 0   | 0.0    | 0   | 0.0    | 0   | 0.0    | 0   | 5100-Instr      | 130-OthTchr   |
|                                                        | Other Academic 1                             | 0.0    | 0   | 0.0    | 0   | 0.0    | 0   | 0.0    | 0   | 0.0    | 0   | 5100-Instr      | 130-OthTchr   |
|                                                        | Other Academic 2                             | 0.0    | 0   | 0.0    | 0   | 0.0    | 0   | 0.0    | 0   | 0.0    | 0   | 5100-Instr      | 130-OthTchr   |
|                                                        | Other Academic 3                             | 0.0    | 0   | 0.0    | 0   | 0.0    | 0   | 0.0    | 0   | 0.0    | 0   | 5100-Instr      | 130-OthTchr   |

|                          |          |                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teacher Salary           | \$40,500 | Enter the AVERAGE full-time teacher salary you anticipate (remember this is average, so if one teacher makes \$38,000 and another makes \$45,000 the average would be \$41,500). If you are an already existing school and would rather enter your actual staff and their salaries for a more precise budget, you can use the "Staff List" page to add those staff members.                                    |
| Annual Increases         | 1.500%   | Enter the PERCENTAGE of ANNUAL INCREASES you anticipate in staff pay.                                                                                                                                                                                                                                                                                                                                          |
| FTE For Benefits         | 0.8      | What FTE (Full Time Equivalency (% of full time)) does someone need to be at in order to receive benefits from the school (i.e. if a teacher needs to work at least 30 hours a week, you would enter 0.75 (30 divided by 40).                                                                                                                                                                                  |
| Combine for Benefits     | Yes      | When calculating benefits, do you want to combine positions to make more people full time? If you answer 'Yes', a 0.4 and a 0.6 position will be counted as 1 teacher, and that person will get benefits. If you answer 'No', it will count those positions as two separate positions, and each would be evaluated separately to see if they work enough hours based on your answer above to receive benefits. |
| Substitutes - Number     | 10       | How many substitutes PER TEACHER do you anticipate paying for each year? (In otherwords, how many sick or personal days do you anticipate each teacher taking/being allowed?)                                                                                                                                                                                                                                  |
| Substitutes - Pay        | \$85.00  | How much will you pay a substitute per day?                                                                                                                                                                                                                                                                                                                                                                    |
| Pay Teachers Unused PTO? | No       | Some schools choose to pay teachers at the end of the year for their unused Paid Time Off. This provides an incentive to teachers to not call in sick or use their sick or personal time, and prevents teachers from building up large number of sick days in future years. Will you pay teachers for their unused Paid Time Off?                                                                              |

### Other Salaried Positions

|                         | Yr 1 FT Salary | FTE Ping Yr | FTE Year 1 | FTE Year 2 | FTE Year 3 | FTE Year 4 | FTE Year 5 | Budget Function | Budget Object |
|-------------------------|----------------|-------------|------------|------------|------------|------------|------------|-----------------|---------------|
| Executive Director      | \$85,000       | 0.3         | 1.0        | 1.0        | 1.0        | 1.0        | 1.0        | 7300-Admin      | 110-Admin     |
| Principal               | \$65,000       | 0.0         | 0.0        | 1.0        | 1.0        | 2.0        | 2.0        | 7300-Admin      | 110-Admin     |
| Assistant Principal     | \$42,000       | 0.0         | 0.5        | 1.0        | 1.0        | 2.0        | 2.0        | 7300-Admin      | 110-Admin     |
| Guidance Counselor      | \$42,000       | 0.0         | 0.0        | 1.0        | 1.0        | 1.0        | 1.0        | 6100-PupServ    | 130-OthTchr   |
| Curriculum Specialist   | \$40,500       | 0.0         | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 6300-Curric     | 130-OthTchr   |
| Media Center Specialist | \$35,000       | 0.0         | 0.3        | 1.0        | 1.0        | 1.0        | 1.0        | 6200-MediaC.    | 130-OthTchr   |
| IT Specialist           | \$40,500       | 0.0         | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 6500-EdTech     | 160-SuprtStf  |
| Other Salaried 1        | \$40,500       | 0.0         | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 5100-Instr      | 130-OthTchr   |
| Other Salaried 2        | \$40,500       | 0.0         | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 5100-Instr      | 130-OthTchr   |
| Other Salaried 3        | \$40,500       | 0.0         | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 5100-Instr      | 130-OthTchr   |
| Other Salaried 4        | \$40,500       | 0.0         | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 5100-Instr      | 130-OthTchr   |
| Other Salaried 5        | \$40,500       | 0.0         | 0.0        | 0.0        | 0.0        | 0.0        | 0.0        | 5100-Instr      | 130-OthTchr   |

### Hourly Staff Positions

|                                | Hrly Rate | Total Plan Year Hours | # Each Year 1 | # Each Year 2 | # Each Year 3 | # Each Year 4 | # Each Year 5 | Hrs Per Week | Weeks Per Year | Benfits? | Budget Function | Budget Object |
|--------------------------------|-----------|-----------------------|---------------|---------------|---------------|---------------|---------------|--------------|----------------|----------|-----------------|---------------|
| Business Manager               | \$12.02   | 400                   | 1.0           | 1.0           | 1.0           | 1.0           | 1.0           | 40           | 52             | Yes      | 7300-Admin      | 160-SuprtStf  |
| Secretary                      | \$11.00   | 0                     | 1.0           | 1.0           | 1.0           | 1.0           | 1.0           | 40           | 52             | Yes      | 7300-Admin      | 160-SuprtStf  |
| Office Assistant               | \$11.00   | 0                     | 0.0           | 0.0           | 0.0           | 1.0           | 1.0           | 40           | 40             | Yes      | 7300-Admin      | 160-SuprtStf  |
| Data Prep Clerk                | \$9.00    | 0                     | 1.0           | 1.0           | 2.0           | 2.0           | 2.0           | 40           | 40             | Yes      | 7300-Admin      | 160-SuprtStf  |
| Educational Assistant          | \$9.00    | 0                     | 2.0           | 2.0           | 3.0           | 3.0           | 4.0           | 40           | 38             | Yes      | 5100-Instr      | 160-SuprtStf  |
| Library Assistant              | \$8.50    | 0                     | 0.0           | 0.0           | 0.0           | 0.0           | 0.0           | 30           | 40             | Yes      | 6200-MediaC.    | 160-SuprtStf  |
| Phys Ed Assistant              | \$8.50    | 0                     | 0.0           | 0.0           | 0.0           | 0.0           | 0.0           | 30           | 40             | Yes      | 5100-Instr      | 160-SuprtStf  |
| Other Assistant                | \$7.50    | 0                     | 0.0           | 0.0           | 0.0           | 0.0           | 0.0           | 0            | 0              | Yes      | 5100-Instr      | 160-SuprtStf  |
| School Nurse                   | \$23.00   | 0                     | 0.0           | 0.0           | 0.0           | 0.0           | 0.0           | 0            | 0              | Yes      | 6100-PupServ    | 160-SuprtStf  |
| Maintenance 1                  | \$9.50    | 0                     | 1.0           | 1.0           | 1.0           | 1.0           | 1.0           | 30           | 52             | Yes      | 7900-Facility   | 160-SuprtStf  |
| Maintenance 2                  | \$9.50    | 0                     | 2.0           | 2.0           | 3.0           | 4.0           | 4.0           | 30           | 45             | Yes      | 7900-Facility   | 160-SuprtStf  |
| Security 1                     | \$9.00    | 0                     | 3.0           | 4.0           | 5.0           | 6.0           | 7.0           | 30           | 38             | Yes      | 7900-Facility   | 160-SuprtStf  |
| Security 2                     | \$10.00   | 0                     | 0.0           | 0.0           | 0.0           | 0.0           | 0.0           | 0            | 0              | Yes      | 7900-Facility   | 160-SuprtStf  |
| Before / After Care Director   | \$11.00   | 0                     | 1.0           | 1.0           | 1.0           | 1.0           | 1.0           | 30           | 39             | No       | 9100-ComSrv     | 160-SuprtStf  |
| Before / After Care Counselors | \$9.00    | 0                     | 6.0           | 8.0           | 10.0          | 12.0          | 15.0          | 30           | 38             | No       | 9100-ComSrv     | 160-SuprtStf  |
| Other Hourly 3 (ESE)           | \$0.00    | 0                     | 0.0           | 0.0           | 0.0           | 0.0           | 0.0           | 0            | 0              | Yes      | 5200-ESE        | 160-SuprtStf  |
| Other Hourly 4 (Admin)         | \$0.00    | 0                     | 0.0           | 0.0           | 0.0           | 0.0           | 0.0           | 0            | 0              | Yes      | 7300-Admin      | 160-SuprtStf  |
| Other Hourly 5 (Lunch)         | \$0.00    | 0                     | 0.0           | 0.0           | 0.0           | 0.0           | 0.0           | 0            | 0              | Yes      | 7600-Lunch      | 160-SuprtStf  |
| Other Hourly 6 (Lunch)         | \$0.00    | 0                     | 0.0           | 0.0           | 0.0           | 0.0           | 0.0           | 0            | 0              | Yes      | 7600-Lunch      | 160-SuprtStf  |
| Other Hourly 7 (Maint)         | \$0.00    | 0                     | 0.0           | 0.0           | 0.0           | 0.0           | 0.0           | 0            | 0              | Yes      | 7900-Facility   | 160-SuprtStf  |

### Employer / Payroll Costs

The items below are expenses the school will probably need to pay as an employer. Read the description for each item and make a decision in order to budget accordingly.

Benefits - Some schools budget for benefits based on a percentage of the total salary (For example, you will pay up to x% of a person's salary in benefits), and others choose to budget based on a set amount per employee (For example, the school will pay \$4,000 per employee for health insurance benefits). You can choose one or both of the options if you would like.

|                                          |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------|---------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Employee Benefit PERCENT                 | 2.000%  | If you offer a percentage package for employee benefits, enter the percentage here. For example, if you offer a 3% of salary retirement package, or if you offer a cafeteria package valued up to 16% of their salary, etc.                                                                                                                                                                                                                                    |
| Benefit PER EMPLOYEE                     | \$3,600 | If you pay for a certain amount of employee benefits PER EMPLOYEE, enter that amount here. For example, if the school will pay for health insurance premiums, enter the amount per employee that the school will pay here.                                                                                                                                                                                                                                     |
| How much of benefits towards retirement? | 35%     | There are two line items on the budget for employee benefits, group insurance plans and retirement. For the purposes of this calculator, the total benefits amounts will be broken down based on this number. For example, if you have \$100,000 and you choose to direct 25% towards retirement, \$25,000 will go towards retirement and \$75,000 will go to employee benefits. This doesn't affect the overall bottom-line, just the placement of the funds. |

|                                     |          |                                                                                                                                                                                                                                                                                                                                                            |
|-------------------------------------|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>FICA</b>                         | 6.20%    | Enter the federal Employer FICA Rate (Typically stays at 6.2%)                                                                                                                                                                                                                                                                                             |
| <b>Medicare</b>                     | 1.45%    | Enter the federal Employer Medicare Rate (Typically stays at 1.45%)                                                                                                                                                                                                                                                                                        |
| <b>Federal Unemployment Percent</b> | 5.50%    | Enter the maximum amount you will pay per employee in Federal Unemployment Tax (If you are your own employer (not using a leasing company), and you have obtained 501(c)(3) status, you may be exempt from FUTA). Rates are available at <a href="http://www.oui.doleta.gov/unemploy/uitaxtopic.asp">http://www.oui.doleta.gov/unemploy/uitaxtopic.asp</a> |
| <b>Federal Unemp. Maximum Cap</b>   | \$       |                                                                                                                                                                                                                                                                                                                                                            |
| <b>State Unemployment Percent</b>   | 2.70%    | Current Florida Unemployment rates can be accessed from:                                                                                                                                                                                                                                                                                                   |
| <b>State Unemp. Maximum Cap</b>     | \$ 8,000 | <a href="http://dor.myflorida.com/dor/taxes/reemployment.html#pay">http://dor.myflorida.com/dor/taxes/reemployment.html#pay</a> . In 2013 the rate is 2.70% on the first \$8,000                                                                                                                                                                           |
| <b>Worker's Comp</b>                | 1.250%   | Enter the percentage of salary you are charged for Worker's Compensation Insurance.                                                                                                                                                                                                                                                                        |

Most charter schools use an agency to assist with payroll and benefits, such as an employee leasing company or a PEO (Professional Employment Organization). Depending on the services you are using from the company, they usually charge on either a per-employee, per-paycheck rate, or a percentage of the total payroll. You can enter both before, but usually you will select one or the other based on the payroll options you are using.

|                                  |        |                                                                                                                                                                 |
|----------------------------------|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Payroll Fees PERCENT</b>      | 2.000% | If you are paying payroll fees based on a PERCENTAGE of salary (i.e. you are using a full service leasing company), enter the percentatge you are charged here. |
| <b>Payroll Fees PER EMPLOYEE</b> | \$     | If you are paying payroll fees based on a FLAT RATE PER EMPLOYEE / PER YEAR, enter the per employee amount here per year.                                       |

## Supplemental Payments

Some schools give supplements to their teachers for duties above and beyond what they do in the classrooms. For example, some schools will give stipends to teachers who take on extra curricular activites such as sports, clubs, etc. Others will give supplements to teachers who take on more ESE students or additional responsibilities to assist with these responsibilities. The options below will allow you to add in these stipends. You will need to pay taxes and payroll costs associated with these stipends, however, these amounts will not be included when calculating benefits. All stipends will be added to the "160" Object line (Other Support Personnel). Enter the total amount of stipends you plan to give, if any. For example, if you plan to give five \$500 stipends for extra curriculars, you could put \$2,500 (5 x 500) in a single line and mark it as an academic stipend.

| Stipend Description           | Pln Yr Totals | Year 1 Totals | Year 2 Totals | Year 3 Totals | Year 4 Totals | Year 5 Totals | Budget Function |
|-------------------------------|---------------|---------------|---------------|---------------|---------------|---------------|-----------------|
| Stipend 1 (Extra Curricular)  | \$            | \$            | \$            | \$            | \$            | \$            | 5100-Instr      |
| Stipend 2 (Special Needs)     | \$            | \$            | \$            | \$            | \$            | \$            | 5200-ESE        |
| Stipend 3 (Pupil Services)    | \$            | \$            | \$            | \$            | \$            | \$            | 6100-PupServ    |
| Stipend 4 (Curriculum)        | \$            | \$            | \$            | \$            | \$            | \$            | 6300-Curric     |
| Stipend 5 (Professional Dev.) | \$            | \$            | \$            | \$            | \$            | \$            | 6400-ProfDev    |
| Stipend 6 (Technology)        | \$            | \$            | \$            | \$            | \$            | \$            | 6500-EdTech     |
| Stipend 7 (Administrative)    | \$            | \$            | \$            | \$            | \$            | \$            | 7300-Admin      |
| Stipend 8 (Lunch Services)    | \$            | \$            | \$            | \$            | \$            | \$            | 7600-Lunch      |
| Stipend 9 (Facility)          | \$            | \$            | \$            | \$            | \$            | \$            | 7900-Facility   |
| Stipend 10 (Community Svcs)   | \$            | \$            | \$            | \$            | \$            | \$            | 9100-ComSrv     |

## Income Decisions

| Ongoing Budget Totals | Ping Yr   | Year 1       | Year 2       | Year 3       | Year 4       | Year 5       |
|-----------------------|-----------|--------------|--------------|--------------|--------------|--------------|
| Estimated Income      | \$ 75,000 | \$ 2,650,352 | \$ 3,852,465 | \$ 5,157,456 | \$ 6,324,732 | \$ 7,872,937 |
| Estimated Expense     | \$ 68,057 | \$ 2,621,164 | \$ 3,765,631 | \$ 4,947,169 | \$ 6,035,363 | \$ 7,332,065 |
| Net Revenue           | \$ 6,943  | \$ 29,188    | \$ 86,835    | \$ 210,287   | \$ 289,369   | \$ 540,872   |
| Cash Balance          | \$ 6,943  | \$ 36,131    | \$ 122,966   | \$ 333,253   | \$ 622,622   | \$ 1,163,494 |

## Virtual School

Virtual schools are funded on a different basis than traditional schools. They receive a flat rate per student for each student. There is not a current income calculator available for this, and the state has recommended using \$5,200 per full-time student. If you are a virtual school indicate so below, and the calculator will use ignore the rest of the FTE increase options. Unless you have a loan or special income considerations, you can skip the rest of this page.

|                                               |      |
|-----------------------------------------------|------|
| Is your school a virtual school?              | No   |
| What is your anticipated pass rate? (Percent) | 100% |

You only receive full FTE on virtual students if they pass 100%. Otherwise you receive a prorated portion.

|                                                                      | Year 1     | Year 2     | Year 3     | Year 4     | Year 5     |
|----------------------------------------------------------------------|------------|------------|------------|------------|------------|
| What per-student rate would you like to assume for virtual students? | \$5,230.00 | \$5,256.15 | \$5,282.43 | \$5,308.84 | \$5,335.39 |

## State Revenue Estimator Results

The calculator has used the State's Revenue Estimator Worksheet Based on the 2015-16 FEFP Conference Report. The calculator has used the enrollment data entered on the 'Enrollment and Staff' worksheet. Here is a summary of your income based on the state revenue estimator:

|                                           | Estimator           |
|-------------------------------------------|---------------------|
| FEFP - Base Funding                       | \$ 1,542,877        |
| FEFP - ESE Guarantee                      | \$ 50,990           |
| FEFP - Supplemental Academic Instruction  | \$ 67,466           |
| FEFP - Discretionary Millage Compression  | \$ -                |
| FEFP - Digital Classroom Allocation       | \$ 5,397            |
| FEFP - Safe Schools Allocation            | \$ 7,371            |
| FEFP - Instructional Materials Allocation | \$ 25,546           |
| FEFP - Declining Enrollment               | \$ -                |
| FEFP - Sparsity Supplement                | \$ -                |
| FEFP - Discretionary Local Effort         | \$ 146,032          |
| FEFP - Proration to Funds Available       | \$ -                |
| FEFP - Discretionary Lottery              | \$ 1,226            |
| FEFP - Class Size Reductions              | \$ 432,626          |
| Transportation (All Riders)               | \$ 18,666           |
| Transportation (ESE Student Riders)       | \$ -                |
| FEFP - Fed. Connected Student Supplement  | \$ -                |
| <b>Total Income</b>                       | <b>\$ 2,298,197</b> |

If you have not answered questions about transportation yet, you may not see numbers here yet. Transportation questions are on the 'Services' worksheet.

This is your total FEFP revenue, but DOES NOT include the district withholding administrative fees.

## Historical Reference

Before entering income assumptions, it might be helpful to review the historical data regarding FEFP amounts over the last several years. Below is a chart of how much the state distributed per student. Analyzing this number can show you the percentage increase (or decrease) over the last several years. This will assist you to make an educated decision about what percentage increase or decrease (if any) you wish to assume in your projections.

|                                 | State Base FEFP | State Total UFTE | Base Allocation Increase | Other Funds Increase | Broward's Base Allocation | Broward's Total UFTE | Elem School ESE Guarantee | Middle School ESE Guarantee | High School ESE Guarantee |
|---------------------------------|-----------------|------------------|--------------------------|----------------------|---------------------------|----------------------|---------------------------|-----------------------------|---------------------------|
|                                 | 2               | 3                |                          |                      |                           |                      | 7                         | 8                           | 9                         |
| Broward's District Differential |                 |                  |                          |                      | 1,0254                    | 1,0254               |                           |                             |                           |
| Conference Report 2015-16       | \$ 4,154.45     | \$ 7,096.96      | 3.043%                   | 2.933%               | \$ 4,259.97               | \$ 7,277.22          | \$ 1,041                  | \$ 1,167                    | \$ 831                    |
| Fourth Calculation 2014-15      | \$ 4,031.77     | \$ 6,890.44      | 7.448%                   | -5.252%              | \$ 4,134.18               | \$ 7,065.46          | \$ 1,041                  | \$ 1,167                    | \$ 831                    |
| Final Calculation 2013-14       | \$ 3,752.30     | \$ 6,769.44      | 4.726%                   | 8.070%               | \$ 3,847.61               | \$ 6,941.38          | \$ 1,041                  | \$ 1,167                    | \$ 831                    |
| Final Calculation 2012-13       | \$ 3,582.98     | \$ 6,374.82      | 2.982%                   | 1.968%               | \$ 3,673.99               | \$ 6,536.74          | \$ 1,041                  | \$ 1,167                    | \$ 831                    |
| Final Calculation 2011-12       | \$ 3,479.22     | \$ 6,217.18      | -3.989%                  | -16.363%             | \$ 3,567.59               | \$ 6,375.10          | \$ 1,041                  | \$ 1,167                    | \$ 831                    |
| Final Calculation 2010-11       | \$ 3,623.76     | \$ 6,897.38      | -0.189%                  | 1.780%               | \$ 3,715.80               | \$ 7,072.57          | \$ 1,041                  | \$ 1,167                    | \$ 831                    |
| Final Calculation 2009-10       | \$ 3,630.62     | \$ 6,846.98      | -6.575%                  | 8.635%               | \$ 3,722.84               | \$ 7,020.89          | \$ 1,041                  | \$ 1,167                    | \$ 831                    |
| Final Calculation 2008-09       | \$ 3,886.14     | \$ 6,846.84      | -4.745%                  | -3.341%              | \$ 3,984.85               | \$ 7,020.75          | \$ 1,020                  | \$ 1,143                    | \$ 814                    |
| Final Calculation 2007-08       | \$ 4,079.74     | \$ 7,142.79      | 2.465%                   | 6.877%               | \$ 4,183.37               | \$ 7,324.22          | \$ 1,041                  | \$ 1,167                    | \$ 831                    |
| Final Calculation 2006-07       | \$ 3,981.61     | \$ 6,847.56      | -1.244%                  | 0.255%               | \$ 4,082.74               | \$ 7,021.49          | \$ 1,041                  | \$ 1,167                    | \$ 831                    |

Revenue amounts are determined by taking the state's base student allocations and student enrollment numbers, and multiply it times the district's allocation, and then by Program Calculator which acknowledges that educating Elementary or High School students are more expensive than middle school students. These numbers have changed every year. The historical program numbers are below. In addition, some charter schools are eligible for Capital Outlay (generally those who have been in existence for more than three years, or those that are accredited). The historical numbers for each of these are below as well. This information is for your information and comparison only.

| Program Cost Factors | Capital Outlays Per Student Amounts |
|----------------------|-------------------------------------|
|----------------------|-------------------------------------|

|         | Elem Program Factor | MS Program Factor | HS Program Factor |
|---------|---------------------|-------------------|-------------------|
| 2015-16 | 1.115               | 1.000             | 1.005             |
| 2014-15 | 1.126               | 1.000             | 1.004             |
| 2013-14 | 1.125               | 1.000             | 1.011             |
| 2012-13 | 1.117               | 1.000             | 1.020             |
| 2011-12 | 1.102               | 1.000             | 1.019             |
| 2010-11 | 1.089               | 1.000             | 1.031             |
| 2009-10 | 1.074               | 1.000             | 1.033             |
| 2008-09 | 1.066               | 1.000             | 1.052             |
| 2007-08 | 1.048               | 1.000             | 1.066             |
| 2006-07 | 1.035               | 1.000             | 1.088             |

|                  | Elem. Capital Outlay |
|------------------|----------------------|
| 2015-16 ESTIMATE | \$ 189.28            |
| 2014-15          | \$ 336.33            |
| 2013-14          | \$ 411.98            |
| 2012-13          | \$ 290.00            |
| 2011-12          | \$ 337.44            |
| 2010-11          | \$ 395.12            |
| 2009-10          | \$ 491.28            |
| 2008-09          | \$ 542.80            |
| 2007-08          | \$ 623.95            |
| 2006-07          | \$ 680.55            |

|                  | Elem Percent Change |
|------------------|---------------------|
| 2015-16 ESTIMATE | -43.722%            |
| 2014-15          | -18.363%            |
| 2013-14          | 42.062%             |
| 2012-13          | -14.060%            |
| 2011-12          | -14.597%            |
| 2010-11          | -19.574%            |
| 2009-10          | -9.491%             |
| 2008-09          | -13.006%            |
| 2007-08          | -8.316%             |
| 2006-07          | 81.924%             |

|                  | MS Capital Outlay |
|------------------|-------------------|
| 2015-16 ESTIMATE | \$ 214.75         |
| 2014-15          | \$ 347.34         |
| 2013-14          | \$ 472.56         |
| 2012-13          | \$ 310.00         |
| 2011-12          | \$ 389.52         |
| 2010-11          | \$ 451.81         |
| 2009-10          | \$ 555.65         |
| 2008-09          | \$ 611.28         |
| 2007-08          | \$ 698.91         |
| 2006-07          | \$ 760.03         |

|                  | MS Percent Change |
|------------------|-------------------|
| 2015-16 ESTIMATE | -38.173%          |
| 2014-15          | -26.498%          |
| 2013-14          | 52.439%           |
| 2012-13          | -20.416%          |
| 2011-12          | -13.785%          |
| 2010-11          | -18.688%          |
| 2009-10          | -9.101%           |
| 2008-09          | -12.539%          |
| 2007-08          | -8.041%           |
| 2006-07          | 77.209%           |

|                  | High School Capital Outlay |
|------------------|----------------------------|
| 2015-16 ESTIMATE | \$ 282.35                  |
| 2014-15          | \$ 444.36                  |
| 2013-14          | \$ 625.68                  |
| 2012-13          | \$ 450.00                  |
| 2011-12          | \$ 516.72                  |
| 2010-11          | \$ 597.62                  |
| 2009-10          | \$ 732.51                  |
| 2008-09          | \$ 804.78                  |
| 2007-08          | \$ 918.60                  |
| 2006-07          | \$ 998.00                  |

|                  | HS Percent Change |
|------------------|-------------------|
| 2015-16 ESTIMATE | -36.459%          |
| 2014-15          | -28.980%          |
| 2013-14          | 39.040%           |
| 2012-13          | -12.913%          |
| 2011-12          | -13.536%          |
| 2010-11          | -18.415%          |
| 2009-10          | -8.980%           |
| 2008-09          | -12.391%          |
| 2007-08          | -7.955%           |
| 2006-07          | 75.842%           |

|                  | Total State Amount |
|------------------|--------------------|
| 2015-16 ESTIMATE | \$ 50,000,000      |
| 2014-15          | \$ 75,000,000      |
| 2013-14          | \$ 100,000,000     |
| 2012-13          | \$ 50,000,000      |
| 2011-12          | \$ 50,000,000      |
| 2010-11          | \$ 50,000,000      |
| 2009-10          | \$ 50,000,000      |
| 2008-09          | \$ 50,000,000      |
| 2007-08          | \$ 50,000,000      |
| 2006-07          | \$ 50,000,000      |

THIS IS AN UNOFFICIAL ESTIMATE

## Custom Income Assumptions

As you can see from the historical numbers, you can not depend on increases in FTE funds each year. Therefore, you must make careful decisions about how you will calculate the FTE amounts each year. This calculator allows you to enter a percentage increase you would like to assume each year of the budget. Be careful to be conservative, it is better the under budget and have more money than expected than to over estimate the annual increases and have less money than you expected. If you assume numbers will be decreasing (such as with Capital Outlay funds, for example), be sure to enter a NEGATIVE NUMBER.

|               | Base FEPP Increase | Other Funds Increase | ESE Guarantee Increase |
|---------------|--------------------|----------------------|------------------------|
| Planning Year | 0.000%             | 0.000%               | 0.000%                 |
| Year 1        | 0.000%             | 0.000%               | 0.000%                 |
| Year 2        | 2.500%             | 2.500%               | 0.000%                 |
| Year 3        | 2.500%             | 2.500%               | 0.000%                 |
| Year 4        | 2.500%             | 2.500%               | 0.000%                 |
| Year 5        | 2.500%             | 2.500%               | 0.000%                 |

|               | Capital Outlay Inc/Decrease |
|---------------|-----------------------------|
| Planning Year | 0.000%                      |
| Year 1        | 0.000%                      |
| Year 2        | -15.000%                    |
| Year 3        | -15.000%                    |
| Year 4        | -15.000%                    |
| Year 5        | -15.000%                    |

|               | Eligible For Capital Outlay |
|---------------|-----------------------------|
| Planning Year |                             |
| Year 1        | Yes                         |
| Year 2        | Yes                         |
| Year 3        | Yes                         |
| Year 4        | Yes                         |
| Year 5        | Yes                         |

The calculator assumes that the State Income Calculator numbers are the planning year numbers.

Percentage increase for Year one of the budget (Mouse over this cell for more information).

The percentage you enter will be a percentage above the Year 1 amount.

The percentage you enter will be a percentage above the Year 2 amount.

The percentage you enter will be a percentage above the Year 3 amount.

The percentage you enter will be a percentage above the Year 4 amount.

|               | Program Cost Factors |                   |                   |
|---------------|----------------------|-------------------|-------------------|
|               | Elem Program Factor  | MS Program Factor | HS Program Factor |
| Planning Year | 1.115                | 1.000             | 1.005             |
| Year 1        | 1.115                | 1.000             | 1.005             |
| Year 2        | 1.115                | 1.000             | 1.005             |
| Year 3        | 1.115                | 1.000             | 1.005             |
| Year 4        | 1.115                | 1.000             | 1.005             |
| Year 5        | 1.115                | 1.000             | 1.005             |

The numbers listed here for years 1-5 are the average of the numbers used over the last three years. You may change them if you would like, however, in general we recommend you leave them as is.

## Title 1 Funds

Title 1 Funds are only for schools that have a high poverty level. Each district sets its own threshold and reimbursement amounts based on their district's Title 1 plan. If Title 1 funds are used as part of the budget for a charter school application, the application must state what the funds will specifically be used for, and if the school does not receive these funds, whatever was indicated as being paid for these funds would not be essential to the operation of the school. If you are using this budget to develop a budget an existing school, be sure to realize that on financial reports, you must utilize fund-based accounting, and that Title 1 Funds must be separated from your general fund. This budget calculator does not do that for you. If you are unsure how to set this up, be sure to speak with your school's CPA.

|                      |     |                                                                  |
|----------------------|-----|------------------------------------------------------------------|
| District's Threshold | 70% | Enter the district's threshold to be eligible for Title 1 Funds. |
|----------------------|-----|------------------------------------------------------------------|

Your school has 57% FRL. You are not eligible based on these assumptions.

If you are eligible, enter the levels and amounts per eligible student that your district provides you. You will need to contact your district to get this information, unless it is listed above as a district message. Each district will have their own plan about how Title 1 funds are distributed to schools.

|                    | Threshold Levels |  |  |
|--------------------|------------------|--|--|
|                    | 70%              |  |  |
| Amount Per Student | \$ -             |  |  |

If there is more than one threshold, please be sure to enter these in sequential order (the lowest % in the left box, and the highest in the right box)

## Additional FTE / FEPP Options

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. We recommend you review the statute to understand the requirements regarding these funds. You receive a partial FTE for each student who meets various pieces of criteria, and the funds must be spent in specific ways. The calculator below will help you determine the total additional FTE you will generate as a result. The funds become available in the SUBSEQUENT year (if you have students who take the test in year 1, you get the money in year 2).

|           |        |        |        |        |
|-----------|--------|--------|--------|--------|
| Ping Year | Year 1 | Year 2 | Year 3 | Year 4 |
|-----------|--------|--------|--------|--------|

|                                                        | To be paid year 1<br>(Cts from pln yr) | To be paid year 2<br>(counts from yr 1) | To be paid year 3<br>(counts from yr 2) | To be paid year 4<br>(counts from yr 3) | To be paid year 5<br>(counts from yr 4) |
|--------------------------------------------------------|----------------------------------------|-----------------------------------------|-----------------------------------------|-----------------------------------------|-----------------------------------------|
| <b>International Baccalaureate (IB) Programs</b>       |                                        |                                         |                                         |                                         |                                         |
| Number of students scoring 4 or higher on subject exam | 0                                      | 0                                       | 0                                       | 0                                       | 0                                       |
| Number of students receiving an IB Diploma             | 0                                      | 0                                       | 0                                       | 0                                       | 0                                       |
| IB Program Generated FTE                               | 0.000                                  | 0.000                                   | 0.000                                   | 0.000                                   | 0.000                                   |

The school generates 0.16 FTE for each student receiving a 4 or higher.  
The school generates 0.30 FTE for each student receiving an IB diploma

|                                                           |       |       |       |       |       |
|-----------------------------------------------------------|-------|-------|-------|-------|-------|
| <b>Advanced International Certificate (AICE) Programs</b> |       |       |       |       |       |
| Number of students scoring "E" or higher on subject exam  | 0     | 0     | 0     | 0     | 0     |
| Number of students receiving an AICE Diploma              | 0     | 0     | 0     | 0     | 0     |
| AICE Program Generated FTE                                | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |

The school generates 0.16 FTE for each student receiving a 4 or higher.  
The school generates 0.30 FTE for each student receiving an IB diploma

|                                                        |       |       |       |       |       |
|--------------------------------------------------------|-------|-------|-------|-------|-------|
| <b>Advanced Placement Courses</b>                      |       |       |       |       |       |
| Number of students scoring 3 or higher on subject exam | 0     | 0     | 0     | 0     | 0     |
| AP Program Generated FTE                               | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |

The school generates 0.16 FTE for each student receiving a 4 or higher.

|                                                                |       |       |       |       |       |
|----------------------------------------------------------------|-------|-------|-------|-------|-------|
| <b>Industry Certified Career Education / CAPE Certificates</b> |       |       |       |       |       |
| Count of Elem / MS students earning CAPE Digital Tools         | 0     | 0     | 0     | 0     | 0     |
| Count of Industry Certs. that have college articulation        | 0     | 0     | 0     | 0     | 0     |
| Count of Industry Certs without college articulation           | 0     | 0     | 0     | 0     | 0     |
| Number of completed courses with embedded certifications       | 0     | 0     | 0     | 0     | 0     |
| Number of CAPE Certs counting for 15-29 college credits        | 0     | 0     | 0     | 0     | 0     |
| Number of CAPE Certs counting for 30 or more college credits   | 0     | 0     | 0     | 0     | 0     |
| CAPE Program Generated FTE                                     | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |

The school generates 0.025 FTE for each student earning CAPE Digital Tool Certificates  
The school generates 0.20 FTE for certification which is on the statewide articulation for college credit list  
The school generates 0.10 FTE for certification which does not allow for college articulation  
The school generates 0.30 FTE for completion of courses & embedded certifications on the CAPE list  
The school generates 0.50 FTE for certifications that result in articulation of 15-29 college credits  
The school generates 1.00 FTE for certifications that result in articulation of 30 or more college credits

|                                                         |       |       |       |       |       |
|---------------------------------------------------------|-------|-------|-------|-------|-------|
| <b>Early High School Graduation</b>                     |       |       |       |       |       |
| Number of students graduating 1 semester early          | 0     | 0     | 0     | 0     | 0     |
| Number of students graduating 2 or more semesters early | 0     | 0     | 0     | 0     | 0     |
| AB Program Generated FTE                                | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |

The school generates 0.25 FTE for each student graduating 1 semester early  
The school generates 0.50 FTE for each student graduating 2 or more semesters early

|                                |       |       |       |       |       |
|--------------------------------|-------|-------|-------|-------|-------|
| Total Additional FTE Generated | 0.000 | 0.000 | 0.000 | 0.000 | 0.000 |
|--------------------------------|-------|-------|-------|-------|-------|

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.  
Only 14 counties in Florida qualify for these funds, so the majority of users of this budget tool will not see a change by adding numbers into this area.

|                            | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|----------------------------|--------|--------|--------|--------|--------|
| Military and Indian Lands  | 0      | 0      | 0      | 0      | 0      |
| Civilians on Federal Lands | 0      | 0      | 0      | 0      | 0      |
| Student with Disabilities  | 2      | 0      | 0      | 0      | 0      |

## Financing

Some schools seek financing to assist with meeting the financial needs, especially in their early years. The options calculate the additional funds from financing, and automatically includes the payments of the financing in the budget as well. The calculator allows you to enter different loans for each year, and it will amortize and calculate the payments separately. Some charter schools are able to find an organization to loan them funds as an "interest only" loan, if you have been able to locate such a deal, enter the number of years for which it is interest only (for example, if you have a 5-year loan, and it is interest only for two years, you would enter the term as 5, and the interest only length as 2. If you are not able to secure such a deal, be sure to leave the Interest Only line as 0.

|                               | Year 1    | Year 2 | Year 3 | Year 4 | Year 5 |
|-------------------------------|-----------|--------|--------|--------|--------|
| Loan Amount (Dollars)         | \$ 75,000 | \$ -   | \$ -   | \$ -   | \$ -   |
| Interest Rate (Percent)       | 6.000%    | 0.000% | 0.000% | 0.000% | 0.000% |
| Term/Length of Loan (Years)   | 4         | 3      | 3      | 3      | 3      |
| Interest Only Length? (Years) | 3         | 0      | 0      | 0      | 0      |

Based on the information you entered above, your debt service payments are calculated below in gray. To give you additional flexibility if you have a special financing package you can enter in the actual numbers in the yellow boxes below, the numbers in the yellow boxes below are what will be used in your final budget. If you change these numbers, be sure to include an explanation as an appendix to your budget.

|                                 | Year 1     | Year 2     | Year 3      | Year 4 | Year 5 |
|---------------------------------|------------|------------|-------------|--------|--------|
| Calculated Debt Service Amounts | \$4,500.00 | \$4,500.00 | \$4,500.00  | \$0.00 | \$0.00 |
| Debt Service Amounts To Use     | \$4,500.00 | \$4,500.00 | \$79,500.00 | \$0.00 | \$0.00 |

## Other Income Amounts

Below are other income areas you can include in the budget, if they apply to you. Bear in mind that if you are submitting a charter application, most of these income types are frowned upon in charter applications unless you have a letter of support indicating that the funds will be available. For example, if you have a management company or benefactor who is providing a start-up grant, be sure to include a letter indicating where those funds are coming from. Most districts prefer not to see fund raising funds listed in an operating budget, as there is no guarantee that the funds will be able to be collected. As always, it is better to budget conservatively and end up with more money than expected, than to end up with less money than expected.

|                             | Ping Yr | Year 1       | Year 2       | Year 3       | Year 4       | Year 5       |
|-----------------------------|---------|--------------|--------------|--------------|--------------|--------------|
| CSP Planning Grant          | \$0.00  | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       |
| Financial Backer / Donation | \$0.00  | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       |
| Other Grant 1               | \$0.00  | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       |
| Other Grant 2               | \$0.00  | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       |
| Other Grant 3               | \$0.00  | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       |
| Fundraising Efforts         | \$0.00  | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       |
| Other Income 1              | \$0.00  | \$150,300.00 | \$220,050.00 | \$293,400.00 | \$355,050.00 | \$433,800.00 |
| Other Income 2              | \$0.00  | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       |
| Other Income 3              | \$0.00  | \$0.00       | \$0.00       | \$0.00       | \$0.00       | \$0.00       |

| Object        |                                   |
|---------------|-----------------------------------|
| 3299-Misc-Fed | Misc. Federal through State       |
| 3440-Donate   | Gifts, Grants and Bequests        |
| 3440-Donate   | Gifts, Grants and Bequests        |
| 3440-Donate   | Gifts, Grants and Bequests        |
| 3440-Donate   | Gifts, Grants and Bequests        |
| 3495-Misc-Loc | Other Miscellaneous Local Sources |
| 3473-ChldCare | School-Aged Child Care Fees       |
| 3495-Misc-Loc | Other Miscellaneous Local Sources |
| 3495-Misc-Loc | Other Miscellaneous Local Sources |

## Facilities Decisions

| Ongoing Budget Totals | Ping Yr   | Year 1       | Year 2       | Year 3       | Year 4       | Year 5       |
|-----------------------|-----------|--------------|--------------|--------------|--------------|--------------|
| Estimated Income      | \$ 75,000 | \$ 2,650,352 | \$ 3,852,465 | \$ 5,157,456 | \$ 6,324,732 | \$ 7,872,937 |
| Estimated Expense     | \$ 68,057 | \$ 2,621,164 | \$ 3,765,631 | \$ 4,947,169 | \$ 6,035,363 | \$ 7,332,065 |
| Net Revenue           | \$ 6,943  | \$ 29,188    | \$ 86,835    | \$ 210,287   | \$ 289,369   | \$ 540,872   |
| Cash Balance          | \$ 6,943  | \$ 36,131    | \$ 122,966   | \$ 333,253   | \$ 622,622   | \$ 1,163,494 |

### Building Size Needs

In order to determine the size of the building, we recommend looking at the number of anticipated students, and an estimated square footage per student. At a minimum we recommend you consider at least 55-square feet per student. If you are offering a school with a specialty that requires more space, you will want to consider more space per student. The chart below is the maximum number of students if you meet your limits from the Enrollment page. Enter what square footage you would like per per student to calculate the total building size you should be looking for.

|                               |    |        |        |        |        |        |
|-------------------------------|----|--------|--------|--------|--------|--------|
| Estimated Sq. Ft. per student | 55 |        |        |        |        |        |
| Students:                     |    | 348    | 508    | 676    | 818    | 1000   |
| Building Size:                |    | 19,140 | 27,940 | 37,180 | 44,990 | 55,000 |

### Building Costs

There are a variety of ways charter schools pay for their facilities. Some pay a traditional rental amount per square foot, some pay per student, and other have special deals. If you already operate a school, you likely know the exact amount of building costs, you can enter it on row 28 below. Otherwise, there are three calculators for various ways of calculating the facility costs. BE SURE TO COMPLETE THE METHOD TYPE ON ROW 21 to identify which method you are using, so that the calculator knows which method to use when calculating the budget. Rental costs are represented on the budget on line 7900-360, whereas debt service is on 7900-720.

|                               |   |                                                                                                                                                                                                                            |
|-------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Facilities Calculation Method | 3 | Enter the number (1 - 4) to identify which method you are using to calculate facility costs. (See below)<br>1 = Exact Costs, 2 = Per Square Foot Calculator, 3 = Per Student Calculator, 4 = Purchase Financing Calculator |
|-------------------------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### Enter Exact Costs

If you know the exact costs of your facility, you may enter them here (i.e. if you already have a lease or contract for a facility)

|                                           | Ping Yr   | Year 1                                                             | Year 2        | Year 3        | Year 4        | Year 5        |
|-------------------------------------------|-----------|--------------------------------------------------------------------|---------------|---------------|---------------|---------------|
| Enter ANNUAL amount                       | \$ 250.00 | \$ 450,000.00                                                      | \$ 600,000.00 | \$ 750,000.00 | \$ 750,000.00 | \$ 800,000.00 |
| Is this a lease or debit service payment? | 1         | Enter 1 for lease payments or 2 for debit service (loan) payments. |               |               |               |               |

#### Rental Costs - Per Square Foot (Traditional)

Rental space varies significantly based on the location. Rural, less expensive areas may be able to find rental space for as low as \$8-10 per square foot per year, whereas expensive urban areas may need to pay \$20-22 per square foot per year. If we have specific information regarding your county, it will be displayed on the next line. It is also customary for many leases to have annual increases in the rental amount (i.e. 2%). Some charter schools also try to negotiate a "ramp up" schedule in their lease that allows for lower rates in the first year or two, and then has more significant increases later.

No information available for Broward county.

|                             | Ping Yr  | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   |
|-----------------------------|----------|----------|----------|----------|----------|----------|
| Building Size (Square Feet) | 1,000.0  | 55,000.0 | 55,000.0 | 55,000.0 | 55,000.0 | 55,000.0 |
| Annual Cost Per Square Foot | \$ 13.00 | \$ 10.00 | \$ 12.00 | \$ 14.00 | \$ 15.00 | \$ 16.00 |

|                             |              |               |               |               |               |               |
|-----------------------------|--------------|---------------|---------------|---------------|---------------|---------------|
| Total Estimated Annual Cost | \$ 13,000.00 | \$ 550,000.00 | \$ 660,000.00 | \$ 770,000.00 | \$ 825,000.00 | \$ 880,000.00 |
|-----------------------------|--------------|---------------|---------------|---------------|---------------|---------------|

### Per Student Facility Estimate

Occasionally charter schools are able to negotiate leases based on a per-student payment as opposed to per square foot. This is particularly helpful to charter schools as it helps to manage facility costs in relation to actual enrollment. This is most common in situations where a school is leasing space from a church or community organization of some sort.

|                             |             |                                                                                                                  |               |               |               |               |
|-----------------------------|-------------|------------------------------------------------------------------------------------------------------------------|---------------|---------------|---------------|---------------|
| Enrollment Type             | 1           | Enter 1 if you want to use your MAXIMUM total enrollment, or enter 2 if you want to use your ASSUMED enrollment. |               |               |               |               |
|                             | Plng Yr     | Year 1                                                                                                           | Year 2        | Year 3        | Year 4        | Year 5        |
| Number of Students          | enter total | 348                                                                                                              | 508           | 676           | 818           | 1000          |
| Annual Per Student Cost     | \$ -        | \$ 750.00                                                                                                        | \$ 787.50     | \$ 826.88     | \$ 868.22     | \$ 911.63     |
| Total Estimated Annual Cost | \$ -        | \$ 261,000.00                                                                                                    | \$ 400,050.00 | \$ 558,967.50 | \$ 710,202.94 | \$ 911,629.69 |

### Financing Calculator (To Purchase Building)

Some schools (usually schools that have been established for a few years) look at purchasing their facilities instead of continuing in leases. The calculator below is a simple mortgage calculator. Many times charter schools will look at using not-for-profit municipal bonds or other financing methods, in which case the payment amounts may be different than that created by this calculator, and you should manually enter the amounts you received from the financial consultant or financial institution you are working with on row 28 above (using option #1). However, if you are in the planning process, this will assist you with making basic assumptions.

|                             |                |                                                                                                                                                                                                              |            |            |              |              |
|-----------------------------|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------|--------------|--------------|
| Facility Cost               | \$ 7,500,000   | What is the total cost / purchase price of the facility?                                                                                                                                                     |            |            |              |              |
| Downpayment Amount          | \$ -           | Down Payment Amount (See comment!)                                                                                                                                                                           |            |            |              |              |
| Construction Costs          | \$ 3,500,000   | You may need to conduct construction on the facility, enter the anticipated construction costs                                                                                                               |            |            |              |              |
| Additional Financing        | \$ 715,000     | Enter the additional amount you plan to finance to cover additional fees or costs (i.e. bank fees, realtor fees, etc.)                                                                                       |            |            |              |              |
| Total Financing Amount      | \$ 11,715,000  | Total Amount To Finance                                                                                                                                                                                      |            |            |              |              |
| Interest Rate               | 6.125%         | Enter the annual percentage rate for the financing                                                                                                                                                           |            |            |              |              |
| Amortization Term           | 20             | Enter how many years you plan to amortize the loan over                                                                                                                                                      |            |            |              |              |
| Annual Debt Service Amount  | \$1,031,755.82 | Annual Payment Amount                                                                                                                                                                                        |            |            |              |              |
| Monthly Debt Service Amount | \$85,979.65    | Monthly Payment Amount                                                                                                                                                                                       |            |            |              |              |
| Closing Year                | 3              | What year are you planning to complete this purchase (enter 0 for planning year, 4 for Year 4, etc.)                                                                                                         |            |            |              |              |
| Closing Month               | 12             | What month do you plan to close the financing on?                                                                                                                                                            |            |            |              |              |
| Prior to Purchase Method    | 2              | Which of the above facility options do you want to use for calculating rental costs prior to purchasing your building?<br>(1 = Actual Cost, 2 = per square foot calculations, or 3 = per student, 0 = None). |            |            |              |              |
|                             | Plng Yr        | Year 1                                                                                                                                                                                                       | Year 2     | Year 3     | Year 4       | Year 5       |
| Debit Service               | \$ -           | \$ -                                                                                                                                                                                                         | \$ -       | \$ 601,858 | \$ 1,031,756 | \$ 1,031,756 |
| Lease (prior to purchase)   | \$ 13,000      | \$ 550,000                                                                                                                                                                                                   | \$ 660,000 | \$ 320,833 | \$ -         | \$ -         |
| Debt Service Ratio          |                |                                                                                                                                                                                                              |            | 1.35       | 1.28         | 1.52         |

### Other Facilities Costs

There are several ways we can calculate the costs of operating the facility. Some expenses, such as electricity, can be calculated based on a per-square-foot calculation, others based on the number of classrooms, some based on the number of students and others we need to just make an educated guess. The following costs are included in function 7900 regarding operating your facility.

|                                                                                                                               | Ping Yr | Year 1      | Year 2      | Year 3      | Year 4      | Year 5      |                       |
|-------------------------------------------------------------------------------------------------------------------------------|---------|-------------|-------------|-------------|-------------|-------------|-----------------------|
| Actual Building Square Footage                                                                                                |         | 27,940      | 27,940      | 55,000      | 55,000      | 55,000      |                       |
| Enter the PER SQUARE FOOT amount to assume for electricity.                                                                   | \$0.00  | \$1.10      | \$1.12      | \$1.14      | \$1.17      | \$1.19      | Budget Line: 7900-430 |
|                                                                                                                               | \$0.00  | \$30,734.00 | \$31,348.68 | \$62,944.20 | \$64,203.08 | \$65,487.15 |                       |
| Enter a PER STUDENT PER YEAR estimate for water and sewer utilities.                                                          | \$0.00  | \$6.50      | \$6.70      | \$6.90      | \$7.10      | \$7.32      | Budget Line: 7900-380 |
|                                                                                                                               | \$0.00  | \$2,171.00  | \$3,273.86  | \$4,496.09  | \$5,604.05  | \$7,052.44  |                       |
| Enter a PER CLASSROOM estimate for other services (i.e. fire alarm, pest control, etc.)                                       | \$0.00  | \$60.00     | \$61.20     | \$62.42     | \$63.67     | \$64.95     | Budget Line: 7900-390 |
|                                                                                                                               | \$0.00  | \$1,080.00  | \$1,591.20  | \$2,122.42  | \$2,610.57  | \$3,247.30  |                       |
| Enter an anticipated PER YEAR amount for HVAC maintenance and service contract.                                               | \$0.00  | \$2,500.00  | \$2,550.00  | \$2,601.00  | \$2,653.02  | \$2,706.08  | Budget Line: 7900-390 |
|                                                                                                                               | \$0.00  | \$2,500.00  | \$2,550.00  | \$2,601.00  | \$2,653.02  | \$2,706.08  |                       |
| Enter an anticipated PER YEAR amount for annual inspections (i.e. sprinkler, fire, etc.)                                      | \$0.00  | \$2,500.00  | \$2,575.00  | \$2,652.25  | \$2,731.82  | \$2,813.77  | Budget Line: 7900-390 |
|                                                                                                                               | \$0.00  | \$2,500.00  | \$2,575.00  | \$2,652.25  | \$2,731.82  | \$2,813.77  |                       |
| Enter an anticipated PER YEAR amount on general repairs and maint. to the facility                                            | \$0.00  | \$2,500.00  | \$2,575.00  | \$2,652.25  | \$2,731.82  | \$2,813.77  | Budget Line: 7900-350 |
|                                                                                                                               | \$0.00  | \$2,500.00  | \$2,575.00  | \$2,652.25  | \$2,731.82  | \$2,813.77  |                       |
| Enter an anticipated PER YEAR amount on remodeling and renovations.                                                           | \$0.00  | \$0.00      | \$5,000.00  | \$5,100.00  | \$5,202.00  | \$5,306.04  | Budget Line: 7900-680 |
|                                                                                                                               | \$0.00  | \$0.00      | \$5,000.00  | \$5,100.00  | \$5,202.00  | \$5,306.04  |                       |
| Enter a PER STUDENT estimate for building supplies for the year (i.e. toilet paper, cleaning supplies, paper towels, etc.)    | \$0.00  | \$20.00     | \$22.00     | \$22.66     | \$23.34     | \$24.04     | Budget Line: 7900-510 |
|                                                                                                                               | \$0.00  | \$6,680.00  | \$10,758.00 | \$14,774.32 | \$18,415.10 | \$23,174.55 |                       |
| Enter the PER SQUARE FOOT amount to assume for cleaning services (if you are hiring it out instead of having your own staff). | \$0.00  | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      |                       |
|                                                                                                                               | \$0.00  | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      |                       |

## Services Expenses

| Ongoing Budget Totals | Plng Yr   | Year 1       | Year 2       | Year 3       | Year 4       | Year 5       |
|-----------------------|-----------|--------------|--------------|--------------|--------------|--------------|
| Estimated Income      | \$ 75,000 | \$ 2,650,352 | \$ 3,852,465 | \$ 5,157,456 | \$ 6,324,732 | \$ 7,872,937 |
| Estimated Expense     | \$ 68,057 | \$ 2,621,164 | \$ 3,765,631 | \$ 4,947,169 | \$ 6,035,363 | \$ 7,332,065 |
| Net Revenue           | \$ 6,943  | \$ 29,188    | \$ 86,835    | \$ 210,287   | \$ 289,369   | \$ 540,872   |
| Cash Balance          | \$ 6,943  | \$ 36,131    | \$ 122,966   | \$ 333,253   | \$ 622,622   | \$ 1,163,494 |

### Professional Services (i.e. Management, Network, Consulting, Financial & Legal Fees)

#### District Administrative Fee

In general, state law currently allows districts to take up to a 5% fee on the first 250 students for charter schools, unless they are high performing in which case the rate is 2% on the first 250 students. It is possible (however, extremely improbable) to negotiate a different rate as part of your contract negotiations. There are also special considerations for charter districts and schools who have more than 75% of students with special needs. Please see Florida Statute 1002.33(20) if you think one of these might apply to you.

|                                     | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------------------------------------|--------|--------|--------|--------|--------|
| Maximum Number Of Students For Fees | 250    | 250    | 250    | 250    | 250    |
| Percentage To Use                   | 5.00%  | 5.00%  | 5.00%  | 5.00%  | 5.00%  |

|                                              |             |             |              |              |              |
|----------------------------------------------|-------------|-------------|--------------|--------------|--------------|
| Cost                                         | \$86,008.83 | \$85,826.37 | \$86,766.38  | \$88,557.49  | \$90,824.21  |
| Savings that must be used for Capital Outlay | \$28,898.97 | \$82,050.01 | \$139,520.34 | \$190,929.95 | \$259,393.96 |

Budget Line: 7200-310  
See Comment here for details

#### Management, Network or Professional Services Organizations

If you are using a CMO / EMO or Charter Network, fees can be calculated in a variety of different ways. Below are four options. Enter the amount for any or multiple of the options available. For example, if you are paying an EMO 7% and also hiring another group to manage your back office support for a flat fee, you can enter both options, and the calculator will add them together. For any option not being used, be sure to enter 0. You should be able to get these amounts from the company you are working with, and fees can vary widely based on the contracts you have with the company. Anything entered here will be put onto the budget in the "Administrative Professional Services" budget line item.

|                          | Plng Yr | Year 1      | Year 2       | Year 3       | Year 4       | Year 5       |
|--------------------------|---------|-------------|--------------|--------------|--------------|--------------|
| Per Student Fee          | \$0.00  | \$0.00      | \$0.00       | \$0.00       | \$0.00       | \$0.00       |
| Percent of FEP Income    | 0.000%  | 4.000%      | 8.000%       | 8.000%       | 8.000%       | 8.000%       |
| Percent of Total Revenue | 0.000%  | 0.000%      | 0.000%       | 0.000%       | 0.000%       | 0.000%       |
| Flat Annual Fee          | \$0.00  | \$0.00      | \$0.00       | \$0.00       | \$0.00       | \$0.00       |
|                          | \$0.00  | \$91,926.23 | \$268,602.21 | \$362,058.76 | \$447,179.90 | \$560,349.08 |

Budget Line: 7300-310

#### Accounting Fees

Effectively managing the school's financial resources is an important component of operating the school. Many charter schools will hire an accountant to either manage the finances, or to at least conduct monthly reconciliations and closings. In addition, Charter schools are required to complete an annual audit by an independent auditor. These costs can be calculated below.

|                                           | Plng Yr | Year 1      | Year 2      | Year 3      | Year 4      | Year 5      |
|-------------------------------------------|---------|-------------|-------------|-------------|-------------|-------------|
| Flat Rate Accounting Fees (Annual Amount) | \$ -    | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        |
| Per Student Accounting Fees               | \$ -    | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        |
| Flat Rate Auditor Fees (Annual Amount)    | \$ -    | \$ 7,500.00 | \$ 7,725.00 | \$ 7,956.75 | \$ 8,195.45 | \$ 8,441.32 |
|                                           | \$0.00  | \$7,500.00  | \$7,725.00  | \$7,956.75  | \$8,195.45  | \$8,441.32  |

Budget Line: 7500-310

#### Legal Fees

Charter schools usually run into issues that they may need legal assistance and advice, so we recommend setting aside funds to consult with an attorney if necessary. Attorney fees generally range from \$300 - \$600 per hour. Enter an annual budget estimate

|            | Plng Yr     | Year 1      | Year 2      | Year 3      | Year 4      | Year 5      |
|------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Legal Fees | \$ 4,000.00 | \$ 4,000.00 | \$ 4,500.00 | \$ 5,000.00 | \$ 5,500.00 | \$ 6,000.00 |

Budget Line: 7100-310

## Professional Development for Staff

Professional development is an important thing to provide. The following items should be estimated and put in an annual amount for each category.

|                                              | Ping Yr | Year 1      | Year 2      | Year 3      | Year 4      | Year 5      |
|----------------------------------------------|---------|-------------|-------------|-------------|-------------|-------------|
| Workshop / Conference Registration           | \$ -    | \$ 2,000.00 | \$ 2,040.00 | \$ 2,080.80 | \$ 2,122.42 | \$ 2,164.86 |
| Onsite Professional Development              | \$ -    | \$ 1,000.00 | \$ 1,020.00 | \$ 1,040.40 | \$ 1,061.21 | \$ 1,082.43 |
| PD Supplies (i.e. book, materials)           |         | \$ 500.00   | \$ 510.00   | \$ 520.20   | \$ 530.60   | \$ 541.22   |
| Substitute Teachers for Professional Dev.    |         | \$ 350.00   | \$ 357.00   | \$ 364.14   | \$ 371.42   | \$ 378.85   |
| Travel Expenses related to Professional Dev. | \$ -    | \$ 700.00   | \$ 714.00   | \$ 728.28   | \$ 742.85   | \$ 757.70   |

Budget Line: 6400-310

Budget Line: 6400-310

Budget Line: 6400-510

Budget Line: 6400-140

Budget Line: 6400-330

## Exceptional Education Services - Contracted Services

Many charter schools will contract with outside companies to assist with covering the special needs of students at the school. For example, often schools do not have enough students to justify hiring a speech and language therapist, but the school is still required to offer these services. So the school can contract with a third party to have a therapist come to the school to provide the services. Typical services that are contracted out are: Speech and Language, Occupational Therapy, Physical Therapy, Vision or Hearing Experts, etc. The calculator below will assist you with estimating the budget amount.

|                         | Ping Yr | Year 1      | Year 2      | Year 3      | Year 4      | Year 5      |
|-------------------------|---------|-------------|-------------|-------------|-------------|-------------|
| Assumed Hourly Rate     |         | \$ 65.00    | \$ 65.65    | \$ 66.31    | \$ 66.97    | \$ 67.64    |
| Assumed Hours PER WEEK. |         | 5           | 7           | 10          | 12          | 14          |
|                         | \$0.00  | \$11,700.00 | \$16,543.80 | \$23,871.60 | \$28,931.04 | \$34,090.56 |

Budget Line: 5200-310

## Corporate Insurance Policies

Charter schools are required to carry their own insurance policies in compliance with their charter school contract. The calculator below allows you to estimate the budget in two categories, the first is liability and professional insurance which would cover things like student accident, operational, a general umbrella policy, directors insurance, etc. The second category is for property and renters insurance. Rows 62 and 64 will help you to estimate your insurance costs. Be sure to enter the total annual costs in rows 67 and 68, as these are the official numbers that will be used in the final budget. This way, if you already have your insurance policy quotes, you can enter the numbers directly on rows 67 and 68, otherwise just use the gray numbers created by rows 62 and 64 to set your annual costs.

|                                                                    | Ping Yr | Year 1      | Year 2      | Year 3      | Year 4      | Year 5      |
|--------------------------------------------------------------------|---------|-------------|-------------|-------------|-------------|-------------|
| Estimate Liability / Professional Insurance<br>(ENTER PER STUDENT) |         | \$ 30.00    | \$ 30.60    | \$ 31.21    | \$ 31.84    | \$ 32.47    |
|                                                                    | \$0.00  | \$10,020.00 | \$14,963.40 | \$20,350.22 | \$25,118.79 | \$31,303.94 |
| Estimate Property / Renters Insurance<br>(ENTER PER SQUARE FOOT)   |         | \$ 0.45     | \$ 0.46     | \$ 0.47     | \$ 0.48     | \$ 0.49     |
|                                                                    | \$0.00  | \$12,573.00 | \$12,824.46 | \$25,749.90 | \$26,264.90 | \$26,790.20 |
| Enter Annual Liability/Prof Insurance Cost                         | \$0.00  | \$10,020.00 | \$14,963.40 | \$20,350.22 | \$25,118.79 | \$31,303.94 |
| Enter Annual Property/Renters Insurance                            | \$0.00  | \$12,573.00 | \$12,824.46 | \$25,749.90 | \$26,264.90 | \$26,790.20 |

Budget Line: 7100-320

Budget Line: 7900-320

## Board of Directors Expenses

Charter schools are prohibited from compensating Board members for their contributions to the school, however reasonable expenses may be reimbursed. For example, if you have board meetings at various locations, mileage reimbursement to meetings would be reasonable. If a Board member attends the charter school conference, the school can reimburse those expenses. Additionally, you should plan to provide some professional development to the Board, each Board Member is required to do 4-hours of training at the start of their term and a 2-hour follow up every three years.

|                                          | Ping Yr | Year 1 | Year 2    | Year 3 | Year 4 | Year 5    |
|------------------------------------------|---------|--------|-----------|--------|--------|-----------|
| Travel reimbursement (Annual Amount)     | \$ -    | \$ -   | \$ -      | \$ -   | \$ -   | \$ -      |
| Professional Development (Annual Amount) | \$ -    | \$ -   | \$ 500.00 | \$ -   | \$ -   | \$ 500.00 |
| Board Meeting Supplies (Annual Amount)   | \$ -    | \$ -   | \$ -      | \$ -   | \$ -   | \$ -      |

Budget Line: 7100-330

Budget Line: 7100-310

Budget Line: 7100-510

## Transportation Services

There are a variety of ways to handle transportation for your students. You could purchase bus passes for older students if your area has a strong public transit system, you could buy or lease a bus and hire your own bus driver and do the transportation yourself, you could contract with your district. Fill in any of the applicable areas below, and they will be added together, you do not need to use all areas. For example, if you are contracting with your district for a per-student charge, you would not need to hire your own driver and lease your own bus. Only fill in the applicable areas, as the calculator will add all of the totals together to use in the budget.

|                                     |       |                                                                                                |
|-------------------------------------|-------|------------------------------------------------------------------------------------------------|
| Percentage of students to transport | 15.0% | Estimate the percentage of your total students who will require transportation.                |
| Number of students on one bus       | 60    | Enter the number of students you can transport on a single bus on a single trip. (See comment) |

|                       | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-----------------------|--------|--------|--------|--------|--------|
| Students To Transport | 51     | 74     | 98     | 119    | 145    |
| Busses Needed         | 0.85   | 1.23   | 1.63   | 1.98   | 2.42   |

### Buying your own busses and hiring your own staff to operate the busses

|                                      | Apply To All | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   |
|--------------------------------------|--------------|----------|----------|----------|----------|----------|
| Hourly Rate for the bus driver       |              | \$ 10.50 | \$ 10.66 | \$ 10.82 | \$ 10.98 | \$ 11.14 |
| Number of Bus Drivers?               |              | 0        | 0        | 0        | 0        | 0        |
| Hours PER DAY for the bus driver     | 4            |          |          |          |          |          |
| Additional days over 180 school days | 5            |          |          |          |          |          |
| Does the Driver Receive Benefits?    | No           |          |          |          |          |          |

\$0.00

\$0.00

\$0.00

\$0.00

\$0.00

Budget Function 7800 (180-2.

### Financing Calculator to purchase / lease a bus

The next few lines are basic loan and lease calculators, using standard calculation methods for each. This will allow you to estimate costs of financing or leasing a bus if you are wishing to purchase your own bus. The numbers for these calculators DO NOT AFFECT YOUR BUDGET, and are for your benefit. If you do decide to purchase a bus, please go down to the next section to enter the costs you are estimating. Bus prices range widely based on where they are being purchased from, how many miles, etc. Many charters are able to find decent busses from their district who many times will have annual auctions for surplus stock.

|                       |      |
|-----------------------|------|
| Total cost of the bus | \$ - |
|-----------------------|------|

#### Purchase / Loan Calculator

|                 |        |
|-----------------|--------|
| Interest Rate   | 9.000% |
| Number of Years | 5      |

|                       |        |
|-----------------------|--------|
| Total Monthly Payment | \$0.00 |
| Total Monthly Payment | \$0.00 |

#### Lease Calculator

|                           |          |
|---------------------------|----------|
| Money Factor              | 0.003750 |
| Lease Term (years)        | 5        |
| Residual Value Percentage | 57.0%    |
| Monthly Lease Payment     | \$ -     |
| Monthly Lease Payment     | \$ -     |

### Actual Costs Related To Purchasing Or Leasing a Bus

There are a significant number of rules and regulations you should be aware of if you are going to be providing your own transportation. Please be sure to review the guide the state produced, which can be downloaded from [http://info.fldoe.org/docushare/dsweb/Get/Document-4117/t\\_07\\_09att1.pdf](http://info.fldoe.org/docushare/dsweb/Get/Document-4117/t_07_09att1.pdf). The next few lines are for if you plan to purchase your own busses, the amounts you enter in will be included in the comprehensive budget.

|                                 | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---------------------------------|--------|--------|--------|--------|--------|
| Enter the annual loan payments  | \$ -   | \$ -   | \$ -   | \$ -   | \$ -   |
| Enter the annual lease payments | \$ -   | \$ -   | \$ -   | \$ -   | \$ -   |
| Estimated miles per day         | 0      | 0      | 0      | 0      | 0      |
| Estimated MPG efficiency of bus | 9      | 9      | 9      | 9      | 9      |
| Estimated cost of fuel          | \$ -   | \$ -   | \$ -   | \$ -   | \$ -   |
| Annual Maintenance Assumption   | \$ -   | \$ -   | \$ -   | \$ -   | \$ -   |
| Annual Insurance Fees           | \$ -   | \$ -   | \$ -   | \$ -   | \$ -   |

\$0.00

\$0.00

\$0.00

\$0.00

\$0.00

Budget Line: 7800-720

Budget Line: 7800-360

Budget Line: 7800-460

Budget Line: 7800-390

Budget Line: 7800-320

### Third Party Transportation Provider

Many charter schools contract with a third party provider to provide transportation services. Some districts will work with charter schools to transport students through the district's transportation plan, whereas other charter schools will hire a third party company to provide bussing services. The options below will help you to estimate the costs to hire a company to provide this service. There are two common ways these contracts might be priced, on a per day or a per student basis. Use one or the other, as both are added to the budget if there are numbers in both.

| PER DAY Contract     |  | Year 1      | Year 2      | Year 3      | Year 4      | Year 5      |
|----------------------|--|-------------|-------------|-------------|-------------|-------------|
| Cost PER BUS PER DAY |  | \$ 150.00   | \$ 153.00   | \$ 156.06   | \$ 159.18   | \$ 162.36   |
| Number of Busses     |  | 1           | 1           | 1           | 1           | 2           |
|                      |  | \$27,000.00 | \$27,540.00 | \$28,090.80 | \$28,652.62 | \$58,451.34 |

Budget Line: 7800-390

| PER STUDENT Contract     |  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------------------------|--|--------|--------|--------|--------|--------|
| Cost PER STUDENT PER DAY |  | \$ -   | \$ -   | \$ -   | \$ -   | \$ -   |
|                          |  | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

Budget Line: 7800-390

## Public Transportation

Some charter schools are able to effectively utilize public transportation for their students by purchasing bus passes for the students to get to and from the school. This will depend on your area (the availability of public transportation) and the age of your students. The following will calculate the cost of purchasing passes if you choose to use this as an option.

| Public Transportation        |  | Year 1   | Year 2   | Year 3   | Year 4   | Year 5   |
|------------------------------|--|----------|----------|----------|----------|----------|
| Public Transportation Pass   |  | \$ 65.00 | \$ 65.00 | \$ 70.00 | \$ 70.00 | \$ 70.00 |
| Number of students utilizing |  | 0        | 0        | 0        | 0        | 0        |
|                              |  | \$0.00   | \$0.00   | \$0.00   | \$0.00   | \$0.00   |

Budget Line: 7800-390

## Reimbursements

The state reimburses schools on a per student basis. The amount they reimburse is published on their website at: <http://www.fldoe.org/transportation/transprof.asp>

|                               |  | Year 1      | Year 2      | Year 3      | Year 4      | Year 5      |
|-------------------------------|--|-------------|-------------|-------------|-------------|-------------|
| Number of Students Reimbursed |  | 51          | 60          | 60          | 60          | 120         |
| Reimbursement Rate            |  | \$ 366.00   | \$ 371.49   | \$ 377.06   | \$ 382.72   | \$ 388.46   |
|                               |  | \$18,666.00 | \$22,289.40 | \$22,623.74 | \$22,963.10 | \$46,615.09 |

Income Line: 3492

## ESE Transportation

In rare circumstances, some ESE students are eligible for additional funding. Please see the state's Transportation Instructions for more information, but essentially the student must meet one of the following criteria and the established need must be clearly documented in the student's IEP: 1) Require medical equipment (i.e. wheelchair), 2) Have a special medical condition requiring special transportation (i.e. tinted windows, dust-controlled atmosphere, etc.) documented by a physician's orders, 3) Require an attendant (aid) or monitor while on the bus, 4) Require a shortened day due to disability, or 5) Be assigned to a school outside of the district. Most charter schools do not have students who meet these conditions, however, if you do, you are eligible for additional funding. Include the following information to assist with budgeting for these students. Given the significantly higher income level, if you are not certain you will have these students, we recommend leaving this at zero.

|                                                    |  | Year 1      | Year 2      | Year 3      | Year 4      | Year 5      |
|----------------------------------------------------|--|-------------|-------------|-------------|-------------|-------------|
| Number of students who meet qualifications above:  |  | 0           | 0           | 0           | 0           | 0           |
| Per student Reimbursement Rate:                    |  | \$ 1,373.00 | \$ 1,373.00 | \$ 1,373.00 | \$ 1,373.00 | \$ 1,373.00 |
| Estimated Additional Annual Expenses For Students: |  | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        |
|                                                    |  | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      |

Income Line: 3492  
Budget Line: 7800-390

| Transportation Totals   |  | Year 1      | Year 2      | Year 3      | Year 4      | Year 5      |
|-------------------------|--|-------------|-------------|-------------|-------------|-------------|
| Transportation Income   |  | \$18,666.00 | \$22,289.40 | \$22,623.74 | \$22,963.10 | \$46,615.09 |
| Transportation Expenses |  | \$27,000.00 | \$27,540.00 | \$28,090.80 | \$28,652.62 | \$58,451.34 |

## School Lunch Calculator

Charter schools are required to offer free/reduced lunch to those students who qualify, and must provide comparable lunches to all other students for a fee in such a way that does not alienate those students who are receiving the free and reduced lunch. Many charter schools are able to contract with their local school districts to provide the service, and it essentially is a wash and there is no need to budget anything for school lunch. However, if your district is unwilling or you decide not to contract with the district you will need to complete the following assumptions or work with another provider who is willing to work with you.

|                                       | Year 1                     | Year 2         | Year 3         | Year 4                     | Year 5         |
|---------------------------------------|----------------------------|----------------|----------------|----------------------------|----------------|
| Percent FRL Students Ordering Lunch   | 75.0%                      | 75.0%          | 75.0%          | 75.0%                      | 75.0%          |
| How much is charged for Reduced Lunch | \$ 0.40                    | \$ 0.40        | \$ 0.40        | \$ 0.40                    | \$ 0.40        |
| Percent Other Students Order Lunch    | 40.0%                      | 40.0%          | 40.0%          | 40.0%                      | 40.0%          |
| Other Students Full Price Lunch Rate  | \$ 2.50                    | \$ 2.50        | \$ 2.50        | \$ 2.50                    | \$ 2.50        |
| How much does each lunch cost?        | \$ 2.40                    | \$ 2.50        | \$ 2.50        | \$ 2.50                    | \$ 2.50        |
| Federal NSLP Reimbursement Rate       | \$ 2.40                    | \$ 2.50        | \$ 2.50        | \$ 2.50                    | \$ 2.50        |
| Lunch Program Supplies                | \$ 2,000.00<br>-\$1,028.00 | \$ -<br>\$0.00 | \$ -<br>\$0.00 | \$ 3,000.00<br>-\$3,000.00 | \$ -<br>\$0.00 |

Income Lines: 3261 & 3262

Budget Line: 7600-570

Budget Line: 7600-510

If you are running the lunch program at your site and your contract or agreement with a provider doesn't include staffing, you may need to consider additional staff members to handle the paperwork and/or with serving and preparing lunch. The calculator below will assist you determining staff costs. Many charter schools are able to run the lunch without additional staff people, but some do hire additional staff, especially if they are their own lunch provider.

| Cafeteria Staff                                | Apply To All | Year 1  | Year 2  | Year 3  | Year 4  | Year 5  |
|------------------------------------------------|--------------|---------|---------|---------|---------|---------|
| Hourly Rate for the Cafeteria Staff            |              | \$ 9.00 | \$ 9.14 | \$ 9.27 | \$ 9.41 | \$ 9.55 |
| Number of Cafeteria Staff                      |              | 1       | 1       | 1       | 1       | 1       |
| Hours PER DAY for the Cafeteria Staff          | 5            |         |         |         |         |         |
| Additional days over 180 school days for Staff | 0            |         |         |         |         |         |
| Benefits for Staff?                            | Yes          |         |         |         |         |         |

#### Coordinator / Administrative Support Staff (paperwork, etc.)

|                                               |         |         |         |         |         |
|-----------------------------------------------|---------|---------|---------|---------|---------|
| Hourly Rate for the Cafeteria Coor            | \$ 8.50 | \$ 8.63 | \$ 8.76 | \$ 8.89 | \$ 9.02 |
| Number of Administrative/Coord. Staff         | 1       | 1       | 1       | 1       | 1       |
| Hours PER DAY for the Cafeteria Coor          | 5       |         |         |         |         |
| Additional days over 180 school days for Coor | 0       |         |         |         |         |
| Benefits for Coor?                            | No      |         |         |         |         |

Total Staff Cost

\$21,336.30

\$21,599.10

\$21,865.85

\$22,136.60

\$22,408.18

Budget Lines in 7600

| School Lunch Totals   |              |              |              |              |              |
|-----------------------|--------------|--------------|--------------|--------------|--------------|
| School Lunch Income   | \$89,100.00  | \$134,100.00 | \$178,200.00 | \$215,100.00 | \$263,700.00 |
| School Lunch Expenses | \$111,464.30 | \$155,699.10 | \$200,065.85 | \$240,236.60 | \$286,108.18 |

## Other Expenses

| Ongoing Budget Totals | Plng Yr   | Year 1       | Year 2       | Year 3       | Year 4       | Year 5       |
|-----------------------|-----------|--------------|--------------|--------------|--------------|--------------|
| Estimated Income      | \$ 75,000 | \$ 2,650,352 | \$ 3,852,465 | \$ 5,157,456 | \$ 6,324,732 | \$ 7,872,937 |
| Estimated Expense     | \$ 68,057 | \$ 2,621,164 | \$ 3,765,631 | \$ 4,947,169 | \$ 6,035,363 | \$ 7,332,065 |
| Net Revenue           | \$ 6,943  | \$ 29,188    | \$ 86,835    | \$ 210,287   | \$ 289,369   | \$ 540,872   |
| Cash Balance          | \$ 6,943  | \$ 36,131    | \$ 122,966   | \$ 333,253   | \$ 622,622   | \$ 1,163,494 |

## Textbooks / Curricular Materials / Assessments

Generally most textbook companies sell their textbook series by student editions, and then provide all of the teacher's manuals and consumables for free. The calculator below allows you to indicate how many books you are purchasing and an average amount per book (generally books cost around \$50-80 depending on the subject and publisher). A good place to look for the costs for textbooks is the Florida School Book Depository (<http://www.fsb.com/>). You are not required to purchase books from this source, however, it is a good place to find pricing information on a variety of options.

|                         | Plng Yr | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------------------------|---------|--------|--------|--------|--------|--------|
| Total Possible Students |         | 348    | 508    | 676    | 818    | 1000   |

|                           |          |          |          |          |          |          |
|---------------------------|----------|----------|----------|----------|----------|----------|
| Average Cost Per Textbook | \$ 60.00 | \$ 60.00 | \$ 60.60 | \$ 61.21 | \$ 61.82 | \$ 62.44 |
|---------------------------|----------|----------|----------|----------|----------|----------|

### Books For New Students / Additional Enrollment

|                                    |        |             |             |             |             |             |
|------------------------------------|--------|-------------|-------------|-------------|-------------|-------------|
| New Student Seats (by Grade Level) |        | 348         | 160         | 168         | 142         | 182         |
| Total Students To Buy Books For    | 0      | 348         | 160         | 168         | 142         | 182         |
| Books To Buy Per Student           | 0      | 4           | 4           | 4           | 4           | 4           |
|                                    | \$0.00 | \$83,520.00 | \$38,784.00 | \$41,130.43 | \$35,112.66 | \$45,453.58 |

Budget Line: 5100-520

### Replacement Books

|                               |        |        |            |            |            |            |
|-------------------------------|--------|--------|------------|------------|------------|------------|
| Replacement Books To Purchase | 0      | 0      | 28         | 41         | 55         | 66         |
|                               | \$0.00 | \$0.00 | \$1,696.80 | \$2,509.45 | \$3,399.99 | \$4,120.79 |

Budget Line: 5100-520

### New Textbook Adoption

|                                 |        |        |        |        |             |             |
|---------------------------------|--------|--------|--------|--------|-------------|-------------|
| Textbook Adoptions (New Series) | 0      | 0      | 0      | 0      | 1000        | 1000        |
|                                 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$61,818.06 | \$62,436.24 |

Budget Line: 5100-520

### Consumable Books

|                                        |        |         |         |         |         |         |
|----------------------------------------|--------|---------|---------|---------|---------|---------|
| Number of Consumable Books To Purchase | 0      | 0       | 0       | 0       | 0       | 0       |
| Average Consumable Cost                | \$ -   | \$ 7.00 | \$ 7.14 | \$ 7.28 | \$ 7.43 | \$ 7.58 |
|                                        | \$0.00 | \$0.00  | \$0.00  | \$0.00  | \$0.00  | \$0.00  |

Budget Line: 5100-520

Many charter schools are using subscription services for curricular materials. These could come in a variety of services. Some schools utilize a "Blended Model" where curriculum is provided online, and no textbooks are necessary. Other examples are subscription based software programs that provide curricular materials online. Below you can enter the total amount of annual subscriptions for curriculum.

| Academic Software                             | Plng Yr | Year 1      | Year 2      | Year 3      | Year 4      | Year 5      |
|-----------------------------------------------|---------|-------------|-------------|-------------|-------------|-------------|
| Curricular Provider Subscriptions PER STUDENT |         | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        |
| Software Subscriptions PER STUDENT            |         | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        |
| Software Subscriptions PER SCHOOL             | \$ -    | \$ 5,000.00 | \$ 5,100.00 | \$ 5,202.00 | \$ 5,306.04 | \$ 5,412.16 |
|                                               | \$0.00  |             |             |             |             |             |

Budget Line: 6300-390

Budget Line: 5100-690

Budget Line: 5100-690

Many assessments, such as the FCAT and FAIR are provided to Charter Schools through the district. Other assessments that schools may wish to utilize need to be purchased (such as Stanford Achievement Test, NWEA MAP, etc.). The materials could include the test itself, consumable materials (such as answer sheets), and the costs for scoring the assessments. Enter the total amount PER STUDENT you anticipate for assessments.

| Assessments | Plng Yr | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------------|---------|--------|--------|--------|--------|--------|
|-------------|---------|--------|--------|--------|--------|--------|

|                              |        |            |            |            |            |            |
|------------------------------|--------|------------|------------|------------|------------|------------|
| PER STUDENT Assessment Costs | \$ -   | \$ 7.50    | \$ 7.65    | \$ 7.80    | \$ 7.96    | \$ 8.12    |
|                              | \$0.00 | \$2,505.00 | \$3,740.85 | \$5,087.56 | \$6,279.70 | \$7,825.98 |

Budget Line: 5100-520

## Technology / Equipment

|                                  | Plng Yr | Year 1     | Year 2     | Year 3     | Year 4     | Year 5      |
|----------------------------------|---------|------------|------------|------------|------------|-------------|
| Copy Machine Lease - PER STUDENT | \$ -    | \$ 12.00   | \$ 12.00   | \$ 12.00   | \$ 12.60   | \$ 13.23    |
|                                  | \$0.00  | \$4,008.00 | \$5,868.00 | \$7,824.00 | \$9,941.40 | \$12,753.72 |

Budget Line: 7300-360

Computers are an important educational tool in schools today. Schools must have computers on which to provide the new state assessments, and it is recommend you review the state of Florida's accountability plans to determine what those needs may be at your school. (<http://fcad.fldoe.org/fcat2/>). Computers can be purchased or leased by a school, and the calculator below will allow you to calculate the costs. For both options there are two types of computers to allow you to plan for multiple types of computers (i.e. desktop computers for a lab or classroom use, student laptops and teacher laptops for example). All of the following computers will be put into the ACADEMIC section of the budget (5100), so only include student and teacher computers, not office staff (that will come next).

| PURCHASING Academic Computers               | Plng Yr | Year 1      | Year 2     | Year 3      | Year 4      | Year 5      |
|---------------------------------------------|---------|-------------|------------|-------------|-------------|-------------|
| Type 1 - Number of Machines                 | 0       | 100         | 25         | 50          | 50          | 50          |
| Type 1 - Estimated Cost Per Machine/Station | \$ -    | \$ 300.00   | \$ 303.00  | \$ 306.03   | \$ 309.09   | \$ 312.18   |
|                                             | \$0.00  | \$30,000.00 | \$7,575.00 | \$15,301.50 | \$15,454.52 | \$15,609.06 |

Budget Line: 5100-643

|                                             |             |           |            |            |            |            |
|---------------------------------------------|-------------|-----------|------------|------------|------------|------------|
| Type 2 - Number of Machines                 | 54          | 0         | 10         | 10         | 10         | 10         |
| Type 2 - Estimated Cost Per Machine/Station | \$ 300.00   | \$ 300.00 | \$ 300.00  | \$ 300.00  | \$ 300.00  | \$ 300.00  |
|                                             | \$16,200.00 | \$0.00    | \$3,000.00 | \$3,000.00 | \$3,000.00 | \$3,000.00 |

Budget Line: 5100-643

| LEASING Academic Computers                  | Plng Yr | Year 1    | Year 2    | Year 3    | Year 4    | Year 5    |
|---------------------------------------------|---------|-----------|-----------|-----------|-----------|-----------|
| Type 3 - Number of Machines                 |         | 0         | 0         | 0         | 0         | 0         |
| Type 3 - Estimated Cost Per Machine/Station |         | \$ -      | \$ -      | \$ -      | \$ -      | \$ -      |
|                                             | \$0.00  | \$0.00    | \$0.00    | \$0.00    | \$0.00    | \$0.00    |
| Type 4 - Number of Machines                 | 0       | 0         | 0         | 0         | 0         | 0         |
| Type 4 - Estimated Cost Per Machine/Station | \$ -    | \$ 300.00 | \$ 300.00 | \$ 300.00 | \$ 300.00 | \$ 300.00 |
|                                             | \$0.00  | \$0.00    | \$0.00    | \$0.00    | \$0.00    | \$0.00    |

Budget Line: 5100-360

Budget Line: 5100-360

If you need additional machines for ADMINISTRATIVE purposes (such as secretaries, administrators, etc.) Enter the number of machines to purchase or lease below. These will be put into the administrative section of the budget (7300).

| PURCHASING Admin. Computers                    | Plng Yr     | Year 1    | Year 2    | Year 3    | Year 4    | Year 5    |
|------------------------------------------------|-------------|-----------|-----------|-----------|-----------|-----------|
| Admin Purchase - Number of Machines            | 2           | 0         | 0         | 0         | 0         | 0         |
| Admin Pur - Estimated Cost Per Machine/Station | \$ 1,000.00 | \$ 750.00 | \$ 750.00 | \$ 750.00 | \$ 750.00 | \$ 750.00 |
|                                                | \$2,000.00  | \$0.00    | \$0.00    | \$0.00    | \$0.00    | \$0.00    |

Budget Line: 7300-643

| LEASEING Admin. Computers                     | Plng Yr | Year 1    | Year 2    | Year 3    | Year 4    | Year 5    |
|-----------------------------------------------|---------|-----------|-----------|-----------|-----------|-----------|
| Admin Lease - Number of Machines              | 0       | 0         | 0         | 0         | 0         | 0         |
| Admin Lea- Estimated Cost Per Machine/Station | \$ -    | \$ 240.00 | \$ 250.00 | \$ 260.00 | \$ 270.00 | \$ 280.00 |
|                                               | \$0.00  | \$0.00    | \$0.00    | \$0.00    | \$0.00    | \$0.00    |

Budget Line: 7300-360

Classroom Instructional technology is often a part of a school's overall technology plan. If you intend to purchase technology the calculator below will assist you in assuming the amount of costs involved. You should figure out what technology you want in each classroom, and then estimate the COST PER CLASSROOM. For example, a SMART board with all of the equipment and supplies can easily range \$3,000 - \$4,000 per classroom. Less expensive alternatives are available where you may be able to outfit a classroom for closer to \$1,500 depending on the needs of your school. First determine the estimated cost per classroom, then you indicate the number of classrooms you want to outfit each year.

| Instructional Technology                   | Plng Yr     | Year 1      | Year 2      | Year 3      | Year 4      | Year 5      |
|--------------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Cost PER CLASSROOM                         | \$ 1,800.00 | \$ 1,800.00 | \$ 1,818.00 | \$ 1,836.18 | \$ 1,854.54 | \$ 1,873.09 |
| Number of Classrooms                       |             | 18          | 8           | 8           | 7           | 9           |
|                                            | \$0.00      | \$32,400.00 | \$14,544.00 | \$14,689.44 | \$12,981.79 | \$16,857.78 |
| Additional ANNUAL Instructional Tech Money | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        |

Budget Line: 5100-621

Budget Line: 5100-643

Some schools hire their own inhouse IT support staff to manage their computer infrastructure (which would be indicated on the Enrollment and Staffing page of this calculator), where others have a contract with a third party to provide these services. Some management companies provide this service as part of their overall contract. Contracts can be an annual fixed amount, or you may purchase hours in advance. Generally these services are around \$120 per hour and depending the technical savvy of your staff, you could easily go through 100+ hours a year to support the computers and network within your building.

| IT Service Provider                        | Plng Yr | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------------------------------------------|---------|--------|--------|--------|--------|--------|
| ANNUAL IT Service Provider Contract Amount |         | \$ -   | \$ -   | \$ -   | \$ -   | \$ -   |

Budget Line: 6500-310

Above you indicate the amount of money you wish to set aside for curricular software. In addition, you may have other software expenses as well, such as software to setup your server, productivity software (such as Microsoft Office) for your staff, and other software needs to support the computers at your school. Enter the total amount you want to set aside for software each year. As you are researching amounts, we recommend you look into Volume Licensing Agreements as this is usually the most cost efficient way to purchase multiple copies of software.

| Software                             | Plng Yr | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|--------------------------------------|---------|--------|--------|--------|--------|--------|
| ANNUAL amount for software each year | \$ -    | \$ -   | \$ -   | \$ -   | \$ -   | \$ -   |

Budget Line: 7300-690

## Furniture and Classroom/Office Equipment

You will need to have furniture for your students, teachers and other staff members. Sometimes schools are able to obtain funding that includes "FF&E" (Furniture, Fixtures & Equipment) when they finance a building. More often, the school needs to either purchase or borrow furniture for thier school. The following calculator will allow you to figure out furniture costs based on either a purchase or a lease option. Some vendors will lease furniture allowing the school to spreadout the expenses over the course of a few years, however, you may want to investigate this before relying on it as an option.

|                                           | Plng Yr     | Year 1      | Year 2      | Year 3      | Year 4      | Year 5      |
|-------------------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Estimated PER CLASSROOM furniture cost    | \$ 2,850.00 | \$ 2,850.00 | \$ 2,850.00 | \$ 2,850.00 | \$ 2,850.00 | \$ 2,850.00 |
| Number of student classes each year       |             | 18          | 26          | 34          | 41          | 50          |
| Number of classrooms to outfit each year  | 0           | 21          | 8           | 8           | 7           | 9           |
| Purchase or Lease Classroom Furniture?    | Lease       | Lease       | Lease       | Lease       | Lease       | Lease       |
|                                           | \$0.00      | \$13,167.00 | \$18,183.00 | \$23,199.00 | \$27,588.00 | \$33,231.00 |
| Estimate Total Office Furniture Needs     | \$ 2,500.00 | \$ 5,000.00 | \$ 1,000.00 | \$ 1,000.00 | \$ 1,000.00 | \$ 1,000.00 |
| Purchase or Lease Office Furniture?       | Purchase    | Purchase    | Purchase    | Purchase    | Purchase    | Purchase    |
|                                           | \$2,500.00  | \$5,000.00  | \$1,000.00  | \$1,000.00  | \$1,000.00  | \$1,000.00  |
| Media Center Furniture                    | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        | \$ -        |
| Purchase or Lease Media Center Furniture? | Purchase    |             | Lease       | Lease       | Lease       | Lease       |
|                                           | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      | \$0.00      |

Budget Line: 5100-641

Budget Line: 7300-641

Budget Line: 6200-641

## Other General Expenses

The following items are general expenses that you will want to consider in your budget which usually are based on the size and number of students at your school. This calculator will give you an option to set each of the following items based on the number of students at your school. If you have operating history, we recommend you look at the amount you have spent on these areas in the past, otherwise recommendations for each item are in the comments of the title fields. For the planning year, enter the total budget amount you anticipate for the planning year (if any) for the budget line.

|                        | Plng Yr | Year 1      | Year 2      | Year 3      | Year 4      | Year 5      |
|------------------------|---------|-------------|-------------|-------------|-------------|-------------|
| Academic Supplies      |         | \$ 42.00    | \$ 30.00    | \$ 30.60    | \$ 31.21    | \$ 31.84    |
|                        | \$0.00  | \$14,028.00 | \$14,670.00 | \$19,951.20 | \$24,624.69 | \$30,693.76 |
| Academic Dues and Fees |         | \$ 0.50     | \$ 0.51     | \$ 0.52     | \$ 0.53     | \$ 0.54     |
|                        | \$0.00  | \$167.00    | \$249.39    | \$339.04    | \$418.17    | \$520.56    |

Budget Line: 5100-510

Budget Line: 5100-730

|                                              |             |            |             |             |             |             |                       |
|----------------------------------------------|-------------|------------|-------------|-------------|-------------|-------------|-----------------------|
| Library Books, Supplies and Equipment        |             | \$ 4.50    | \$ 4.59     | \$ 4.68     | \$ 4.78     | \$ 4.87     | Budget Line: 6200-510 |
|                                              | \$0.00      | \$1,503.00 | \$2,244.51  | \$3,051.36  | \$3,771.42  | \$4,694.68  |                       |
| ESE Supplies and Materials                   |             | \$ 15.00   | \$ 16.00    | \$ 17.00    | \$ 18.00    | \$ 19.00    | Budget Line: 5200-510 |
|                                              | \$0.00      | \$5,010.00 | \$7,824.00  | \$11,084.00 | \$14,202.00 | \$18,316.00 |                       |
| Professional Administrative Services         |             | \$ 3.00    | \$ 3.06     | \$ 3.12     | \$ 3.18     | \$ 3.25     | Budget Line: 7300-310 |
|                                              | \$0.00      | \$1,002.00 | \$1,496.34  | \$2,034.24  | \$2,509.02  | \$3,133.00  |                       |
| Non Professional Admin. Services             | \$ 7,500.00 | \$ 10.00   | \$ 10.20    | \$ 10.40    | \$ 10.61    | \$ 10.82    | Budget Line: 7300-390 |
|                                              | \$7,500.00  | \$3,340.00 | \$4,987.80  | \$6,780.80  | \$8,371.29  | \$10,430.48 |                       |
| Office Supplies and Minor Equipment          |             | \$ 22.00   | \$ 22.44    | \$ 22.89    | \$ 23.35    | \$ 23.81    | Budget Line: 7300-510 |
|                                              | \$0.00      | \$7,348.00 | \$10,973.16 | \$14,924.28 | \$18,423.15 | \$22,952.84 |                       |
| Administrative Dues and Fees                 |             | \$ 4.00    | \$ 4.08     | \$ 4.16     | \$ 4.24     | \$ 4.33     | Budget Line: 7300-730 |
|                                              | \$0.00      | \$1,336.00 | \$1,995.12  | \$2,712.32  | \$3,345.36  | \$4,174.12  |                       |
| Communications Utils (i.e. Phones, Internet) |             | \$ 12.00   | \$ 12.24    | \$ 12.48    | \$ 12.73    | \$ 12.99    | Budget Line: 7900-370 |
|                                              | \$0.00      | \$4,008.00 | \$5,985.36  | \$8,136.96  | \$10,043.97 | \$12,522.36 |                       |
| Communications (i.e. postage)                | \$ -        | \$ 7.25    | \$ 7.40     | \$ 7.54     | \$ 7.69     | \$ 7.85     | Budget Line: 7300-370 |
|                                              | \$0.00      | \$2,421.50 | \$3,618.60  | \$4,916.08  | \$6,067.41  | \$7,567.40  |                       |
| Administrative Equipment                     |             | \$ 4.00    | \$ 4.08     | \$ 4.16     | \$ 4.24     | \$ 4.33     | Budget Line: 7300-644 |
|                                              | \$0.00      | \$1,336.00 | \$1,995.12  | \$2,712.32  | \$3,345.36  | \$4,174.12  |                       |

## Reserve Fund / Undesignated Expenditures

Some districts like to see a "Reserve Fund" line on the charter school budget ranging from 3-10% of the state FEFP funds. Not all districts require this, however, you can set either a percentage or a dollar amount below to put into a reserve fund. You can enter one or the other or both, and the gray number underneath will show you the total of the two. This money will be listed as an expense on your budget, but without a specific purpose. Hopefully you will not use this money and it will be carried over, however, if you forgot to include something in your overall budget, this provides you with a cushion for unexpected expenses. Your Board should have a policy about how to spend money that is not listed in the budget, or that is coming from the reserve fund.

|                                |        |             |              |              |              |              |
|--------------------------------|--------|-------------|--------------|--------------|--------------|--------------|
| Reserve Fund - PERCENT OF FEFP | 3.00%  | 3.00%       | 3.00%        | 3.00%        | 3.00%        | 3.00%        |
| Reserve Fund - Total Dollars   | \$ -   | \$ -        | \$ -         | \$ -         | \$ -         | \$ -         |
|                                | \$0.00 | \$68,944.67 | \$100,725.83 | \$135,772.04 | \$167,692.46 | \$210,130.90 |

## Custom Expenses Page

| Ongoing Budget Totals | Ping Yr   | Year 1       | Year 2       | Year 3       | Year 4       | Year 5       |
|-----------------------|-----------|--------------|--------------|--------------|--------------|--------------|
| Estimated Income      | \$ 75,000 | \$ 2,650,352 | \$ 3,852,465 | \$ 5,157,456 | \$ 6,324,732 | \$ 7,872,937 |
| Estimated Expense     | \$ 68,057 | \$ 2,621,164 | \$ 3,765,631 | \$ 4,947,169 | \$ 6,035,363 | \$ 7,332,065 |
| Net Revenue           | \$ 6,943  | \$ 29,188    | \$ 86,835    | \$ 210,287   | \$ 289,369   | \$ 540,872   |
| Cash Balance          | \$ 6,943  | \$ 36,131    | \$ 122,966   | \$ 333,253   | \$ 622,622   | \$ 1,163,494 |

### Custom Expenses

Most typical charter school expenses have been covered through the surveys within this calculator. However, some charter schools have specific unique situations that they wish to account for within their budget. This spreadsheet will allow you to enter specific expenses that you do not feel were adequately covered within the survey. Please include a description of the expense for the benefit of those reviewing your budget. When you are complete, please remember to click on the "Include Funds Below In Budget" button above to refresh your totals.

[illegible]